DEPARTMENT OF SOCIAL WORK

Human Diversity for the Helping Professions
SOWK 4540 - 3 credit hours

Fall 2020

Instructor: Cecilia L. Thomas, Ph.D.   **Class: Online only**
Email: Cecilia.Thomas@unt.edu
Office: N/A   **Hours: By Appointment**
Teaching Assistant: TBD   **Email: TBD**

Course Description | **Tech Requirements** | **Resources** | **Access** | **Communications**
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COURSE DESCRIPTION

This is an online course - There are no mandatory online or face to face meetings.

This course promotes competence for students interested in the role of 'helping professional' but is valuable for any work environment or other endeavors you may pursue. Concepts focused on in this course will include but are not limited to sociopolitical processes (racism, sexism, heterosexism, oppression, discrimination, classism, etc.) of systematic oppression, intrapersonal processes (identity, authenticity, and basic professional behaviors), and socio-cultural processes. Further, in this course you will have the opportunity to explore how personal values, beliefs, and behaviors may limit one's ability to do effective work with people of diverse backgrounds. This exploration will require a critical and sometimes uncomfortable assessment of "self."

COMPETENCIES & OBJECTIVES

The goals and objectives for this course are based on the competencies and behaviors used to established student learning outcomes in accordance with the accreditation standards of the Council on Social Work Education (CSWE).

Competency	Course Objectives	Assessment
Engage diversity and difference in practice *(Competency #2)*	1. Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Behavior # 6) 2. Students will present themselves as learners and engage clients and constituencies as experts of their own experiences (Behavior # 7) 3. Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Behavior # 8)	Module Activities / Exercises Diversity Interview Module Activities / Exercises Cultural Immersion Project Module Activities / Exercises Self-Discovery Project

Competency	Course Objectives	Assessment
Advance human rights and social, economic, & environmental justice *(Competency #3)*	4. Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (Behavior # 9) 5. Students will engage in practices that advance social, economic, and environmental justice (Behavior # 10)	Module Activities, Exercises; Test, Diversity Interview, Cultural Immersion Module Activities / Exercises Cultural Immersion, Test Items

REQUIRED TEXTBOOK & ADDITIONAL READINGS

The required text is:

Andersen, M. & Collins, P. (2020). *Race, class and gender: An Anthology* (10th *Ed*.). Belmont, CA: Wadsworth-Publishing.
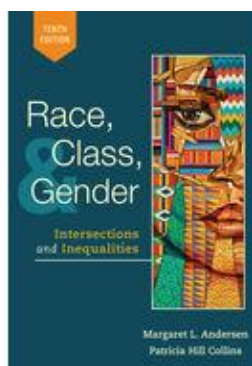
The text is available from the UNT Bookstore. Search for this information at the UNT bookstore using the following link:
UNT Bookstore (Select SOWK as Department, Course is 4540, Section is 900/ 950)

Supplemental Readings
Additional readings will be periodically assigned as indicated in the course outline section of this syllabus. These materials are available in E-reserves (electronically) through the UNT library. These reading assignments may be accessed by clicking on the link for the reading assignment within the module or from this syllabus. A listing of all the readings is also available on the library E-reserve site by clicking this link: Supplemental Readings

Note: You can only access these supplementary readings by signing into the library E-reserve site using three different steps: 1) Enter your own UNT assigned EUID, 2) Enter your own UNT password, and 3) Type in the special password assigned for this course only, which is "4540F20." Please note that this course password is case sensitive.

METHODS OF INSTRUCTION

My teaching approach for this course is to encourage reflection of critical and challenging issues through a safe and open environment. Also, I believe this topic requires that you venture on a personal journey. As such, this course relies heavily on your engagement in the learning process. Multi-methods will be used such as readings, activities, case analysis, simulations, exercises, films, and a general exchange of ideas through discussion. Also, the readings assigned will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All of these efforts are geared toward helping you develop as future professionals.

ACCESS & NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: https://unt.instructure.com/. You will need your EUID assigned password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: https://ams.unt.edu.

Server Unavailability or Other Technical Difficulties
UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation (*this exception applies to difficulties with UNT systems and not students' personal computer issues)*. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. In case of difficulties, you may always submit assignments by the due date through email – there will not be a penalty for doing this!

