



<b>Course title:</b>	<b>Pedagogy</b>
<b>Course #/term:</b>	SW 868, Fall 2021
<b>Time and place:</b>	Wednesdays, 2-5pm, [ONLINE]
<b>Credit hours:</b>	3
<b>Instructor:</b>	Dr. Shanna Katz Kattari
<b>Pronouns:</b>	They/them/theirs or name as pronoun
<b>Contact info:</b>	<b>Email:</b> Skattari@umich.edu <b>Phone:</b> 734.763.0074 You may expect a response within approximately 48 hours
<b>Office:</b>	Virtual
<b>Office hours:</b>	By appointment

## 1. Course Statement

---

### a. Course description

Through doctoral education, students become stewards of the social work profession by developing knowledge and skills that advance the profession’s primary mission, “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW Code of Ethics). Doctoral students advance this mission through excellence in teaching that fosters an inclusive learning environment and incorporates a critical praxis to maintain awareness of oppressive systems. This doctoral-level, social work pedagogy course is designed to prepare students to contribute to the research and teaching missions of future educational institutions. This course will focus on three overarching goals: (1) understanding and applying theories of university teaching, adult learning, and social work education; (2) developing essential teaching knowledge and skills in social work education such as creating learning objectives, syllabi, and grading systems that apply principles of universal design; and (3) recognizing and applying contemporary issues (e.g., technology, hybrid, and inclusive learning environments) to social work education. Through these overarching goals, students will gain knowledge and skills for developing their personal teaching philosophies, course planning and instruction, and situating themselves and their classroom experiences within contemporary educational debates. Students will learn how to foster inclusive classroom environments, facilitate transformational conversations, use principles of universal design, and incorporate a

critical praxis into their teaching. While the course content is widely applicable to interdisciplinary teaching, the course will emphasize preparation for teaching in Bachelor's and Master's in Social Work degree programs.

**b. Course design**

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences as instructors (and learners!) in classroom spaces. Special attention will also be given knowledge about justice and change, and principles of change towards justice within teaching.

**c. Curricular themes**

These will be reflected in the theory, social science literature and research covered characterizing and analyzing different pedagogical and andrological practices, including through a critical praxis lens.

**d. Relationship to social work ethics and values**

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to teaching in classroom settings. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

**e. Intensive focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge in pursuit of critical instruction. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning in classroom settings.

## **2. Class Requirements**

---

a. Text and class materials

There will be additional readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

To fully engage in the course topic and become a competent and skilled instructor, it is expected that students will complete all required readings/watchings.

b. Class schedule

Changes in the course schedule due to weather/illness/etc will be given as far in advance as possible; alerts will come over email and changes will be posted to canvas; etc.

Date/Time	Agenda	Required Readings & Assignments
Week 1 Sept 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Overview of Class</li> <li>• Review syllabus</li> <li>• Co-creation of space</li> </ul>	Syllabus
Week 2 Sept 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Traditional Approaches</li> <li>• Intro to teaching in social work and social sciences</li> </ul>	<p>Anastas, J. W. (2010). Teaching in social work: An educators' guide to theory and practice. NY: Columbia University Press. Chp. 1 "Teachers and learning in social work: A framework."</p> <p>Introduction to Bloom's Taxonomy (n.d.)</p> <p>Kezar, A. (2001). Theory of multiple intelligences: Implications for higher education. <i>Innovative Higher Education</i>, 26(2), 141-154.</p> <p>McLeod, S. A. (2017, October 24). <i>Kolb - learning styles</i>. Simply Psychology.</p>

