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College of Natural Sciences, Forestry, and Agriculture_SWK 640 Revised Syllabus & Final Presentation

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**University of Maine
School of Social Work**

SWK 640: Issues in Social Welfare Policy in Advanced Generalist Practice

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Synchronous meetings Weds 9:30-10:30
Asynchronous content posted on BB
No office hours due to COVID19 distancing

COVID19 ADJUSTED SYLLABUS

In light of the restrictions imposed by COVID19 and the wisdom of “social distancing” as a strategy to stem the spread of the virus, the second half of the semester, after spring break, will be conducted online. I want to share the following principles, borrowed from Prof. Brandon Bayne at UNC – Chapel Hill, after he shared with a pedagogy group online. His principles articulated well what I have been considering in terms of how to approach the remainder of our shared semester in a meaningful way.

Principles

- 1. Nobody signed up for this.**
 - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

- 2. The humane option is the best option.**
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly

- 3. We cannot just do the same thing online.**
 - Some assignments are no longer possible
 - Some expectations are no longer reasonable
 - Some objectives are no longer valuable

- 4. We will foster intellectual nourishment, social connection, and personal accommodation.**
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - We will discuss how to incorporate synchronous discussion to learn together and combat isolation while also maintaining reasonable expectations for participation

- 5. We will remain flexible and adjust to the situation.**
 - Nobody knows where this is going and what we’ll need to adapt
 - Everybody needs support and understanding in this unprecedented moment

Rationale for Revisions to Syllabus

Reading through the course introduction and objectives of the syllabus as presented at the beginning of the semester helped me define with clarity the main goals of the course. Accordingly the syllabus has been redesigned to highlight the main learning aims through synchronous interactions, and to allow the flexibility of asynchronous responses to the remainder of the material. Though it is all important, in this moment of unexpected adaptation, focusing on the most important aspects of the course seems prudent.

The Course Objectives as originally presented are below. The common theme through most of them is the group-based legislative advocacy effort. The Maine State Legislature, however, adjourned on Weds, March 17th indefinitely, which obviously has an impact on our ability to pursue legislative advocacy. As a class, we will come together synchronously through Zoom to provide continued support and learning around the practice of advocacy, as outlined below.

Course Objectives

Given regular class attendance, participation in class activities, completion of assigned readings, and completion of course assignments, students should develop:

1. An understanding of the role of policy practitioner and the place of policy advocacy in social work practice;
2. An increased awareness of the ethical rationale for policy advocacy and its position in social work values and ethics;
3. A familiarity with a policy practice framework;
4. Skills in planning and implementing a legislative advocacy campaign in response to a contemporary need at the state level;
5. Competence in selection of appropriate intervention strategies for a particular legislative advocacy effort;
6. An ability to perform selected advocacy tasks, including political lobbying;
7. Increased understanding of the role of social justice in social work;
8. Familiarity with current national policy concerns with regard to public budgets, economic security, health care, democracy, social issues, education, the environment and foreign affairs to inform their policy practice;
9. Increased understanding of the social welfare consequences of inequality in the United States and globally;
10. Competence in utilizing social policy reference materials, including social work abstracting services, newspaper indices, resource networks of organizations and individuals, and government documents;
11. An ability to incorporate policy analysis, development and implementation into the performance of generalist social work practice roles; and,
12. Effective oral and written communication for legislative advocacy.

**Council on Social Work Education (CSWE)
Educational Policy and Accreditation Standards (EPAS)**

In keeping with CSWE core competencies, this course will primarily address four of the ten CSWE Educational Policy and Accreditation Standards. The chart below lists the competencies, and the means through which they are addressed and assessed.

Competency	Course Content	Method of Assessment	Dimensions
2. Engage Diversity and Difference in Practice	SSN briefs & discussions Class discussions Legislative advocacy activities Social Work Day at the State House Guest speakers	Legislative Advocacy Plan (#2) SSN Brief Presentation (#3) Written reflection after State House Day (#4) Written Report on Legislative Activities (#6)	Knowledge Skills Values Cognitive & Affective Reactions
3. Advance Human Rights and Social and Economic Justice	SSN briefs & discussions Legislative advocacy activities Assigned readings Social Work Day at the State House Guest speakers	Reading Responses (#1) Legislative Advocacy Plan (#2) SSN Brief Presentation (#3) Oral & Written Testimony (#5) Written Report on Legislative Activities (#6)	Knowledge Skills Values Cognitive & Affective Reactions
5. Engage in Policy Practice	All reading assignments & classroom activities	All assignments	Knowledge Skills Values Cognitive & Affective Reactions
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	Legislative advocacy activities with advocacy organization(s) and individual legislator(s) Assigned readings	Reading Responses (#1) Legislative Advocacy Plan (#2) Written reflection after State House Day (#4) Written/Oral Testimony (#5) Written Report on Legislative Activities (#6)	Knowledge Skills Values Cognitive & Affective Reactions

REVISED COURSE OUTLINE

DUE DATES FOR ALL ASSIGNMENTS HAVE NOT CHANGED.