Being a Successful Online Student (Resources)
     -What Makes a Successful Online Student?
     -Self Evaluation for Potential Online Students

COURSE POLICIES

Requests to drop the class
We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option. Know there are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at http://registrar.unt.edu/registration/dropping-class. Check with the Registrar's Office/UNT Academic Calendar on deadlines for withdrawing or dropping a class (http://catalog.unt.edu/content.php?catoid=22&navoid=2386)

Confirmation Quiz
One of the most important skills to use in this course is to follow instructions. Unfortunately, we often hear from students about not understanding expectations during the last weeks of the semester…far too late! For this course, you will need to review and verify your understanding of the expectations required for the semester. This may prevent misunderstandings which often drastically impact grades. Carefully review the syllabus. Then, in Canvas, take an online survey to acknowledge each statement presented. This demonstrates you have read and understand the assignments, policies, and instructions indicated in this syllabus!

Safe Environment Policy

Due to the sensitive nature of our course content, you may experience a range of reactions, opinions or emotions; making the concept of safety very important. This class will provide a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. This means we will not attack one another but listen appropriately and be civil; even when we disagree. However, we must also challenge ourselves to take risks and be willing to make mistakes in our learning; this means we may have to forgive one another in this process. There is no guarantee that you will not be uncomfortable through this effort, but hopefully you will make significant progress as a result.

Diversity Policy

You are encouraged to contribute your personal perspectives and insights throughout this course. You must, however, refrain from offensive language (swearing) or remarks offensive to peers of particular nationalities, ethnic groups, sexual preferences, religious groups, gender or other ascribed statuses. This will not be tolerated and may result in discipline or course failure. Again, common courtesy and respect must be extended to all to learn from all!

Syllabus Change Policy

Rarely will the syllabus, course information or due dates change; however, in extreme circumstances it may be necessary. If this is the case, efforts will be made to ensure that any changes do not adversely impact students.

COURSE REQUIREMENTS

Attendance "Log-In"

In order to be successful in this class you are expected to log into the course a minimum of 4 to 5 times per week!

Assignments

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. Each week read the Learning Module and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, tests or other assignments.

Carefully review the "Assignments" page in each module for a summary of all required assignments. Assignments are typically due before midnight on the due date and will be closed and locked after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs.

Discussion Forums

Students will be required to communicate regarding course concepts through the discussion forums. Make every effort to understand the expectations for these postings (*see guidelines on access, grading criteria, and deadlines as located in this syllabus or posted online in the General Information Module*). Remember to use proper etiquette/protocol for participating in the online discussion forums; be respectful, courteous, and professional! You must respond to four self-selected Discussion Forums for the semester out of eight *(however, make sure you complete all other assignments in each module). If more than four are completed only the highest of four will be calculated in the final grade.*

Open Discussion Forum:

An Open Forum will be available throughout the course for any student to post issues/concerns. Students may use this as a place to offer assistance to one another related to the course. This forum is not frequently moderated but we will work to prevent inappropriate postings. The Instructor or Teaching Assistant(s) for this course may periodically respond to issues posted related to assignments, access, problems, or other needs as necessary.

Readings

Just as in a face to face class, readings are assigned weekly as indicated in this syllabus. All assigned material must be read to complete module assignments. The text is selected to provoke and challenge you. You are encouraged to openly declare your opinions, feelings, and reactions to course topics and are free to disagree. Weekly discussions, films, tests, or exercises are also used to enhance your knowledge and understanding of course content and readings.

