Course Syllabus

Course title: Essentials of Community and Organizational Practice
Course #:term: SW 509 (Section 001) Winter 2023
Time and place: Tuesdays, 6:00 pm – 9:00 pm EST, in-person, B760 SSWB
Credit hours: 3
Prerequisites: None
Instructor: Sean J. de Four, LMSW- Clinical & Macro
Pronouns: He / him / his
Contact info: *Email: seafour@umich.edu  *Phone:(734) 846-1814  Mailbox #117
*You may expect a response within 48 hours
Office: 3768 SSWB
Office hours: By appointment only (online or in person)

1. Course Statement

a. Course description

This course is partly survey in nature, touching on a range of methods, strategies, and skills in macro practice, specifically community organization, management, and advocacy. It provides an appreciation of the historical and contemporary importance of these social work methods as well as opportunities for students to develop practical skills. With opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice, the course places special emphasis on approaches that strengthen socially just and culturally sensitive practice.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policymaking, planning, and program development. Course content addresses concepts and practice skills involving assessment, engagement, and intervention planning at the macro level, and strategies to work effectively with communities, organizations and groups. Content
also includes reflective practice and utilizing interpersonal skills in macro practice. The course will offer skill-building in some tasks that are important to beginning social work practice, such as understanding and developing spreadsheets, meeting facilitation, teamwork, collecting and presenting basic data, and communicating effectively.

b. Course objectives and competencies

- Use anti-oppressive and anti-racist frameworks to describe examples of systemic and structural root causes of contemporary social welfare issues (Essential 22, 33, 39, 45; EPAS 1, 2, 3, 5, 6, 7, 8, 9).
- Apply inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational and community contexts (Essential 1, 9, 11, 14, 15, 16, 45; EPAS 1, 2, 3, 6, 7, 8).
- Articulate social work values and ethics in all organizational and community strategies to address contemporary social work and social welfare problems (Essential 26, 44; EPAS 1, 5).
- Practice engaging with teams, partnerships, collaborations, coalitions, and other alliances to build intraorganizational and interorganizational power and influence (Essential 8, 10, 40; EPAS 1, 6).
- Assess community needs and issues and identify community assets, indigenous solutions, capacities, and allies in partnership with organizational and/or community stakeholders (Essential 3, 7, 15, 20, 24; EPAS 2, 4, 6, 7, 8, 9).
- Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).
- Investigate how to engage with community partners to build community capacity to mobilize on issues and needs, develop services and strategies that enhance community well-being, and dismantle oppressive structures and systems (Essential 25, 29, 34, 45; EPAS 2, 3, 4, 5, 9).

c. Course design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, and individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning and implementation, in-person and online simulations and hands-on applications of real-world situations that arise in the field.
d. **Intensive focus on PODS**
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. 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.

Consistent with social work core values, the primary goals of Community and Organizational Practice are to enhance human well-being and help meet the basic human needs of all people. This course will devote resources and attention to the needs and empowerment of people and groups who traditionally have experienced oppression and marginalization. Course content and processes are designed to help students gain understanding of intersectional diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religious/spiritual practice, immigration status, and cognitive, mental or physical disability. In addition, students will be exposed to strategies for increasing social and racial equity and inclusion across settings.

2. **Class Requirements**

a. **Text and class materials**
There is no required text for this course. This course utilizes Canvas as a resource for course readings as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on the class Canvas site. Login to the Canvas portal at: [https://canvas.umich.edu/](https://canvas.umich.edu/) to find the course materials. Please make sure to review the site carefully at the start of the semester.

Readings for each week’s topic will be uploaded onto the Canvas course site (SW 509-001 WN 2023), organized by class session as listed in the syllabus. (If you have problems with the Canvas site, please call (844) 329-3130). Except for the first
week, students are required to complete all the assigned Canvas readings prior to the start of each week’s class, as these will serve as the basis for class discussion, activities, and assignments.

b. **Class schedule**

To fully engage in the course topics and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Please always consult the syllabus to make sure you have completed all the assigned content for the week. We may not always discuss each reading in class; however, each student is responsible for the material covered by the readings. Students will need to draw upon the readings to complete the graded assignments.

