



SWK 322: Introduction to Social Work

Credit hours: 3

Spring 2022

Course Section A,

Meetings to be held on campus in Brookings Library building in room 476, but also online with Zoom, or else we will meet only in discussion boards. Meetings (when we have them) occur on Wednesdays from 2:00 p.m. until 4:30 p.m. (more likely, meetings on Zoom will run from 2:00 to 3:00 or 3:30, and you will use one hour to 90 minutes to post in the discussion board).

Zoom Link

<https://uis.zoom.us/j/96733201869?pwd=M0VZMwXPMkhSRlJXQXBQK09kYmZzdz09>

Meeting ID: 967 3320 1869

Password: 322322

COVID-19 Pandemic Schedule:

This semester the class meets at 2:00 with Zoom meetings available simultaneously with our classroom meetings, so students have the option of attending in person or remotely. There are two weeks without Zoom meetings or classroom meetings (January 26 and March 23). The first week (on January 19) we have only a Zoom class, without a classroom meeting. We are likely to also just have Zoom meetings in the final two weeks (April 27th and May 4th)

March 16 is during Spring Break.

Instructor: Eric Hadley-Ives

Office: Brookens 314

Office Hours: I will probably be on campus on Wednesdays and Thursdays this semester, but otherwise I mainly will work from home. I will try to be available at regular times for meetings with Zoom, Messenger, or LINE. Generally, Thursday afternoons and evenings will be such a time. Often, I will be available late in the morning and around lunch time Mondays through Fridays.

Phone: 217-206-8207

Email: hadleyiv@uis.edu. My e-mail response times vary. Be persistent.

Social Media:

Facebook you can message me as “Eric Joseph Orsay Hadley-Ives” (not “Eric Hadley-Ives”) I usually respond to Messenger (Facebook) much faster than e-mail.

My understanding is that persons born since 2000 do not use e-mail very often (if at all), and they prefer to use social media. I maintain several social media accounts mainly for the benefit of students and former students, and you are welcome to establish a contact with me using any of these. Below are the codes you can scan to add me as a contact:

LINE:



WeChat:



WhatsApp



GroupME



Course Description

This course provides students with an overview of the profession of social work. The course is built around the examination of the lives and activities of social workers through the reading of memoirs, “real-life” stories from social worker practices and fiction written by or about social workers. In addition to these readings, which require about 55 hours of student reading time, the class time includes lectures about social work and social work topics. The lectures are structured to inspire discussion and inquiry about professional social work.

The main purpose of this course is to expose students to ideas about the opportunities in the field of social work, and help familiarize students with some of the things that social workers do.

Course Objectives

Upon completion of the course, students will:

- Understand the sorts of activities and tasks that social workers do in their professional role. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Have a good idea about the range of possibilities in social work careers available for students to consider as they study and train during their undergraduate enrollment. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Understand that social workers have professional values and standards, and be aware of some the basic rules of the NASW code of ethics and have some ideas about how to apply those ethics in tough decision-making or daily social work practice (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be more likely to avoid burn-out and disillusion in any future social work career or in any future occupation. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be more likely to live a life of engagement in which the student volunteers, gets involved in community life, participates constructively in the public sphere and political activity, and generally demonstrates

good citizenship. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)

- Develop personal self-knowledge and insight, so that the student is better able to judge whether a social work career would be satisfying, and has more awareness of the priorities and values that will guide the student in their vocational and personal life (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Investigate their own value system and determine how their own sense of ethics/morality fits or clashes with ideas they claim to accept or reject. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Build a foundation of critical thinking and doubtful questioning so that their lives will be enriched by habits of self-examination and information-gathering. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)