Date/Time	Agenda	Required Readings & Assignments
		<a href="https://www.simplypsychology.org/learning-kolb.html">https://www.simplypsychology.org/learning-kolb.html</a>
Week 3 Sept 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Adapting traditional models</li> <li>• Andragogy</li> </ul>	<p>Allen, K. N., &amp; Friedman, B. D. (2010). Affective learning: A taxonomy for teaching social work values. <i>Journal of Social Work Values and Ethics</i>, 7(2), 1-12.</p> <p>Anastas, J. W. (2010). Teaching in social work: An educators' guide to theory and practice. NY: Columbia University Press. Chp. 2 "How adults think and learn."</p> <p>ISA CELT. (n.d.). Revised Bloom's Taxonomy.  <a href="https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/">https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/</a></p> <p>Smith, M. K. (1996; 1999, 2010) 'Andragogy', the encyclopedia of informal education. Retrieved from  <a href="https://infed.org/mobi/andragogy-what-is-it-and-does-it-help-thinking-about-adult-learning/">https://infed.org/mobi/andragogy-what-is-it-and-does-it-help-thinking-about-adult-learning/</a></p>
Week 4 Sept 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Teaching Diversity</li> <li>• Teaching Trauma</li> </ul>	<p>Constance-Huggins, M. (2012). Critical race theory in social work education. <i>Critical Social Work</i>, 13(2).</p> <p>Davis, A., Mirick, R., &amp; McQueen, B. (2015). Teaching from privilege: Reflections from white female instructors. <i>Affilia</i>, 30(3), 302-313.</p> <p>Gilin, B., &amp; Kauffman, S. (2015). Strategies for teaching about trauma to graduate social work students. <i>Journal of Teaching in Social Work</i>, 35(4), 378-396.</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>Mehrotra, G. R., Hudson, K. D., &amp; Self, J. M. (2017). What are we teaching in diversity and social justice courses? A qualitative content analysis of MSW syllabi. <i>Journal of Teaching in Social Work, 37</i>(3), 218-233.</p> <p>McInroy, L. B., Byers, D. S., Kattari, S. K., &amp; CSWE Council on Sexual Orientation and Gender Expression. (2019). The NAME Steps: How to name and address anti- LGBTQIA2S+ microaggressions in social work classrooms. Alexandria, VA: Council on Social Work Education.</p> <p>Varghese, R. (2016). Teaching to transform? Addressing race and racism in the teaching of clinical social work practice. <i>Journal of Social Work Education, 52</i>(sup1), S134-S147.</p> <p>Wagaman, M. A., Odera, S. G., &amp; Fraser, D. V. (2019). A Pedagogical Model for Teaching Racial Justice in Social Work Education. <i>Journal of Social Work Education, 55</i>(2), 351-362.</p>
Week 5 Sept 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Queer and Trans Classrooms</li> </ul>	<p>Bragg, J., Havig, K., &amp; Muñoz, R. (2018). Absent in theory, invisible in practice: Queering HBSE for a more inclusive social work profession. <i>Journal of Human Behavior in the Social Environment, 28</i>(1), 44-57.</p> <p>Dentato, M. P., Craig, S. L., Lloyd, M. R., Kelly, B. L., Wright, C., &amp; Austin, A. (2016). Homophobia within schools of social work: The critical need for</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>affirming classroom settings and effective preparation for service with the LGBTQ community. <i>Social Work Education</i>, 35(6), 672-692.</p> <p>Wagaman, M. A., Alessi, E. J., Goffnett, J., Watts, K. J., Iacono, G., Thomas, D. S., ... &amp; Craig, S. L. (2019). Interrupting Hetero-and Cisnormativity in Social Work Programs: LGBTQ+ Student Strategies for Increasing Inclusion. <i>Journal of Social Work Education</i>, 1-15.</p> <p>Wagaman, M. A., Shelton, J., &amp; Carter, R. (2018). Queering the social work classroom: Strategies for increasing the inclusion of LGBTQ persons and experiences. <i>Journal of Teaching in Social Work</i>, 38(2), 166-182.</p>
<p>Week 6 Oct 6<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Self Reflection</li> <li>• Self-Compassion</li> <li>• Goals and Objectives</li> </ul>	<p>Rosen, D., McCall, J., &amp; Goodkind, S. (2017). Teaching critical self-reflection through the lens of cultural humility: An assignment in a social work diversity course. <i>Social Work Education</i>, 36(3), 289-298.</p> <p>Iacono, G. (2017). A call for self-compassion in social work education. <i>Journal of Teaching in Social Work</i>, 37(5), 454-476.</p> <p>Northern Illinois University Center for Innovative Teaching and Learning. (2020). Writing goals and objectives. In Instructional guide for university faculty and teaching assistants. Retrieved from <a href="http://www.niu.edu/citl/resources/guide/instructional-guide">http://www.niu.edu/citl/resources/guide/instructional-guide</a></p>