Week/ Date/Topic	SYNCHRONOUS during regular class meeting time, on ZOOM	ASYNCHRONOUS, on your own time with some limits	Assignments due
Week 9 March 18	SPRING BREAK!	<i>Legislative Advocacy Plans returned by email during the break</i>	None! ☺
Week 10 March 25	9:30 AM ZOOM MEETING (no more than 1 hour) https://maine.zoom.us/j/188077810 checking in discuss use of synchronous meetings breakout rooms by advocacy group whole group discussion & consensus	SSN “presentations” (by Mauren, Jack, Abby, Paige) and responses (whole class) via BB Discussion groups, see description below. Highly recommend but not requiring the trauma-informed social policy article	State House reflection papers due <i>SSN discussion by posting questions to discussion board (see description below)</i>
Week 11 April 1	9:30 AM ZOOM MEETING (no more than 1 hour) https://maine.zoom.us/j/188077810 same as 3/25/2020	SSN “presentations” (by Jasmine, Emma, Jessica, Nick) and responses (whole class) via BB Discussion groups, see description below.	<i>SSN discussion by posting questions to discussion board (see description below)</i>
Week 12 April 8	9:30AM ZOOM MEETING (no more than 1 hour) https://maine.zoom.us/j/188077810	OPTIONAL (but very interesting) readings and TED talk, <i>The Spirit Level</i> with optional discussion boards for reflection and response.	<i>Mock committee hearings are canceled</i>
Week 13 April 15	9:30AM ZOOM MEETING (no more than 1 hour) https://maine.zoom.us/j/188077810	OPTIONAL (but very interesting) reading, Lens (2018). <i>Executive Order and Trump Administration</i> , with optional discussion boards for reflection and response.	<i>Mock committee hearings are canceled</i>
Week 14 April 22	9:30AM ZOOM MEETING https://maine.zoom.us/j/188077810 Some sort of final discussion & reflection on the semester	Course evaluations online	<i>Written report on group activity due on BB by 11:59 pm (1 per group)</i> <i>Individual reflection paper due on BB April 29th by 11:59 pm</i>
Week 15 April 29	NO CLASS RESEARCH SYMPOSIUM DAY	SWK 692 presentations today <i>All remaining written work returned via email by the end of exam week</i>	Good luck everyone! ☺

Assignments in Detail

All written work will be submitted to Blackboard, under the assignments tab. There are discussion forum links in each week's content folder for posting responses.

Assignment 1: Reading Discussion Questions, Attendance, & Class Participation
Class participation as a whole is 20% of final grade (including reading responses, class attendance, and class participation).

ZOOM CONFERENCE SYNCHRONOUS ACTIVITY

In the first half of the course, class participation included in-class presentations and discussion, reading response discussions on BB, finding examples of LTE and op-eds, etc.

For the second half of the semester, class participation will include attending synchronous Zoom-based class meetings, participating in discussions during live Zoom meetings and on BB, asking questions during mock testimony, and whatever presentations may be pertinent.

Other than SSN briefs, which are required reading, any additional readings previously posted as required are now optional, though highly recommended.

Zoom conferences are schedule to start at 9:30am on Weds March 25, April 1, April 8, April 15, and April 22. April 22 is our last class meeting (MSW research symposium is/was April 29). You will receive emailed Zoom invitations weekly. We will use a combo of whole group and small group interactions. My hope is that we will meet for no more than 1 hour. I would like to use our first meeting to check in, regroup, and have some discussions of how to proceed. Ultimately, this is your course, you have the right to have some input into how we shape our remaining time together this semester.

2. Legislative advocacy plan **ASSIGNMENT DONE**
DUE: February 26th by 11:59 pm on Blackboard (15% of grade)

3. Scholars Strategy Network policy brief: asynchronous class discussion facilitation

This is a change. SSN presentations will become asynchronous presentations & responses.