Learning Outcomes

- Know how to use ethical standards to guide decision-making, and explain how the NASW Code of Ethics and relevant laws and regulations may shape the behavior of social workers. Students will also have some familiarity with ethical philosophy and ethics in research. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to explain how professional demeanor in behavior, appearance, and communication can influence social work practice and outcomes for clients and social workers. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to identify and describe three key realms of social work practice (micro-practice such as casework and psychotherapy; mezzo-practice such as group facilitation, mediation, and conflict-resolution; and macro practice such as policy advocacy, administration, and community organizing); and for each of these three areas, describe three types of social work practice skills that are useful for a social worker to have success within the realm. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to describe the profession and discipline of social work with reference to famous social workers, the history of social work, and the types of things social workers do.
- Be able to discuss the institution of social work as a global phenomena and social construct with reference to major institutions within the field of social work and the trends and controversies in the field of social work (e.g., evidence-based practice, the grand challenges, tension between psychotherapy approaches and macro approaches, professionalism versus volunteerism, the quest for discipline-specific theories and approaches to problem-solving). (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to describe and explain social work practice (generally, in terms of what social workers are asked to do on their jobs) in the 17 fields of social service programs for persons in poverty, policy practice working toward human rights and social justice, family support,

child welfare,
health care,
services for persons living with developmental challenges,
mental health services,
substance use and addiction services,
services for older adults,
youth services,
school social work,
criminal justice,
services for veterans, their families, and military social work,
environmentalism,
community work with low-income or oppressed/excluded community groups,
advocacy for historically and currently oppressed or excluded groups, and
international social work.
(Outcome measures: written paper final draft, class discussion and participation, and scores on tests)

- Be able to discuss self-care, burn-out, turnover, and career satisfaction among social workers. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to explain and discuss the role of research as an aspect of social work professionalism and practice. (Outcome measures: written paper final draft, class discussion and participation, and scores on tests)
- Be able to analyze situations in fiction or non-fiction stories and anecdotes to creatively think about problems we face as human beings and social workers, and transfer the use of this mental skill of critical analysis with texts in situations of personal and professional life.

Course Lab

Social work students generally take a 1-credit hour “lab” with this course. The one-credit hour lab involves two things.

First, you must perform 30 hours of volunteer service in a social work setting or a human services or social services setting. Assisting in political campaigns or advocacy efforts related to social work would also count. If in doubt, ask me, and I can approve your placement; generally I am inclined to approve the widest reasonable range of potential placements, so you can assume my approval in most cases with placements where there are already social workers doing internships or leading the work. If no social workers are present, I’ll probably still give consent, but please do check with me and we can discuss it.

Second, you must keep some sort of a learning journal in which you reflect on your experiences and what you have been learning or witnessing during your volunteer service. The written portion of the lab should be turned in early May. The Canvas online learning system class site for the SWK-323 lab also has a discussion group where you ought to share early drafts or examples of your writing in March or early April. The lab is essentially pass/fail. If you keep up some sort of a reflection learning journal (and show it to me) and get someone to sign a document testifying to the fact that you have given thirty or more hours of service, you get credit for the lab. If you can’t provide evidence that you have done the required hours of service, and/or if you do not submit a learning reflection journal, then you can’t get credit for the lab. The only purpose I require of the learning journal is that it documents that you have (at least sometimes) had your ears and eyes open and your mind awake during your voluntary service, and you noticed things about what you were doing, what your agency was doing, and what you were feeling or thinking about your experiences. Since you will be reading *Days in the Lives of Social Workers* this semester, you can use that as a model of how to write anecdotes about your experience in the 30 hours of service learning. I

do not grade your learning journal; I simply note that it exists or doesn't exist. I would expect it to be at least a few hundred words long, and ideally thousands of words in length, but it's entirely up to you what you do with the learning journal. The main thing is that you need the experience of working in a social-work type of agency or activity.