Date/Time	Agenda	Required Readings & Assignments
Week 7 Oct 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Ableism/Disability</li> <li>• UDL</li> </ul>	<p>Buckland Parker, H. (2012), "Learning Starts with Design: Using Universal Design for Learning (UDL) in Higher Education Course Redesign", Miller, F.S. (Ed.) <i>Transforming Learning Environments: Strategies to Shape the Next Generation (Advances in Educational Administration, Vol. 16)</i>, Emerald Group Publishing Limited, Bingley, pp. 109-136.</p> <p>Kattari, S. K., Ingarfield, L., Hanna, M., McQueen, J., &amp; Ross, K. (2020). Uncovering issues of ableism in social work education: a disability needs assessment. <i>Social Work Education, 39</i>(5), 599-616.</p> <p>Meekosha, H., &amp; Dowse, L. (2007). Integrating critical disability studies into social work education and practice: An Australian perspective. <i>Practice, 19</i>(3), 169-183.</p>
Week 8 Oct 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Teaching Online</li> </ul>	<p>5 Online Teaching Tools: Retrieved from <a href="https://www.youtube.com/watch?v=YHIN0jNXORY">https://www.youtube.com/watch?v=YHIN0jNXORY</a></p> <p>Darby, F. (2019). How to be a better online teacher. Retrieved from <a href="https://www.chronicle.com/article/how-to-be-a-better-online-teacher/">https://www.chronicle.com/article/how-to-be-a-better-online-teacher/</a></p> <p>Forgey, M. A., &amp; Ortega-Williams, A. (2016). Effectively teaching social work practice online: Moving beyond can to how. <i>Advances in Social Work, 17</i>(1), 59-77.</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>Vie, S. (2018). Effective social media use in online writing classes through universal design for learning (UDL) principles. <i>Computers and Composition</i>, 49, 61-70.</p>
<p>Week 9 Oct 27<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Assignment Design</li> <li>• Evaluation</li> <li>• Assessment</li> </ul>	<p>Boye, A. (n.d.). How do I create meaningful and engaging assignments? Retrieved from <a href="https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/CreatingEffectiveAssignments.php">https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/CreatingEffectiveAssignments.php</a></p> <p>Eberly Center. (n.d.) <a href="https://www.cmu.edu/teaching/assessment/index.html">https://www.cmu.edu/teaching/assessment/index.html</a></p> <p>Please read through:</p> <ul style="list-style-type: none"> <li>• Assessment Basics</li> <li>• How to Assess Students' Prior Knowledge</li> <li>• How to Assess Students' Learning and Performance</li> <li>• How to Assess Your Teaching</li> </ul> <p>Student Evaluations of Your Teaching: <a href="https://cft.vanderbilt.edu/guides-sub-pages/student-evaluations/">https://cft.vanderbilt.edu/guides-sub-pages/student-evaluations/</a></p>
<p>Week 10 Nov 3<sup>rd</sup></p>	<ul style="list-style-type: none"> <li>• Creative Methodologies</li> </ul>	<p>Bonnycastle, M. M., &amp; Bonnycastle, C. R. (2015). Photographs generate knowledge: Reflections on experiential learning in/outside the social work classroom. <i>Journal of Teaching in Social Work</i>, 35(3), 233-250.</p> <p>Giesler, M. A. (2017). Teaching note—Theatre of the oppressed and social work education: Radicalizing the practice classroom. <i>Journal of Social Work Education</i>, 53(2), 347-353.</p>