Please Note these General Requirements that Highlight Success for this Course:

1. Access and follow all course instructions in each of the weekly modules of Canvas.
2. Read all online modules in the course by opening the appropriate modules by the dates specified in this syllabus (*see Course Outline section*). Students must also read any supplementary materials as indicated in this syllabus and posted on the UNT library website.
3. Complete all assignments as specified in the syllabus, module or other course materials. Assignments will typically be submitted electronically in Canvas. However, it is also acceptable to submit assignments by email if necessary.
4. Complete tests or Quizzes as required. These are accessed in their respective Modules.
5. Respond to four online course discussion forums (available in most Modules).
6. Complete three major projects in accordance with the instructions in this syllabus and other guidelines provided. Failure to follow directions will result in severe penalties or a failing grade.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to: http://www.succeed.unt.edu

COURSE EVALUATIONS

The completion of a Student Evaluation survey is a requirement for all classes at UNT. This survey will provide each of you with a chance to comment on the teaching in this course. I am very interested in the feedback as I work to continually improve my teaching. The SPOT (Student Perceptions of Teaching) survey will be made available towards the end of the semester. Pay attention to any announcements regarding when the survey is open and available. You will receive a link specific to this course for the survey. Bonus points may be available. Your feedback is appreciated!

COURSE OUTLINE

*All dates in **red** indicate when weekly or other assignments are **due** and **close** (typically by 11:59 PM).*
Note that all assigned article readings from the required text are identified by number. Also, please understand that the course related links below work only if you view this syllabus inside the Canvas portal

DATES	TOPIC	REQUIRED READINGS *Text or Supplemental*	ASSIGNMENTS
**Modules 1 & 2 Open August 24: All Assignments for both Modules due September 6, 11:59 PM**		
Module 1 **Week 1 & 2**	***Introduction to Course.*** Course purpose and expectations; Overview; understanding and sharing.	*Read the '**Start Here**' Module This is a brief orientation about UNT eLearning. Complete this unit first* *Read Syllabus* *Read Learning Module 1 in Canvas*	Complete the "Start Here" unit and all required assignments as specified in Learning Module 1 Assignments**:** Mosaic Activity Syllabus – *Take the 'Confirmation Quiz*
Module 2 **Week 1 & 2**	***Exploration of Social Identity.*** Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.	*Read Learning Module 2* *Read Text: Why Race, Class & Gender Still Matter (pp. 1-10), and Text Articles 1, 2, 5, & 9* *Read Supplemental Readings located in the UNT Library Resources at these links:* [Who am I?](#) & [Who Are My People](#)	Complete all required assignments as specified in Learning Module 2

DATES	TOPIC	*REQUIRED READINGS* ***Text or Supplemental***	ASSIGNMENTS
**Module 3 September 4: All Assignments for Module due September 20, 11:59 PM**
Module 3 **Week 3 & 4**	***Understanding Systems of Oppression.*** Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness & marginalization; Understanding multi-levels of oppression	*Read Module 3* *Read Text: Systems of Power & Inequity (pp. 33-55)* *Oppression - by Marilyn Frye* *Five Faces of Oppression* *Read Supplemental Readings located in the UNT Library Resources at this link:* *Theoretical Foundations*	Complete all required assignments as specified in Learning Module 3 **Due: Sept. 20** **Test # 1** (Test on Systems of Power, Supplemental Articles: Oppression, Five Faces, and Theoretical Foundations)
**Module 4 Open on September 18: All Assignments for Module due September 27, 11:59 PM**
Module 4 **Week 5**	***Classism.*** Myth of "classless society" and stereotypes. Portrayal of interrelationship of economic deprivation, intersectionality; Consequences of classism.	*Read Module 4* *Read Text Articles: 13, 14, 15, 16, & 26*	Complete all required assignments as specified in online Learning Module 4
**Module 5 Open on September 25: All Assignments for Module due October 4, 11:59 PM**
Module 5 **Week 6**	***Sexism & Gender Identity/Difference.*** Gender norms and identification. Historical influences. Myths and stereotypes of sexism. Social construction of sexism and consequences.	*Read Module 5* *Read Text Articles: 4, 17, 18, 19, 20, & 23* *The following are some Supplemental Readings which are* <u>*optional*</u> *and located in the UNT Library Resources at these links:* *He Works She Works* *Night to His Day*	Complete all required assignments as specified in online Learning Module 5

DATES	TOPIC	*REQUIRED READINGS* *Text or Supplemental*	ASSIGNMENTS
Module 6 Open on October 2: All Assignments for Module due October 11, 11:59 PM			
Module 6 **Week 7**	***Heterosexism.*** Confronting biases and negative attitudes; reviewing historical timelines. Exploring sexual identity; Power of homophobia in society and stigma.	*Read Module 6* *Read Text Articles: 21, 22, 24, 30, & 50*	Complete all required assignments as specified in online Learning Module 7
Module 7 Open by October 9: All Assignments for Module due October 25, 11:59 PM			