Expectations for presenters: On the Tuesday night before your SSN brief would have been discussed in class, post a written presentation in the appropriate discussion forum on BB (they are each labeled pretty clearly in their respective course content weekly folders). Your written facilitation should include:

- A brief statement of what drew you to this particular brief
- One or two observations or things you learned from the brief
- One or two discussion questions or guiding statements for reflection by classmates

The overall intention here is to have the presenters share a written "presentation" that will spark

reflection and conversation among classmates.

Expectations for non-presenters: Read all 4 briefs, as you would have if you were preparing for regular class. Respond through the discussion boards with your reflections, reactions, comments about social justice, thoughts on opportunities for advocacy, etc. You may respond to your classmates' comments as well. Though it is not necessary to respond to all 4 briefs, do keep in mind that these would have been in-class activities and we would have discussed all four in the whole-class format when they were presented in person.

DUE: SSN presenters are to post by 11:59pm on the Tues night before they were scheduled to present. Responders can post reactions from Weds to the following Tues evening.

4. Reflection paper: Day at the State House ASSIGNMENT DONE

DUE: Any time after the State House visit until March 25 by 11:59 pm on Blackboard (5% of the grade).

5. Oral and written testimony, mock legislative committee ASSIGNMENT CANCELED

DUE: Oral testimony will be Weeks 12 (4/8/2020) and 13 (4/15/2020); Written testimony is due by 11:59pm on the date of your group's presentation of testimony on BB.

5. Group-based resource & capacity building to help us understand COVID19 responses and identify areas for social work advocacy

This activity is not fully developed yet, as it needs input from class members. My idea is to have you work in your advocacy groups, since they are already formed. Identify an aspect of social work/ social welfare that is of interest to you (perhaps related to your legislative advocacy, and we can talk more about that live during a synchronous meeting). Then identify a state-level directive or policy response that has been developed or might be in the process of being developed (this is a fluid situation, after all!). Create a brief (!! BRIEF !!) powerpoint presentation with audio narration by the group that you post to BB for class viewing. It is possible we might incorporate some of the material into synchronous meetings, TBD.

The intent is twofold: 1. In the spirit of developing social work advocacy practice, let's shift our efforts to thinking about vulnerable populations in the COVID19 environment and how we as social workers might be able to use our knowledge of policy-making and policy related advocacy to support and sustain the vulnerable populations likely to be heavily affected by these new circumstances. 2. In so doing, we are also developing our own professional capacities to respond to our clientele. I view this activity as potentially being a good talking-point for job interviews as you graduate – there is power in being able to say to an employer that you developed a list of resources and responses to COVID19 as part of a class assignment!

I have a basic idea of how I might shape the assignment, but I would like input from the class before finalizing it. It will be worth the same 15% of the grade that the mock committee hearings would have been, and develops fundamentally the same skills.

6. Written and oral report on advocacy activities

DUE: written portions are due 4/22/2020 by 11:59 pm on Blackboard, informal oral presentations are the content of the last class, 4/22/2020

*COVID 19 NOTE:

Written report remains the same and is asynchronous

Oral “reports” will shift a bit since we would have to do it during a synchronous meeting time. As I write this, I don’t know how well that platform is going to work. I reserve the right to change the nature of the oral reflections based on what makes sense after we have an opportunity to test some of our new ways of connecting.

Written report description

Your written report should analytically describe all your activities regarding your legislative advocacy project. **Critically evaluate your efforts and strategies and weave in your diversity analysis** (see page 8). Append copies of letters to the editor (published or not), letters to legislators, op-ed pieces (published or not), or any other relevant products from your advocacy efforts to your written summary and analysis. Remember I am looking for analysis from you on how well your advocacy efforts worked.

If you worked in a group, the paper should be written as a group and handed in as one product for all group members. Please include a section about how you worked as a group, i.e., some reflection on your group process. (This reflection on group process should be written as a group, **I don’t want individual perspectives.**) The page length for this report should be whatever it takes to cover your activities thoroughly.

In the last class meeting of the semester, each group will informally report on the semester’s activities. We will want to know something about what you did; what happened; what worked particularly well; what you might do differently next time; anything that was particularly surprising to you; and finally what the experience meant to you. I will be determining how long each group has for these reports, based on class size and will let you know by April 12. Each group member will be expected to contribute something to the group’s overall oral report on advocacy efforts.