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Class #1:</td>
<td>Introduction: Overview of macro practice</td>
<td>Read</td>
</tr>
<tr>
<td>January 10th</td>
<td>Values, history, components, and the</td>
<td>• Primary: Netting, Kettner, McMurty, &amp; Thomas (2012), <em>Social Work Macro Practice</em>, Chapter 1</td>
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<tr>
<td></td>
<td>multicultural society</td>
<td>• Optional: Yolanda C. Padilla &amp; Rowena Fong (2016) Identifying Grand Challenges Facing Social</td>
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<td></td>
<td>Work in the Next Decade: Maximizing Social Policy Engagement, Journal of Policy Practice, 15:3,</td>
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<td>133-144</td>
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<td></td>
<td>Do</td>
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<td>• Thumb ball Icebreaker</td>
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<td></td>
<td>• Review reflection essay assignment</td>
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<tr>
<td>Class #2:</td>
<td>Advocacy as a form of social action:</td>
<td>Read</td>
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<tr>
<td>January 17th</td>
<td>Models of advocacy, policy advocacy</td>
<td>• Primary: Hardcastle (2012), Community Practice Theories and Skills, Chapter 12 “Using the</td>
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<td>Advocacy Spectrum,” (pp.340-370).</td>
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<td>49(3), 506-513.</td>
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| Class #3: January 24<sup>th</sup> | **Introduction to communities:**  
Understanding and engaging with communities and their populations; different concepts of community and their implications; Typologies of community organization; empowerment theory and community organization practice |
|---|---|
• Primary: Hardcastle (2012), Community Practice Theories and Skills, Chapter 4 “The Concept of Community in Social Work Practice” (pp.94-129).  
• Optional: Gutierrez et al. (2013) Principles, skills, and practice strategies for promoting multicultural communication and collaboration. |
| **Do** | • Reflection Essay due  
• Select teams for group assignment |

| Class #4: January 31<sup>st</sup> | **Introduction to Organizations:**  
Understanding and Engaging with Human Service Organizations and Their Populations; Roles of |
|---|---|
| Class #5: February 7<sup>th</sup> | Researching and Gathering Information | **Read**

**Do**
- Group Pre-presentation Reflection Due |

| Class #6: February 14<sup>th</sup> | Assessing Community and Organizational Needs and Strengths | **Read**
Primary: Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 6 “Assessing Communities,” (pp. 167-207).


Do
- N/A |
| Class #7: February 21<sup>st</sup> | Intervening in Communities and Organizations | **Read**  
- Optional: KU Toolbox for Developing Interventions  
**Do**  
- Advocacy Assignment Due |
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<tbody>
<tr>
<td><strong>No Class February 28&lt;sup&gt;th&lt;/sup&gt; – Spring Break</strong></td>
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| Class #8: March 7<sup>th</sup> | Program development, implementation, monitoring, and evaluation  
- Visioning and strategic planning; linking programs to organizational mission and goals: models & stages; Translating goals into objectives; Promoting community participation; Evaluating program outcomes; Managing information  
**Read**  
- Primary: Finn, Janet (2016), Just Practice, Chapter 8 “Evaluating, Reflecting On, and Celebrating our Efforts” (pp. 337-376).  
**Do**  
- N/A |
| Class #9: March 14<sup>th</sup> | Community Observation/Group Preparation Day  
**Read**  
- N/A |
<table>
<thead>
<tr>
<th>Class #10: March 21st</th>
<th>Ethical and Legal Issues in Macro Practice</th>
<th>Read</th>
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<tr>
<td><strong>Do</strong></td>
<td>N/A</td>
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<tr>
<th>Class #11: March 28th</th>
<th>Intervention Presentation</th>
<th>Read</th>
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<td><strong>N/A</strong></td>
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<td><strong>Do</strong></td>
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<td><strong>Presentation, Leave Behind Item/Visual (group prepared), group evaluation (individually prepared) Due</strong></td>
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<tr>
<th>Class #12: April 4th</th>
<th>Human Resources Management</th>
<th>Read</th>
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<td>Inter-Organizational Practice; Visioning and Strategic Planning in Community-Based Organizations; Personnel Policies/Supervisory Roles and Functions; Staff Development; Issues of power; Inter-organizational practice in multicultural communities</td>
<td><strong>Primary:</strong> Hardcastle (2012), Community Practice Theories and Skills, Chapter 9 “Using Work Groups: Committees, Teams, and Boards” (pp.248-271).</td>
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<td><strong>Do</strong></td>
<td><strong>Video:</strong> Essential Human Resource Functions</td>
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<td><strong>Video:</strong> Strategic and Inclusive Meetings</td>
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c. **Assignments**