Module 7
 	
Week 8 & 9
	Racism.
	Understanding ethnicity, socialization, Cycle of racism; unconscious and intentional forms of racism. Framework on web of racism as a form of oppression; Systems of racism at multiple levels.
		Read Module 7
		
		Read Text: Systems of Power & Inequity (Read Part II Introduction) and Text Articles: 5, 10, 11, 37, 46 & 48
		
		Read the Supplemental Reading located in the UNT Library Resources at this link:
		    Hardiman-Jackson Model
		
		Review this figure on institutional racism:
		    Web of Racism
		
		Supplemental Reading: Cultural Humility
			Complete all required assignments as specified in online Learning Module 7
			
			(Test on Racism, Hardiman-Jackson, Cultural Humility)
			
			Due: October 25 Test #2
			
			(Test on Racism, Hardiman-Jackson, Cultural Humility)

Module 8 Open on October 16: All Assignments for Module due November 1, 11:59 PM			

Module 8
 	
Week 10
	***Privilege & Power*:**
	Dynamics of power and privilege based on social categories; life experiences as shaped by privilege. Understanding system of power and domination as it relates to privilege.
		Read Module 8
		
		Read Text: Social Institutions and Social Issues (pp. 229 – 241) and Text Articles: 6, 7, 8, 12, 38, 39
		
		Read Supplemental Readings located in the UNT Library Resources at these links:
		        The Social Construction of Difference
		        The Cycle of Socialization
		
		Review these:
		        Cycle of Socialization – Figure
		        Matrix of Oppression - Figure
			Complete all required assignments as specified in online Learning Module 8
			
			Self-Discovery Project Due: Nov.1

DATES	TOPIC	*REQUIRED READINGS* *Text or Supplemental*	ASSIGNMENTS
Module 9 Open on October 23: All Assignments for Module due November 15, 11:59 PM			
Module 9 **Week 11 & 12**	***The Helping Process.*** Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism & Collectivistic orientations. Interviewing strategies.	*Read Module 9* *Read at least one of these Supplemental Readings as relevant to your Diversity Interview Project. They are located in the UNT Library Resources at these links:* *Setting the Right Tone* *Cross-Cultural Interviewing* (Chapter 12) *Cross-Racial Clinical Work* *Multicultural Counseling: Issues & Techniques*	Complete all required assignments as specified in online Learning Module 9 **Diversity Interview Due: Nov. 15**
Module 10 Open on October 30: All Assignments for Module due November 29, 11:59 PM			
Module 10 **Week 13 & 14** *Module opens earlier to assist with the Human Rights assignments*	***Human Rights & Social Justice.*** Exploring meaning of human rights and social justice. Understanding guidelines, legal documents, and violations. Role of advocacy and action strategies in the promotion of human rights and social justice.	*Read Module 10* *Read Text: Intersectionality and Social Change (pp. 419 – 425)* *Read Text Articles: 40, 41,42, 43, & 49* *Read Supplemental Readings located in the UNT Library Resources at these links:* Universal Declaration or Human Rights The Cycle of Liberation Applying Human Rights to Profession Cycle of Liberation - Figure	Complete all required assignments as specified in online Learning Module 10 **Due: Nov. 29** **Test #3** *(Test on UDHR, Liberation, & Applying Human Rights)*
Remaining End of Semester Assignments			
Cultural Immersion Activities DUE BY December 2, 11:59 PM **Option 1) Human Rights Project** *(if applicable)*: If you elected to complete the Human Rights Project, the final Human Rights Project must be completed in the Wiki site by Dec. 2, 11:59 PM *(you will only be graded according to what is completed by deadline)*			

DATES	TOPIC	REQUIRED READINGS *Text or Supplemental*	ASSIGNMENTS

Option 2) Service Learning Project (*if applicable*):   Complete Reflection Paper (length should be a minimum 1200 words). Also, complete the required Log to document 16 Service Learning hours *(mandatory to receive a grade).* Ensure the log has a verified signature from an agency representative in order to receive a grade – submit both; must be received by the due date.