DUE: Oral presentations (informal!) will be made in class on April 22. Written portions are due by 11:59 pm on 4/22/2020 on Blackboard. Written and oral presentation together are 15% of grade.

7. Individual reflection paper

DUE 4/29/2020 by 11:59 pm on Blackboard

No change, is asynchronous.

Finally, I would like each of you to individually reflect on what this legislative advocacy has meant to you as a social work practitioner, and how you foresee using such activities in your future practice. Please be honest! These individual reflections should be submitted via BB; I will return them to you via email.

DUE: Individual written reflections are due on April 29 by 11:59pm on BB (5% of grade)

Methods of Learning and Teaching

Learning will occur through a combination of reading, listening and thinking about the lectures, and participation in class discussion and applied learning exercises. Throughout the semester, time will be devoted to discussion of current events and/or newly reported research related to the course content. Assigned readings will be discussed during class sessions.

Writing

In the arenas of policy decision-making and deliberation, written work often provides the substance of the debate. Writing is therefore a crucial component of advocacy, and you will be expected in this course to produce professional policy analyses. My expectation is that your papers will be well organized, evidence systematic analysis, and **respect rules of grammar, spelling and punctuation**. In other words, you must pay attention to the form of your papers as well as the content. This course is the Writing Intensive Course in the Major, and thus care with your writing is particularly important. I strongly suggest you use the UMaine Writing Center.

In addition I require:

1. completion of writing assignments on specified dates, (talk with me if you are unable to complete assignments on time);
2. typing and proofreading of papers;
3. use of APA style in referencing your sources of information. Please be sure to have access to and use the APA publication manual (7th ed.). The Purdue OWL APA website may also be helpful to you:
<http://owl.english.purdue.edu/owl/resource/560/01/>
4. use of nonsexist language (see Chapter 5 in APA 7th manual);
5. avoid biased language (see Chapter 5 in APA 7th manual).

There is a general rubric for written work on page 17 of this syllabus.

Instructor Responsibilities

I will attend class regularly, be prepared with current and relevant course content, review and grade assignments in a timely and fair manner, communicate concerns about the class to the class as a whole, and communicate concerns about individual students to them in privacy, respect individual differences among students and the confidentiality of sensitive communication, and provide the grades for the course.

Student Responsibilities

Students are responsible for attending all class meetings and completing assigned readings and other assignments *prior to* each class. Required readings are noted in the Course Outline section of the syllabus. The in-class, interactive component of the course is critical to mastery of the

material covered. Therefore, it is essential that students come to class prepared to participate fully in discussions and activities.

The quality of this course will depend heavily on student preparation for and participation in class discussions. Readings will prepare each of us for thoughtful consideration of the issues, and application of those analyses. Students are expected to treat faculty, guest speakers, and other students with respect. Please do not disrupt class by arriving late, leaving during class, or chatting with friends. Be attentive to comments made by the instructor and other students. Do not sleep, do other coursework, text, surf the net, listen to an MP3 player, game, or read non-course materials while class is in session. Set cell phone to silent and put it away. If there is a family or other emergency, you may put your phone on vibrate. Do not use abusive or vulgar language, and be sensitive to the way your comments may be interpreted by other students. All students must contribute to the creation and maintenance of a classroom culture that is respectful of all participants and maintains the confidentiality of sensitive communication.

Note that Student Academic Services Tutor Program “recommends that *a minimum of two hours of study per credit hour* be used for study time **each week**.... If you are enrolled for fifteen credit hours, that is thirty hours of study time, PLUS class time” (Division of Lifelong Learning, 2002). For this class, six hours of study time outside of class per week would be the minimum expectation. Students experiencing difficulty with course work should make an appointment with the instructor and/or contact the appropriate Student Academic Services office.

Should an emergency arise making it impossible to attend a class, it is the student’s responsibility to notify the instructor, or assign a representative to notify the instructor, to request information/materials relating to work that will be missed.

It is expected that students will be familiar with and adhere to the University of Maine academic policies and procedures – academic integrity, attendance and grading policy, and disability accommodations, among others – as outlined in the Student Handbook (<http://www.umaine.edu/handbook>).