This course has four graded components. A portion of your grade will be based on class attendance and engagement with the remainder being based on three work product areas, which are designed to help you develop practical skills and knowledge you are likely to employ in your social work career. Detailed descriptions of these assignments are posted on Canvas, under the “Assignments” link. Completed assignments are to be submitted online through the class Canvas site, by the end of the day on which they are due. These items are summarized below with their relative weight.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Advocacy Practice Assignment (Individual)</td>
<td>2/21/23</td>
<td>25%</td>
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2. Group Project & Presentation
   - Pre-presentation reflection (prepared as a group)  
     2/07/23  10%
   - Intervention presentation, including a visual/leave behind item, and summary of team minutes (prepared as a group).
     Group evaluation (prepared individually)  
     3/28/23  25%
   - Budget and Fundraising Plan  
     4/18/23  20%

3. Attendance & Participation
   - Reflection essay (5%);  
     1/17/23
   - Coaching Simmersion simulation (5%)  
     By 4/18/23  20%
   - Class activities, attendance and participation (10%)  
     Ongoing

DESCRIPTIONS OF ASSIGNMENTS FOR SW 509

1. Advocacy Practice Assignment (Individual Project) (25% of total course grade)
   There are two options for the Advocacy Practice Assignment: Speak Out or Coalition Assignment (chose one):

   **Option A: Advocacy Practice Assignment: Speak Out**
   Hoefer (2009) defines advocacy practice as when a "social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice." Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

   **Step 1: Select an issue:** Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. It can be an issue related to a policy you have studied in your social welfare policy course. Or,
if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

**Step 2: Research the issues:** Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

**Step 3: Write your statement:** Select the proper forum for your advocacy effort. This could include a letter to the editor, a Facebook blog, a Youtube video, or a speak out script from a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of government, or the board of directors of a human service organization. Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

**Step 4: Reflect on the process:** In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular issue you did and the rationale for how you framed it. In terms of your project, what do you see as its strengths and the areas for improvement?
- While it is appropriate to focus on the product developed, emphasis should be given to the process or skills you used to develop your opinion piece or prepared testimony.
- Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?
Option B: Coalition Assignment

Step 1: Identify a local organization: Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue that you have interest in.

Step 2: Gather information on the organization: Interview someone in a leadership role and review written and on-line materials that the organization, coalition or collaboration has available and use newspapers as resources to understand the current context.