Option 3) Combined Second Life & Service Learning Project (*if applicable*):   Complete both the Second Life Reflection Paper (length should be a minimum 525 words) & the Service Learning Reflection Paper (length should be a minimum 1200 words). Upload the snapshot of your altered avatar. For the Service Learning Project, scan the Log to document 8 service learning hours with a verified signature from an agency representative – submit all by the due date.

<div align="center">

REMEMBER TO COMPLETE THE COURSE EVALUATIONS!

THANKS FOR YOUR HARD WORK THIS SEMESTER!!

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ASSIGNMENT DETAILS

The following assignments help facilitate students' attainment of the stated course goals and objectives:

Weekly Assignments	Weight, Points, Details & Rubric	Due Date
Exercises Throughout the semester, some modules may have special exercises or assignments required (such as Mosaic, creating an Identity Wheel, Action Plan etc.). All details will be specified in the module. Pay special attention to the "Assignments" page of each module. Please ensure that you complete all exercises by the required due dates.	Exercises Total 150 Points	Refer to each Learning Module for specific details on any exercises
Discussion Forums & Participation It is expected that you periodically engage in discussion/debates with your peers to demonstrate critical thinking, clarity and quality (not quantity) reflections for the semester. You <u>must</u> integrate and reference the readings to demonstrate your understanding and knowledge base in order to earn full points. Review the grading guidelines and rubric to understand how your contributions will be graded (*located in "General Information" Module or click column on the right*). You are required to post to only four (out of eight), self-selected, Discussion Posts *(you will not receive credit for more than these; but if you post more than four you will receive credit for the highest of the four).* Additional participation points can be earned by sufficiently contributing to the learning community and interacting with others *(for example replying to others' posts through encouragement, asking deep questions, challenging others' learning, etc).*	Discussion Forums (23 Pts each) Total 92 Points **Discussion Guidelines & Rubric**	4 Required Discussion Postings for semester Note that Discussion postings are typically due on Sundays by 11:59 PM
Tests There are three tests for this course which will cover specified materials (textbook, videos, supplementary reading assignments etc). The tests are open book so students may use notes, the text, and other materials while taking the test. However, students must not collaborate with other students for answers. These exams will be formatted as multiple-choice and true/false. Tests become accessible on the date they are set to open. Each test is timed and must be completed within 60 minutes after starting it; so you need to read the text/other material before attempting to take it. Also, please review the on-screen instructions carefully before starting.	3 Tests Points vary in range from 40 – 58 each Total 158 Points	Test # 1 **Sept 20** 11:59 PM (Systems of Oppression, Module 3) Test # 2 **Oct. 25** 11:59 PM (Racism, Module 7) Test # 3 **Nov. 29** 11:59 PM (Human Rights, Module 10)
Weights & Points ***(Exercises, Discussion & Tests)***	**Weight 40%** **400 Points**	

MAJOR PROJECTS

There are <u>three</u> major projects required for this course to help you gain the knowledge, values and skills needed as a helping professional. A brief description of these assignments is provided below. Additional details / handouts are available in the <u>Major Projects Module</u> in the Canvas. Also, below are some links to detailed guidelines or rubrics on assignments in the middle column below *(links only work if you are logged into this Canvas course).* Note it is <u>not</u> acceptable to turn in hand-written assignments and all components <u>must</u> be typed. Also, all of these assignments must be submitted by the specified due date as late assignments will <u>not</u> be accepted. Remember, at the college level, it is expected that <u>all</u> instructions are followed. Ask if you have questions!