Policy Concerning Reporting Sexual Violence

Sexual discrimination reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention (OSAVP) or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination? The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports? An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus:

Counseling Center: 207-581-1392

Cutler Health Center: at 207-581-4000

For confidential resources off campus:

Rape Response Services: 1-800-310-0000

Partners for Peace: 1-800-863-9909

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus:

Office of Sexual Assault & Violence Prevention: 207-581-1406

Office of Community Standards: 207-581-1409

University of Maine Police: 207-581-4040 or 911

Or see the OSVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Policy Concerning Ethical Conduct & Classroom Culture

Social Work classes frequently touch upon sensitive and challenging topics. Students are expected to demonstrate professional behavior at all times, showing respect to peers, instructors, and diverse points of view. Students are expected to adhere to the NASW Code of Ethics, the section concerning ethical behavior and conduct in the Student Handbook, and the rules regarding academic dishonesty, also found in the Student Handbook. It is expected that students will be familiar with the University of Maine academic policies and procedures – academic integrity, attendance and grading policy, and disability accommodations, among others – as outlined in the Student Handbook (<http://www.umaine.edu/handbook>). All students must

contribute to the creation and maintenance of a classroom culture that is respectful of all participants and maintains the confidentiality of sensitive communication.

Policy Concerning Participation and Attendance

The overall policy of the University is that students are responsible for attending **all** class meetings for courses for which they are registered. As such, **attendance in this course is required** and is considered to be a matter of professional behavior. Apply the same standards of professionalism and courtesy that you would use when keeping appointments with clients or supervisors or attending agency meetings. In keeping with University policy, students are expected to attend and be punctual for all class sessions. You must notify me in advance if you will be absent from or late to class.

Professional behavior requires accountability and readiness to learn. When documentation is provided, absences may be excused for extraordinary reasons, including those related to illness and emergency. As a general rule, students who miss a substantial portion of the course will have their final grade lowered in accordance with University attendance policies (for example, if someone misses a third of the course their final grade may be reduced by a third).

Participation is broadly defined. At a minimum, it means that assigned readings and written assignments are completed on their assigned due date. Participation also includes asking questions, applying course concepts to class discussion, contributing to the learning of others, participating in class activities, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the instructor, and using office hours when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Classroom contributions should focus on relevant course concepts and professional practice experiences.

Technology in the Classroom

Please turn off, or put on vibrate, your cell phone/pager and close your computer before class begins. As a courtesy to others in this class and to me, please observe the student responsibilities section with regard to electronic devices. While in class, please be respectful of your fellow students' right to listen and contribute without distractions. ***Students who disturb others will be asked to leave.***

Policy Concerning Academic Honesty

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source (plagiarism). Papers will be checked for evidence of plagiarism/ falsification using electronic resources. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Academic dishonesty is also a violation of the NASW Code of Ethics.

Policy Concerning Submission of Assignments

The assignments are due on the date specified in the course syllabus and papers must conform to the guidelines in the *Publication Manual of the American Psychological Association – 7th ed.* (American Psychological Association, 2019). Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then reviewing, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.

Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due date time. Should this happen, it is the responsibility of the student to contact me **prior to** the assignment due date. At my discretion, a student's request for an extension of an assignment past its due date **may** be granted, usually for no longer than one week past the due date. I reserve the right to deduct points for late assignments and/or to reduce the student's grade by one letter grade for failure to turn assignments in on time.

Policy Concerning Student Accessibility

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Alison Mitchell) privately as soon as possible.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Snow Cancellation Policy

Classes are on until the university closes. Check the snow line if in doubt: 581-SNOW or 1-800-581-SNOW. Do not call or email me to find out, as I am usually the last to know!

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version. There are several in-class assignments within the syllabus as presented that could be converted to online class substitutions if the need arises.

Grading and Evaluation

Confidentiality Statement: All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

Assignments: All assignments must be submitted to the instructor at the date and time as listed in the Course Outline section of the syllabus. Written assignments must be typed and written in standard, grammatical English, using person-first and gender-inclusive language. Papers must be typed in 12-point font, double-spaced with one-inch margins. All citations should be in American Psychological Association, 7th edition (APA 7th) format. Quotations, no matter how brief, must have a citation with the page number(s) of the quote. *ANY* idea taken from another source must have a citation. Writing and presentation do count toward the overall quality of the paper and, therefore, to the grade. Papers must include a cover page with the student's name, course number, the date, and the title of the assignment. Pages must be numbered. You will be submitting all written assignment electronically via Blackboard. If you were to submit paper copies, do not use plastic folders. Papers must be stapled in the upper left corner. 12-point font, 1-inch margins. Spelling and grammar count. Always. ☺

Citations: All citations should adhere to the style found in American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th Ed.)*. Washington, DC: American Psychological Association. Information on how to produce APA 6th formatting can also be found by visiting the Purdue OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>. Use of sources other than the *Manual* or this website will likely result in errors in using APA format.