Step 3: Write a Statement: Prepare a written 3-to-5-page (double-spaced) overview to analyze the group’s effort and your opinion of its effectiveness. In this overview, define the issue, describe the organization, coalition or collaboration and who is involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group’s effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process: You are expected to write a two-page, double-spaced reflection paper which addresses the following:
   - Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process.
   - What knowledge or skills did you gain from the assignment?
   - In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
   - Reflect on the potential impact of this organization’s advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Work to submit to instructor-Submit as one document via Canvas on February 21st
   - Opinion piece, written testimony (Option 1), 3–5-page Written Summary (Option 2)
   - Bibliography and/or list of interviews conducted
   - Reflection Paper

2. Community or Organizational Intervention (Team Project) (55% of total course grade): This course will have one connected master assignment with multiple
products, designed to help you pull together what you have learned through the semester. There are several important dates regarding this assignment:

- Pre-presentation reflection -10% of final grade (prepared as a group) **Due by February 7th**
- Intervention presentation, including a visual/leave behind item, and summary of team minutes -25% of final grade (prepared as a group). Group evaluation (prepared individually). **Due in class March 28th.**
- Budget and fundraising plan-20% of final grade. **Due by last day of class, April 18th.**

**Assignment Tasks – 5 Parts**

I. **Develop Teams.** It is important to assign roles (i.e., facilitator, note taker, reporter, timekeeper, process evaluator, etc.—these roles can and should rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g., at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.

Effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore, your groups are expected to keep minutes of your meetings. Minutes should be at least one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

II. **Identification of a community or organizational barrier/gap or opportunity.** This piece of the assignment is designed to identify and understand a problem or opportunity within a community or a community organization. You will spend some time identifying and analyzing one specific issue. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other issues not listed that you could pursue.

A. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food.

B. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.
This component of the assignment has several purposes:

- To learn the skills necessary for understanding and analyzing a community or organization.
- To gain experience in reflective practice at the community or organizational level; and
- To learn and practice skills important to working in a team.

After you have selected your community or organizational problem, in the spirit of reflective practice, as a group write a 1–2-page, double-spaced paper addressing the following points:

- What community or organizational problem did you select and why?
- What are some of the things you might examine to make the case for this issue?
- What are your initial ideas about a possible intervention?
- (Feel free to list any questions/concerns you would like to consult with me about)

Please ensure that each team member’s name is listed on the top of the page. Bullet points or short paragraphs are fine. The use of headings is encouraged. References are not necessary, but you are expected to integrate ideas from the course. Work to submit to instructor (10% of final grade)—Due in class February 7th.

III. The development of a change effort for this identified issue. A change effort should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing behavior by intervening in the environment. This can vary greatly. An intervention plan may be a new policy, a change in programming, new practices, or a combination. This component of the assignment has several purposes:

- To explore what an intervention plan may look like for an organization or community
- To practice the creation and development of a realistic intervention plan.
- To learn and practice skills important to working in a team.

IV. An original presentation and materials, detailing both the issue/problem and the proposed solution. Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

This part of the assignment has several purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.
• To think critically about what information will be compelling to a stakeholder audience.

This part of the assignment is the culmination of the work done through the semester. It requires each group to:

• **Create a 15-minute presentation detailing the needs assessment (part II.), as well as the intervention plan or proposed solution (part III.).** You will decide who the audience (our class) will be. That is, if you decide you are doing a presentation to a potential funder, we will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions.

• **Develop a “leave behind” item.** You must include some leave behind item. This can be a handout, brochure, brief summary, PowerPoint presentation or some other item of your choosing. This written item should support and/or further explain the points made in your presentation. If your visual aid is in the form of a handout or pamphlet, please provide hard copies for the class.

Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format available here: [http://www.lib.mich.edu/ug/research/citation_guide/AP5thed/pdf/](http://www.lib.mich.edu/ug/research/citation_guide/AP5thed/pdf/)

**Work to submit to instructor as a team (25% of final grade)— Due in class March 28th.** Please give these things to me before your presentation:

• Minutes from your group meetings
• Copy of your PowerPoint (or similar) slides and leave behind item/visual Aids
• After the presentation, each team member is to reflect on the group process thus far and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be done by filling in the evaluation form that will be provided.

V. The final part of the assignment is to generate a budget and fundraising plan for your proposed intervention. (20% of final course grade)
A. **FUNDRAISING PLAN**: Note what you hope to accomplish and how you plan to raise the money.