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Self-Discovery Project This assignment requires that you <u>write a paper</u> (between 1875 to 2500 words) critically examining "self" as it relates to <u>all</u> of the required components (*see Sections I through VI as detailed in the Self-Discovery Guidelines by clicking the Overview of Major Projects link on the home page or the column to the right).).* Use the Template on page 3 of the guidelines to outline your paper. It must address personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression, and understanding of 'difference.' The paper is worth a maximum of <u>100 points.</u> You must also complete the worksheets worth a maximum of <u>100 points</u>. Note: Make sure you attach the <u>6 required worksheet</u> (plus the extra credit poem if desired). Only components submitted on time will receive a grade. You are encouraged to work on this weekly as we examine various topics throughout the modules. This will prevent you from becoming overwhelmed by the due date. Carefully review all guidelines, worksheet attachments, and the rubrics for this assignment!	**20%** **200 Points** **Self-Discovery Guidelines** **Self-Discovery Rubric**	Due: **Nov. 1** 11:59 PM Submit in Canvas You are welcome to submit this early
Diversity Interview You will interview someone who is different from you along a minimum of 3 or more dimensions *(for example, there may be differences in age, race, ethnicity, gender, ability/disability status, religion, sexual orientation, social economic class, immigration status etc).* Try to interview someone who can give you the broadest experience in understanding diversity because you will have to address these issues in an Interview paper. You will submit a "Diversity Interview" analysis paper *(1500 words minimum)* to address <u>all</u> required components in Sections A and B detailed in the Diversity Interview Guidelines. This assignment should demonstrate your understanding of the many aspects of diversity or social location in determining one's experiences. *You are welcome to reach out to classmates in this class in an effort to find someone to interview. Make sure you plan and identify someone early in the semester for this assignment!*	**20%** **200 Points** **Diversity Interview Guidelines**	Due: **Nov. 15** 11:59 PM Submit in Canvas You are welcome to submit this early

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Choose only <u>one</u> out of these three Cultural Immersion Activities below:		
Option 1) Human Rights /Social Justice You will select a topic and examine a human rights and social justice issue from a <u>global</u> or U.S. perspective. This requires exploration of a social condition or problem to address the impact of power & privilege, oppression & marginalization. This can be a joint project with no more than <u>two</u> team members (*prior approval is required, see Team Criteria*); You are responsible for finding a team member. **Caution – many students do poorly with this assignment because they do not follow directions and tend to put in limited effort at the last minute. It will be difficult to earn the full points!* You will develop an online presentation using a Wiki (similar to a webpage) – so this gives you the ability to present information in a creative manner (pictures, graphs, video, art etc). You will present research that addresses the various characteristics of oppression *(You must address <u>all</u> six areas indicated in the guidelines. For more information click the Overview of Major Projects link on the home page or the link on the column to the right). This assignment requires self-learning this platform or collaborative system – PBworks, which is outside of UNT and outside of Canvas; so it is not recommended for those who are not up for this extra effort.* You must submit the final product by Dec. 2 at 11:59 PM.	**20%** **200 Points** **Human Rights Guidelines** **Information for Project** *(Topics, Wiki, Team Criteria, Narrow Topic)* **Wiki Resources** **Human Rights Rubrics**	Final Product Due: Monday **Dec. 2** 11:59 PM
Option 2) Service Learning – 20 hours (see caution in guidelines due to safety concerns) You will immerse yourself in a community based agency that serves diverse oppressed, vulnerable, or marginalized populations. You must identify an agency from the <u>approved</u> list for this course *(See details in the Overview of Major Projects link on the home page or link to the right),* then make contact with the agency to determine if a placement is possible. Make sure you begin your placement <u>early</u> in the semester to avoid unforeseen problems. If you are interested in an agency that is not on this list you <u>must obtain prior approval.</u> All required hours must be completed by December 2 but you are encouraged to complete them earlier! Caution, you must complete all hours <u>and</u> address all components of the Reflection Paper to earn the full 200 points. The Service Learning <u>Reflection Paper</u> should be *1200 words* and relate to the agency and your experiences *(<u>All</u> four issues must be addressed as indicated in the Guidelines).* Also, this course requires a specific log to outline your activities and report your hours. The course Log must also be signed by both you and an agency representative. However, if your agency does not permit representatives to sign the course log, but instead maintains an agency log with <u>signatures</u> - fill out the course log to detail your activities and provide a copy of the agency log for verification. The Reflection Paper and Log(s) with signatures must be submitted by the deadline to earn credit. If all these components are not met the project may not be graded.	**20%** **200 Points** **Service Learning Guidelines** **Approved Agencies** **Service Learning Log**	Due: **Dec. 2** 11:59 PM Submit paper & log in Canvas You are welcome to submit this early