Date/Time	Agenda	Required Readings & Assignments
		<p>Kranke, D., Constantine Brown, J. L., Danesh, S., &amp; Watson, A. (2016). Ideas in action: Teaching qualitative analytic methods in social work research through the analysis of song lyrics. <i>Social Work Education</i>, 35(2), 229-235.</p>
<p>Week 11 Nov 10<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Ungrading</li> <li>• Non-Traditional Grading</li> </ul>	<p>Flaherty, C. (2019). When grading less is more. Retrieved from <a href="https://www.insidehighered.com/news/2019/04/02/professors-reflections-their-experiences-ungrading-spark-renewed-interest-student">https://www.insidehighered.com/news/2019/04/02/professors-reflections-their-experiences-ungrading-spark-renewed-interest-student</a></p> <p>Inoue, A. B. (2015). <i>Antiracist writing assessment ecologies: Teaching and assessing writing for a socially just future</i>. WAC Clearinghouse. – Chapter 1: <a href="https://wac.colostate.edu/docs/books/inoue/chapter1.pdf">https://wac.colostate.edu/docs/books/inoue/chapter1.pdf</a></p> <p>Romanskiewicz, P. (2019) Non-traditional grading systems: An overview. Retrieved from <a href="https://peterromaskiewicz.com/2019/12/11/non-traditional-ungrading-systems-an-overview/">https://peterromaskiewicz.com/2019/12/11/non-traditional-ungrading-systems-an-overview/</a></p> <p>Supiano, B. (2019). Grades can hinder learning: What should professors use instead? Retrieved from <a href="https://www.chronicle.com/article/grades-can-hinder-learning-what-should-professors-use-instead/">https://www.chronicle.com/article/grades-can-hinder-learning-what-should-professors-use-instead/</a></p>
<p>Week 12 Nov 17<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Experiences as Faculty</li> </ul>	<p>Chadiha, L. A., Aranda, M. P., Biegel, D. E., &amp; Chang, C. W. (2014). The importance of mentoring faculty members of color in schools of social work. <i>Journal of Teaching in social Work</i>, 34(4), 351-362.</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>Grigley, J. (2017). The Neglected Demographic: Faculty Members with Disabilities. Retrieved from <a href="https://www.chronicle.com/article/the-neglected-demographic-faculty-members-with-disabilities">https://www.chronicle.com/article/the-neglected-demographic-faculty-members-with-disabilities</a></p> <p>Ore, E. (2016). Pushback: A Pedagogy of Care. <i>Pedagogy</i>, 17(1), 9-33.</p> <p>Prock, K. A., Berlin, S., Harold, R. D., &amp; Groden, S. R. (2019). Stories from LGBTQ social work faculty: What is the impact of being “out” in academia? <i>Journal of Gay &amp; Lesbian Social Services</i>, 31(2), 182-201.</p> <p>Richmond, R. (2015). Why Colleges Need to Hire More Trans Faculty. Retrieved from: <a href="https://www.chronicle.com/article/why-colleges-need-to-hire-more-trans-faculty/">https://www.chronicle.com/article/why-colleges-need-to-hire-more-trans-faculty/</a></p>
Week 13 December 1 <sup>st</sup>	NO CLASS	Work on assignments
Week 14 Dec 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Closing</li> <li>• Evaluating one another’s assignments</li> <li>• Letters to ourselves</li> </ul>	Other items TBD!

c. Assignments

Assignment	Due date	Percent of overall grade
Participation	December 8 <sup>th</sup> , 11:59pm	20
Teach your own lesson assignment	Meet with teacher: Sept 14 <sup>th</sup> , 11:59pm	5
	Lesson plan: Two weeks prior to class	10
	Teach lesson: December 1 <sup>st</sup> , 11:59pm	10
	Evaluation and reflection: December 8 <sup>th</sup> , 11:59pm	5
Assignment Project	Create and post assignment: November 10 <sup>th</sup> , 11:59pm	10
	Do at least 3 peers' assignments (include evaluation): December 1 <sup>st</sup> , 11:59pm	10
	Grade peers' assignments: December 8 <sup>th</sup> , 11:59pm	5
Teaching Philosophy	November 17 <sup>th</sup> , 11:59pm	20

**Participation – 20 points**

Participation is broadly defined. Participation refers showing up to class online, asking questions of both me and your peers, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions on Canvas, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the me, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. This course will be led in a seminar style, meaning there may be some didactic portions at the beginning of class, but the majority of the class period will consist of group discussion where I or your classmate is merely a facilitator. The success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to

class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional practice experiences. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

Note: for this class, part of participation is engaging with your peers in a book group around EITHER Teaching to Transgress or Pedagogy of the Oppressed (each group may self-select their book, both are uploaded as open access PDFs). Groups will be approximately 3-4 people; you may choose to meet synchronously virtually, or I can set up a special canvas group through for y'all to talk. There is no required pace – you will decide this, as well as what questions/prompts you want to ask once another. I may ask for check ins during our synchronous class to see how it is going.