How do you find a placement for your social work lab? There are two main resources to help you. First of all, I direct you to the UIS office of Volunteering and Service Learning and Community Engagement (or whatever it's called). This is an office in the Student Union, and I believe there are two persons on the staff. They have lists of all sorts of opportunities for where you might volunteer. Second, I refer you to Vince Flaminni (vflam2@uis.edu), who knows about all sorts of social work field placements, and he could direct you to service learning opportunities. Personally, in normal (non pandemic times), I am very hopeful that we will have students in each of these places as a volunteer: **Fifth Street Renaissance** (giving out coffee and donuts to persons experiencing homelessness and poverty one or two mornings each week during the semester, and engaging in conversations, listening to what these people want to tell you about their lives and experiences and struggles—call 217-544-5040 or e-mail info@fsr-sara.org); **Helping Hands Homeless Shelter** (one of the largest and most active homeless shelters in Springfield, always in need of volunteers, call 217-522-0048); **Hazel Dell Elementary School** (our university and college are committed to working with Hazel Dell Elementary and School District 186, so you can contact Heather Tatum [htatum@spsr186.org] the school social worker to learn about what you might do for 30 hours of volunteering time); and the **Springfield Center for Independent Living** (contact Pete Roberts, the executive director, at proberts@scil.org to see what you could do and when you could do it); NASW-IL advocacy volunteering with Kyle Hillman khillman.naswil@socialworkers.org. There are dozens of places like this where you could volunteer. For example, you could volunteer with [the Immigration Project](#), or [the DCFS](#), or [Senior Services of Central Illinois](#). Also, I work with the **Urban League's 21st Century after-school program at Franklin Middle School**, and would eagerly welcome students who want to help me offer an enrichment program for social-psychological development. In Fall of 2020 this program will be virtual with Zoom. Also, I need help maintaining a public information source for events of interest to activists and clergy and interfaith persons in our area, and would welcome the assistance of a volunteer who would spend a few hours each week collecting information and putting it online for the community to use.

Expectations and Teaching Philosophy

Students are expected to devote approximately 2.5 hours of their time each week (on average) to attending class or participating on the online discussion boards, and I may have recorded some mini lectures that you could watch as part of the 2.5 hours. Students are expected to devote an additional 5.5 to 6 hours per week doing reading assignments and working on exercises, preparing writing assignments, and taking tests. The course ought to require 7-to-9 hours of your time each week from the week of January 20th (our first week) through the week of May 5th (our last week with a class meeting). That is 16 weeks, or about 126 hours over the course of the semester. In Canvas (online), I share with you a spreadsheet in which I have calculated how much time you ought to devote to each task; you'll have your heaviest workload between late January and mid-February, but you will have some more relaxing weeks with only 7 hours or slightly over 7 hours of effort in other weeks.

Here is a breakdown of how I expect you to use your time in this course.

Attending class or participating on online course discussion boards:	37.5 hours
Reading your five assigned books (or reading some and listening to some as Audible Audiobooks)	43.5 hours

Working on your social work paper	21 hours
Taking your eight tests (each is a timed 30 minute quiz taken online)	4 hours
Doing assignments, supplemental reading, watching films & videos:	20 hours

Your required texts for the semester include five books:

Days in the Lives of Social Workers edited by Linda May Grobman, 978-1929109845. Note that there is a new 5th edition released very recently. You may purchase and read either the 4th edition published in 2014 or the new 5th edition of 2019. Almost all test questions based on this book reflect content that is in both the 4th and 5th editions. I estimate the total reading time for this book will be about 13 hours.

Known to Social Services by Freya Barrington, 978-9995782870. I estimate the typical reading time for this book will be 8 hours.

Why Are They Angry With Us? By Larry E. Davis. 978-0190615871. It should be possible to read this entire book (150 pages) in 5 hours.

The Boy They Tried to Hide by Shane Dunphy, 978-1473632455 . I know that the unabridged audio version of this fictionalized memoir has a duration of 6 hours and 30 minutes.

Turning Stones by Marc Parent, 978-0449912355. I estimate it will take the typical student 11 hours to read this memoir.