Request for an extension: In the event of a serious emergency (e.g., hospitalization, death in the family) resulting in a delay in submitting a written assignment, an extension may be granted by the instructor. However, this privilege will be available only to those who notify and receive permission from me *no later than* the original due date. Assignments handed in late without prior permission may be down-graded.

The final grade: The final grade (using the plus/minus format) will be based on the following activities, which are explained in detail in the Assignments section in the syllabus. The graded components of the course will be weighted as follows:

Reading discussion questions, class attendance, and participation	20%	(assignment 1)
Legislative Advocacy Plan	15%	(assignment 2)
SSN policy brief class discussion	10%	(assignment 3)
Reflection paper: Day at the State House	5%	(assignment 4)
Oral testimony, mock legislative committee	15%	(assignment 5)
Written testimony, mock committee	15%	(assignment 5)
Written report on advocacy activities and group oral reports	15%	(assignment 6)
Individual reflection paper on advocacy activities	5%	(assignment 7)

Final grades will be based primarily on scores on the assignments, which are explained in detail above, with a total of 100 possible points. Other factors, however, as noted above, will be considered in assigning final grades.

90-100 = in the A range: **Excellent: Work far exceeds course expectations**

Student displays outstanding work (over and above course expectations) during the course. Evidence of this may be shown by one or more of the following: mastery of course material as demonstrated by performance on exams; completion of all assigned readings *and* additional readings beyond what is assigned; superior written work with no grammatical, spelling, or citation errors; active engagement in class discussion and groups; evidence of critical thinking; creativity and innovation.

80-89 = in the B range **Good: Work exceeds course expectations**

Student displays good work in meeting course expectations during the course. Evidence of this may be shown by one or more of the following: mastery of course material as demonstrated by performance on exams; completion of all assigned readings; high quality written work with minimal or no grammatical, spelling, or citation errors; active participation in class discussion and groups.

Below 80 = F **Failure: Work does not meet course expectations**

Grades below B- (below 80) are considered failing in the MSW program. Student demonstrates poor or unacceptable work during the course. Evidence of this may be shown by one or more of the following: inadequate understanding of course content as demonstrated by performance on exams; poor quality written work containing many errors and/or lacking citations, and may show minimal or no evidence of proofreading; minimal class participation, including group project participation, significant absences and/or persistent tardiness.

In accordance with the University of Maine grades and grading (<http://studentrecords.umaine.edu/home/grades-and-grading-policy/>), the grades A-F have the following numerical values used on calculating a student's Grade Point Average (GPA):

	B+ = 3.33 87-89	C+ = 2.33 77-79	D+ = 1.33 67- 69
A = 4.00 95+	B = 3.00 83-86	C = 2.00 73-76	D = 1.00 65-67
A- = 3.67 90-94	B- = 2.67 80-82	C- = 1.67 70-72	F = 0.00 <65

The MSW program requires students to earn at least a B-; grades of C+ or lower (below 80) will be considered failing grades for this course and the student will be expected to repeat the course.

Rubric for grading written work:

Grade	Content	Critical thinking	Writing mechanics
In the A range	Complete mastery of concepts presented in assigned readings through accurate application, clear evidence of having read assigned readings. Literature review is comprehensive.	Creativity and innovation in responses, integrates information into analysis and interpretation, may draw on additional resources, provides strong evidence for argument	No grammatical, spelling, or citation errors.
In the B range	Shows general understanding of concepts presented through assigned readings and class materials. Literature review is complete.	Integrates information into analysis and interpretation, supports argument with specific examples	Minimal or no grammatical, spelling, or citation errors.
In the C range	Understands concepts presented in assigned readings and class materials, some inaccuracies may be present. Literature reviewed is limited.	Presents little analysis or interpretation. Makes assertions without support.	Adheres to basic rules of grammar, spelling, and citation style but contains errors in some or all.
Failure	Demonstrates inaccuracies in understanding or application of concepts presented in assigned readings and class materials. Literature review is flawed, lacking appropriate sources.	Shows superficial understanding, little to no integration of materials or attempts at analysis or interpretation	Serious grammatical, spelling, and/or citations errors, and may show little proofreading.