Criteria	Exemplary Performance	Points
Frequency of participation in class	Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.	5
Quality of comments	Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	10
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	5
<b>Total</b>		<b>20</b>

\*Modified from Eberly Center for Teaching Excellence

### ***Teach Your Own Lesson Assignment – 15 points***

Meet with teacher:  
Sept 15<sup>th</sup>, 11:59pm

Lesson plan:  
Two weeks prior to class

Teach course:  
December 1<sup>st</sup>, 11:59pm

Evaluation and reflection:  
December 8<sup>th</sup>, 11:59pm

By September 15<sup>th</sup>, please visit this document and select an instructor and course to partner with

(<https://docs.google.com/document/d/1cJ6btOwnAYUBV0ZbvMp6l8ITOHinJqCilK4a56y5ZK0/e/dit?usp=sharing>) and please email this instructor ASAP in order to begin this process.

Once you have connected with this instructor and decided on a topic and date, please email me to let me know. TWO WEEKS prior to teaching your content for this course, you will need to submit a lesson plan for this class. Lesson plan should include the following:

- Lesson title
- Goals for the lesson
- Objectives for the lesson
- Audience
- Time frame
- Location, materials, technology, & environmental set up (including synchronous or asynchronous)
- Participatory requirements (including how you will make it accessible)
- Educational methods
- Rationale for topic selection, scope, sequence, methods and procedures
  - -This portion must be supported using pedagogical research
- Procedural steps
- Evaluation methods (How will you know this lesson has been effective? How will you know that YOU have been effective?)

I will give you feedback as soon as I can, in order to support you in a successful lesson.

You will then teach the lesson to your paired course by December 1<sup>st</sup>. After this, you will use the evaluation method included in your lesson plan to get feedback on your teaching from the students in this course. You will also then have a follow up meeting or other communication with your paired instructor to get their feedback on your presentation. Following this, please evaluate yourself, share and reflect on the evaluations you have received, etc., in a final 2-4 page (Times New Roman or Arial, 12 pt., double spaced, 1” margins), and submit it by end of day on December 8<sup>th</sup>.

Criteria	Exemplary Performance	Points
<b>Lesson Plan</b>	Lesson plan meets the details of the assignment. There is a focus on accessibility (both regarding disability and diversity of students), inclusivity, and clear goals and objectives. The lesson itself is well detailed, and strongly supported with rationale.	<b>10</b>
<b>Lesson Itself</b>	Individual is fully prepared, and on time. They are engaging of all students, answer questions, present their material or activity in a way that is inclusive of all students and their needs and accessibility. They include evaluation as part of the lesson	<b>10</b>
<b>Self Evaluation</b>	Individual is thoughtful and reflective in their writing. Paper is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	<b>10</b>
<b>Total</b>		<b>30</b>

\*Modified from Eberly Center for Teaching Excellence

### **Assignment Creation – 25 points**

**DUE – Multiple**

Each student will create a short assignment for peers in this class to complete. Assignment should be appropriate for an MSW or BSW student, in a foundational social work class. Some examples could be a self-reflection paper, a discussion board, a literature review, a podcast, a TEDtalk, a digital magazine, a self-inventory, etc. Creation of this assignment will include a detailed description of the assignment, rationale for the assignment along with 1-3 objectives,

and a rubric for assessment of the assignment. Please post all three of these to Canvas by end of day on November 10<sup>th</sup>, as well as turning it in through canvas.

Then, each person should choose to complete THREE of their peers' assignments (please comment on which ones you are doing so we can get even distribution). In addition to turning in the assignment to the creator for grading, please also turn in our class created evaluation, by end of day on December 1<sup>st</sup>.

Finally, each assignment creator should grade their peers' submissions of their assignment and return with comments to each person by end of day on December 8<sup>th</sup>.