Zoom classes will (I'm hoping) follow a standard format, which will ideally and approximately run like this:

2:00 to 2:25. Check in with each other to see how we are doing. Each of you should report on what has been going on in your life and how you are doing for about 1 minute. This social portion of the Zoom meeting is important for your learning, because research indicates most people engage more with material and learn more when they feel they are connected to others (their classmates) who are also learning the material, and the check-in portion of class should help you feel more connected to each other. There is also a discussion board question about how you are doing, and you should answer that as well as participating in our brief check-ins at the start of class.

2:25 to 2:45. Professor-led discussion of the assigned readings or video content viewed this week.

2:45 to 3:00. Questions, discussions, and commentary on the readings or assignments for that week.

3:00 to 3:30. Professor-led discussion of a topic for that week. Because we use mostly literature to explore the field of social work, we are not exposed to the facts and observations contained in typical introduction to social work textbooks, and your

professor will describe and explain some of these social work aspects that are typically covered in such texts. These should become participatory discussions about some of the topics, rather than merely lectures.

3:30 to 4:00. If necessary, we may continue the class on Zoom until 8:00 p.m. to give students a chance to say more about their exercises, or their work on their papers, or other aspects of social work that have been in the news, or general questions about social work, or experiences from the social work lab volunteering that could be discussed with the whole class.

4:00. The class will end after 90 minutes to 2 hours to allow students some time to also post in the Canvas discussion boards. The ideal is that students will devote at least an hour to the discussion board questions, even when we meet together in Zoom. This should allow time to post responses to two or three of the question prompts provided by the instructor and about twice as many responses to classmates.

Zoom open class hours: I will have certain times each week when I will be available on Zoom for drop-in meetings with students who want to discuss the materials in the course or anything else. It seems that Monday and Thursday afternoons are the likely times for these. Use social media or e-mail to tell me I need to turn on the Zoom meeting for you to meet me.

Discussion Board Classes will involve students responding to many (but perhaps not all) of the question prompts for that week/session provided by the instructor, and posting responses to classmates and the instructor.

In weeks when we have Zoom class meetings, if a student has attended the Zoom meeting, they should devote an hour to the discussion board. Most students who type at average speeds should be able to make about 5-to-10 posts in an hour, unless they prefer to make just a few very long and in-depth posts, which would be fine. Ideally, students will post more in response to classmates and their professor, which means they might only answer one or two of the instructor's posed questions, but should then respond to three or four posts made by classmates.

In weeks when we do not have a formal Zoom/classroom class meeting, students should devote a full 2.5 hours to reading and responding to the discussion prompts. I recommend dividing this time into three 35-55 minute sessions, one of these in the Wednesday-Saturday of the week, a second one on the Sunday-Tuesday, and a third one late in the week or in the following week after you have finished all the readings and exercises for that session. In the first session, you would respond to a couple questions, and check in. In the second session, you would answer several of the professor's questions, and respond to a few of your classmates' posts. In the third session, you would mainly be responding to classmates. After two-and-a-half total hours, I would think you should be able to answer about 5-8 question prompts given by your professor and made 8-20 responses (some of them quite short, perhaps) to responses given by classmates and your professor. If you prefer writing very long

and in-depth responses, you might end up only posting 5-6 total posts, but they would be long; and if you write very short posts, you might post as many as 30 times in a session, but I'm thinking most students ought to post about 15-20 times in a session. With merely 7 students actively posting, you will have time to read most of the 100-120 posts in each session, but you won't read them all, and that's fine; just read the professor's prompts, and pick a few threads to be involved with, and keep up with what is being said in those threads.