B. **BUDGET**: Estimate cost of intervention (how much money will you need to carry out the project based upon its objectives).

C. **BUDGET NARRATIVE**: Provide a one-page single-spaced narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget.

D. **TIMELINE**: Provide a specific timeline to give an idea of the project steps and activities (consider using a Gantt chart).

E. **COVER LETTER**: Include a cover letter with the fundraising plan. This letter should highlight the main points of the intervention idea and indicate to the potential funding source why this project is important and the amount you would like to have funded. You may want to explain why the proposed intervention may be of interest to the recipient.

*Submit to instructor (20% of final grade)—as one document via Canvas April 18th.*

- Fundraising Plan (includes summary of plan, timeline, budget, and budget narrative)
- Cover Letter to make pitch to someone (foundation, individual donor, social media appeal)

### 3. Attendance and class participation

- Class participation (10%) is a professional responsibility and a critical element of this course. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class. Additional information on the school’s policy around class attendance can be found in the MSW Student Guide [Policy on Class Attendance](#). While a portion of the course will include material presented through lecture, much of your learning will come from in-class discussion around the readings, in class activities and assignments. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and perspectives different from your own while in class. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning. Please keep in mind that effective advocacy (a cornerstone of social work practice)
requires the ability to understand and appreciate opposing perspectives and competing self-interests.

- **Reflection Essay (5%)**: Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:
  - Describe your personal and professional goals. What do you hope to be doing 6 years from now?
  - How will the MSW degree and this course in particular assist you in meeting your goals?
  - Discuss your own strengths and limitations with regard to participating in this course.
  - Describe the things you hope to learn in the course.

**Due: January 17th (please submit via Canvas).**

- **Coaching Simulation (5%)**: Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment, with an online “client.” In this class, we will be practicing the skill of coaching. For this assignment, you will review the lesson about coaching (within the simulation) and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). This assignment can be done at any point through the semester with an ultimate deadline of 4/18/23. To access the simulation, go to: [https://sites.google.com/umich.edu/simmersion/home/](https://sites.google.com/umich.edu/simmersion/home/) and click “Request Access to SimMersion Simulations.”

d. **Grading**

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before its submission. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. 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 which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

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<td>A+ = 99-100%</td>
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<td>A = 95% – 98%</td>
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<td>A- = 90%-94%</td>
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<td>B+ = 88%-89%</td>
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<td>B = 85%-87%</td>
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<td>B- = 80%-84%</td>
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<td>C+ = 78%-79%</td>
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<td>C = 75%-77%</td>
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<td>C- = 70%-74%</td>
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<td>D+ - E = BELOW 70% (NO CREDIT)</td>
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- **Late assignments:** If you must turn in late work, you need to have communicated with me in advance about an alternative due date and reason, in order to be eligible for full credit.

- **Challenges to grades:** In general, I do accept challenges to grades; however, challenges must be in writing (not verbal); must be specific and must be based on substantive arguments not based on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down. For more information on SSW policies regarding grading and grievances, please see the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

- **Writing Assistance:** Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule a virtual appointment and supply a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call 734-647-6081 to leave a message. You can find helpful resources on writing linked from ssw.umich.edu/writing-help

In addition, the Sweetland Writing Center offers graduate students up to seven sessions per semester. They can help you develop your argument, improve your
paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule a virtual appointment at http://www.lsa.umich.edu/sweetland/ And the English Language Institute focuses on serving international students: http://www.lsa.umich.edu/eli/

e. Class Recording and Course Materials
Note that sessions will not be recorded as the goal of these sessions is to make them as live and interactive as possible; however, all of my lectures are accompanied by PowerPoint presentations, which will be uploaded into canvas one-day prior to each class.

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

f. COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.
g. **Health-Related Class Absences**
   Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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

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**Land Acknowledgement**

We acknowledge that the University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

**Legacies**

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.