It is expected that all assignments will be made as accessible as possible which includes the intentional use of Universal Design for Learning.

Criteria	Exemplary Performance	Points
<b>Assignment creation</b>	Individual create engaging assignment that is clearly detailed. Rationale is connected to assignment and learning goals. Rubrics were clear. Everything was accessible to all learners. Learners left the content with new and accurate information.	<b>10</b>
<b>Assignment Participation and Peer Evaluation</b>	Individual participated in fully completing three of their peers' assignments, and accompanied their submissions with a class created evaluation of each assignment.	<b>10</b>
<b>Grading of Assignments</b>	Individuals graded and returned assignments within a timely manner, with supportive/engaging comments, and using their self-created rubrics to assess in order to match their grades.	<b>10</b>
<b>Total</b>		<b>30</b>

\*Eberly Center for Teaching Excellence

### ***Teaching Philosophy – 20 points***

Social work practice is supported by a myriad of theories, philosophies, and ideologies. Similar to our practice, social work education has its own relevant theoretical, philosophical and ideological underpinnings. As part of becoming a social work educator, exploring your own teaching philosophy will be an important part of your professional development, both in the practice of teaching as well as in the preparation for tenure requirements at many institutions in the Academy (and going on the job market!). Students must write a statement of their teaching philosophy addressing:

- Personal teaching philosophy, strategies, and objectives
- A traditional-based philosophy and/or an alternative pedagogical philosophy (e.g. Afro-centric, feminist, queer, global, etc.)
- Teaching goals for the next five years
- How your teaching philosophy and goals are consistent with and supportive of the field of Social Work's values and basic tenets
- Steps you might take (or have taken) to evaluate and improve one's teaching. This might include changes resulting from self-evaluation, review of student and peer evaluations, participation in seminars, workshops and professional meetings, reviewing of the literature, and other activities to improve your teaching skills and knowledge base
- Approach to students inside and outside of the classroom (including but not limited to support around diversity, equity, and inclusion)

- Classroom and/or environmental factors that might influence the teaching experience

This philosophy should be not more than 2-pages, single spaced including your name, title (Teaching Philosophy), and page numbers. Please feel free to check out some of the examples on Canvas to help get some ideas for what this might look like. Students outside of social work may model this on their own field's requirements.

Criteria	Exemplary Performance	Points
<b>Body of the paper</b>	The information here is new meets the requirements of this paper. Topic areas are well flushed out, and flow from one to another with clear connection. The paper reads as a professional and well thought out/researched document.	<b>10</b>
<b>Clarity and Presentation</b>	Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences, within expected page length. There are virtually no spelling or grammatical errors.	<b>5</b>
<b>Authenticity</b>	This paper captures the true nature of the student and how they approach teaching within their field	<b>5</b>
<b>Total</b>		<b>20</b>

#### d. Grading

References; MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1<sup>st</sup> assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2<sup>nd</sup> unacceptable assignment, and 3 points for the 3<sup>rd</sup> unacceptable assignment, and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week but less than two weeks late. Longer than that, no credit will be earned for the assignment. NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late.
- You will lose 1 point for a missed class, if you have not contacted me. Upon the 3<sup>rd</sup> uncommunicated absence, there will be 5-point deduction for each absence.

- I do not plan to enact this unless it becomes an issue, but I reserve the ability to assess points if chronic lateness impacts our class; being late to class or back from a break, lose 1 point for each two occurrences.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I help you deepen your understanding of something, that is helpful for me to know too.

[Adapted from Dr. Richard Tolman]

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

### **Submission of Assignments**

*All assignments must be submitted online via Canvas at or before the time it is due* as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Letter grades from A through F are given for class performance. A grades are given for ***exceptional individual performance and mastery of the material***. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.

### **Grading Scale:**

**98-100 =A+**

**93-97 = A**

**91-92= A-**

**89-90 =B+**

**87-88 =B**

**85-86 =B-**

**83-84= C+**



81-82= C

80= C-

Below 80; not passing

---

**Note:** I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

### **Dependent Care Resources**

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

***You are welcome to bring your children to class as needed;*** I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*
-