Grading participation in Canvas Discussion Boards:

There are five possible grades each week for discussion boards. A zero is earned by posting nothing. A "1" can be earned by posting very little, perhaps one or two or three posts with very little content. A "2" can be earned by posting a few times, but not really saying much, or posting too few posts and having not much to say in your posts. A "3" is easy to earn. If you have posted 5-25 times, and a few of your posts showed thought and effort, and you had a good mix of responding to professor prompt questions and posts of your classmates, then you will earn "3". Three is a broad category score reflecting anything from "barely meeting minimum expectations" to "excellent and impressive posting that really helped the class understand the material and become cohesive". Scores of "4" are reserved for outstanding participation and posts of memorable and exceptional merit, and I will very rarely give any "4" scores. In fact, a "4" score should probably be interpreted as "you're working too hard at this" when you see it. There are better things to do with your life than posting perfectly on the class discussion boards. In the 2.5 hours of participation in discussion boards (or 1 hour, when we have Zoom meetings), about half-to-a-third of your time will be spent reading what others have posted or thinking about what they have posted and what you want to say. Don't put more than three hours into the discussion boards, and please limit yourself to 30 or fewer posts in a week.

Teaching Philosophy

My teaching philosophy is that students learn best when they have some autonomy and control over what and how they learn. I expect you to be somewhat interested in social work, and I try to provide you with engaging classroom experiences and assignments so that you can devote significant time to considering the field of social work and how you might take a role as a social worker in your life, or how you might address issues that social workers face in their professional lives. I believe that undergraduate courses should also address issues of personal growth and self-knowledge, as well as the content area. I believe professors should help students focus on the materials (help students to give up some of their free time or personal lives so that they will engage with assigned materials and read sources of good information). I therefore use tests in some of my classes to help push students to do the reading and thinking that they ought to do.

I am extremely informal and relaxed, and tend to be keenly suspicious of all uses of power and coercion; so most students find me extremely easy-going. I prefer egalitarian cooperative learning, and I try as much as possible to treat my students as

peers, although I recognize that we are not really peers in the context of a class in which I must assign a grade to make a record of the student's performance in the class.

Communication

I don't use e-mail much. I prefer that students use WhatsApp, LINE, or Facebook Messenger to reach me. Use of e-mail is fine; I do check my e-mails and respond, but I'm much slower with e-mail compared to LINE and Messenger. Students may want to "friend" me on Facebook with my *professional* profile (using my full name "Eric Joseph Orsay Hadley-Ives" and *not attempting to friend my personal account, which is simply "Eric Hadley-Ives"*) while they are in my class, and then unfriend me at the end of class when they have no further need of contacting me. I do not generally initiate friend requests to students on social media, letting students decide whether they want to use social media as a means of communication with me.

My Facebook account that is simply "Eric Hadley-Ives" is a *personal* account, and to keep professional boundaries I prefer not to accept friend requests from students in that profile. If the Facebook is showing me too much of your personal life in my Facebook feed I will probably "unfollow" you but remain your friend, as the point of the professional Facebook account is to facilitate communication with students and former students using Messenger. But, if you do not unfriend me after class is over, I may see your posts in Facebook, and if you post about milestones (graduating; getting a new job; marrying; having children; etc.) I'm likely to respond with encouraging remarks or a "thumbs-up". Also, if you don't unfriend me at the end of your program at UIS, and after you graduate I see you post things that relate to social work or politics or social welfare, I may sometimes post responses (often privately). I may invite you to participate in my classes and share your experiences with my students.

Attendance

Students are expected to attend all of our scheduled classroom-Zoom classes. While not specifically taking attendance in those Zoom classes, the instructor will try to note absences, and if any student misses a Zoom class they had better perform well in the Canvas discussion board for that week. Not attending a scheduled Zoom class while also not posting adequately (earning at least a "2" score) in a Canvas Discussion session for the same week will be considered an absence. During sessions that have no official Zoom meeting, earning a "0" for discussion board participation is considered an absence. Students should not have more than two absences in a semester. Having three or more absences in a semester are grounds for the instructor to give the student a failing grade, or perhaps just giving at least a grade that is lower than would otherwise be earned, depending on the instructor's whim. That is, a student could get an "A" on their paper, an "A" on their tests, and a "B" in participation, which would normally give a semester grade as an A-, but if they had three absences or more in the discussion board sessions, they could still fail the class (although in the situation described, they would be more likely to earn a "B" "or B+").