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Option 3) Combined Second Life <u>plus</u> Service Learning (10 Hours) Project You will participate in virtual (computerized) learning through the Second Life (SL) software program. If you select this assignment you are responsible for learning how to use it. This assignment is unique and has the potential to help students explore the world virtually and increase their understanding of others on a wider basis. Through Second Life, you can experience virtual field trips, activities, and interaction with others worldwide; allowing exposure to unlimited and diverse opportunities. You will complete required activities as indicated in the project guidelines *(see the Overview of Major Projects link on the home page or click the link on the right)*. You must <u>write a Second Life Reflection Paper</u> *(should be 525 words)* that addresses <u>all</u> components as outlined in the guidelines*.* You will also complete 8 hours of service learning as described above in option two *(make sure you find an agency that will allow only 10 hours).* Select an approved agency or get approval for one not on the list. You must follow all the other requirements for the Service Learning portion of this requirement according to the detailed instructions above. You must <u>write a Service Learning Reflection Paper</u> *(should be 1200 words)* for the 8 Service Learning hours. You must also scan and submit the required Log documenting your 10 hours *(the log must be signed by yourself and an agency representative).* <u>**All**</u> **documents** *(Second Life Reflection Paper, Service Learning Reflection Paper, and Signed Log reflecting 8 Service Learning hours)* must be submitted at the same time (due by Dec. 2, before midnight).	**20%** **200 Points** **Second Life Guidelines**	Due: **Dec. 2** 11:59 PM Submit in Canvas You are welcome to submit this early
Points for Major Projects	**Weight 60%** **600 Points**	
TOTAL POSSIBLE POINTS FOR COURSE	**1000 POINTS**	

ASSESSMENT & GRADING

This course includes a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on a module and complete various assignments, activities, discussions, readings, etc. Modules are typically open for a minimum of 10 days. They will normally open on Friday mornings and assignments are typically due and close on Sunday evenings before midnight.

Tests

The tests for this course are administered through Canvas and can only be completed one time. All tests are open book; however, you may <u>not</u> team up with other students to take any tests *(this is cheating*!). Please read the on-screen instructions carefully before you begin. Also, it is strongly recommended that you use a wired internet connection while taking tests instead of Wi-Fi (*as it is more reliable*); and you need to save your answers often (every 5-10 minutes). The tests will be timed; so <u>if you exit</u> the system, the <u>timer continues to count down</u>. Tests are not be accessible once the time expires or past the due date.

If you are uncomfortable with testing online, you may choose to complete tests during hours when the Help Desk is open. If you lose Internet connectivity during the tests, log back in immediately and try to continue on with the test. If you are unable to complete your test because of problems, you must contact the Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Resolutions regarding exam issues will be made by the instructor on an individual basis depending on this documentation *(it must be an issue related to Canvas; <u>not</u> personal computer problems).* Don't wait until the due date to complete tests in case you experience computer difficulty.

Assignment Submission Instructions

All assignments should be submitted in Canvas during the timeframes the available links are open. Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment *(for example, PDF, Microsoft Word, Word for Mac, or Rich Text).* Always carefully follow instructions for assignments!

If technology difficulties occur prior to a deadline, <u>contact the helpdesk</u> and <u>obtain a ticket number</u>. Assignments can always be submitted by email if needed. It will only be graded if it is sent before <u>*the due date and time*</u>! Late assignments are <u>not</u> accepted unless there was a verifiable and documented technical issue with <u>Canvas</u> (*not related to students' personal computer difficulties*). Always keep a copy of your work before submitting it in case glitches or errors occur.

Points

The method of grading for this course is strictly based on a point system. The table below specifies how grades will be earned in the course. Due to the size of the class, students will have to wait several weeks for grading of any assignments.

TOTAL POINTS POSSIBLE FOR SEMESTER = 1000

Points	Grading Scale
900-1000 +	A
800-899	B
700-799	C
600-699	D
599 and below	F

Carefully review all assignment instructions, details/guidelines, modules, syllabus, grading rubrics or other criteria to understand how assignments will be graded.

Stay focused on assignments to ensure a productive and stress free semester!