Tardiness exhibits rude behavior to classmates as well as the teacher and guest speakers. Students should be on Zoom at the appointed hour. Students are expected to remain in class the entire period of the Zoom class. Late arrivals and early departures should be discussed with the instructor beforehand (send me an e-mail or message explaining that you will be late, or leave early, and tell me why). For example, I have had students who finished their paid employment only minutes before a class started, and I expected those students to arrive five or ten minutes after the official start time throughout the semester. Such students explained their situations to me, so I was not bothered by their tardiness; but if you come late or leave early without explaining the circumstances that force this upon you, I will be displeased.

Tests

Your grade is based partly upon your performance on eight tests. The tests are relatively short, and are given as timed online exams (you will have thirty minutes or less to complete them). Each test will have some questions I consider “easy” and I expect everyone to get those correct, some questions that are not easy, and I expect about half the class to get each of those correct, and some very difficult questions, which I expect fewer than half the class to get correct. The questions will be weighted according to their difficulty, so that students who get all the easy questions correct and occasionally get some of the “not easy” questions correct will be scoring in the C+ to B- level. Getting about half of the “not easy” and occasionally getting some of the “very difficult” questions right will be putting a student in “B” to “B+” range, and getting most of the “not easy” and a significant portion of the “very difficult questions” correctly will be scoring in the “A-” to “A” range. The tests will be delivered online through Canvas. You are welcome to use the Internet, your books, and your notes, but if you rely on those too much, you will probably not have time to complete the tests in the allocated time. Understand that the tests are normed so that you are expected to miss some questions even if you are intelligent and have done all the reading and work; I don’t expect 100% correct and getting about half right (on average) still puts you in the realm of C+ and B- on the tests.

Questions on the tests will be based upon your assigned readings from the five books and the exercises and the class discussion topics. There are also questions related to films you watch.

Writing Assignment (one paper)

Your grade is based partly upon one academic paper. This is not a major paper, as I am expecting you to invest only 21 hours of your time over the semester to the task of writing it. That should give you sufficient time to write a well-researched, well-argued, and carefully written paper of four to eight pages in length (about 2,000 to 2,500 words in length). I recommend that you devote about 8 or 9 hours to researching your paper (about six hours reading materials and two or three hours searching for materials and thinking about what you will write). I expect that in that amount of time you can find and read two or three popular articles, two or three academic or professional articles, and perhaps a book chapter or two, and read the greater part of those five to ten sources, and take notes. Then, I suggest you devote an hour or two of your time to free-writing. Then, I expect you could spend about four hours writing a first draft, and then an hour or two revising and editing that draft to improve the writing and references to your sources.

Around the third or fourth week of the semester you will get assigned into a group of at least three students, and you are expected to share a draft of your paper with your peer group in the sixth week of the semester [BY THE END OF FEBRUARY]. You will then have the first couple weeks of March in which to read and give feedback to the peers in your peer writing group. By mid-March everyone should have received peer feedback, and you'll have a week or more to revise the paper based on the feedback you receive from your peers. Around March 24th [by the end of March at the latest] you should submit your paper to your professor. You should receive feedback from your professor by April 14th (around the start of the 13th session), and that gives you a week (or a bit more) to revise the paper again, based on your instructor's feedback. The paper should be ready to turn in by our 15th session (the end of the 14th session, which is May 4th this semester)

The paper is due in the fourteenth session of the course. I will be very willing and eager to read paper drafts in the eleventh and twelfth sessions of the course, and I will give you feedback on your drafts by the thirteenth session, if you provide me the opportunity by submitting an early draft at the start of the eleventh session or earlier.

Papers may be descriptive, analytical, or argumentative. A descriptive paper would describe a problem in society and explain what social workers are doing about it; or might provide information about social work in general, or specific social worker activities, or specific issues and problems in social work. A descriptive social work paper could also offer a brief biographical sketch about a particular social worker, or it might offer a short overview of a social work agency or entity, or even a government policy promoting social welfare or quality social services. An analytical paper would go beyond a description to offer some evaluation of a problem, issue, law, practice, person, or decision in social work or in one of the characters portrayed in class readings. An analytical paper might examine pros and cons, positive and negatives. It might evaluate a moral decision (e.g., the decision of society to not allocate resources required to end hunger, homelessness, or poverty). In the evaluation and analysis, a student should offer sympathetic and fair descriptions of the moral values and thought processes that justify conflicting approaches to the issue. That is, a good analytical paper will not merely advocate for one thing; it will show that the student understands why a particular thing is promoted or tolerated, and why some people may prefer that same particular thing could be opposed or eliminated given a different set of circumstances or a different moral outlook. A paper that is advocating or arguing for a point or position must take a controversial position on some topic in social work, and develop a rational argument in favor of one position and opposing another plausible position. The best argumentative papers will examine the assumptions or the relative weight given to moral considerations of multiple (or at least two) conflicting sides. Argumentative papers are about what ought to be done (or what ought to not be done)

Participation

Your grade is partly based on your classroom participation. For the sessions that we meet in the classroom or online in Zoom, I mainly pay attention to whether you were present and spoke. For all sessions, I can easily enough collect all your posts in the discussion board and evaluate them and assign a score to your participation. What I think I can do is distinguish between students who are participating adequately, those who are impressing me with constructive and eager or

ambitious participation, and those who are showing immaturity, disengagement, or disrespectful behaviors in the classroom. I can then warn students when I have noted behavior that is not welcome in the classroom, giving them an opportunity to improve, and I can praise students whose participation seems exceptional or excellent, and encourage more of that from them.

There are 15 sessions where participation can be graded each session on a 0-4 scale. A score of 42 would represent good participation. In addition, I will also allocate 0-6 points based on my sense of your participation quality in Zoom meetings and your participation in the ungraded discussion threads. Scores of 4 would be good. A total of 46 would represent good work (B+ or A-). Scores of 62 would hypothetically be possible, but probably no reasonable person will score over 52 points.

UIS Academic Integrity Policy

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the UIS Academic Integrity Policy available at <http://www.uis.edu/academicintegrity>.

If I find that in your final paper submitted at the end of the 14th session is mostly copied from some other author without attribution, I will file a report with the Provost. The remedy is generally to accept an “F” for your paper, which is a third of your grade. It is possible to pass this course with a “B-” even if you earn an “F” for one of the three dimensions of the course. For minor forms of plagiarism that seem unintentional, I do not make reports to the Provost or give you an “F”; I simply explain to you the error you made and tell you what you should have done, and you’ll lose a couple points on the paper.

Academic Accommodations

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Asperger’s syndrome. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

Inclement Weather

As the class has online options for all classes, this hardly matters, but here is the standard inclement weather statement:

On rare occasions, the university cancels classes because of inclement weather. If circumstances are harsh and the university decides to cancel, an announcement should be made by 6 a.m. or 3 p.m. Check the UIS website or listen to WUIS 91.9 FM for the latest information. Road conditions can vary greatly within the UIS region, some students have longer drives than others, and some drivers are more skilled at dealing with inclement weather than are others. Please do not drive if you conclude that the weather makes it dangerous for you to do so, but please let me know of your decision.

Required Text(s)

Days in the Lives of Social Workers edited by Linda May Grobman. White Hat Communications, 2012 (or you may use the 5th edition, which was published in 2019)

Known to Social Services by Freya Barrington. Faraxa Publishing, 2015.

Why Are They Angry At Us? by Larry E. Davis. Oxford, 2016.

The Boy They Tried to Hide by Shane Dunphy. Hachette Books Ireland, 2016.

Turning Stones by Marc Parent. Harcourt Brace & Company, 1996.

Course Requirements

Read the required material and some of the recommended material.

Come to class each week prepared with what I've asked you to prepare. In particular, you must bring one observation, question, or claim each week to contribute to class discussion.

Write an academic paper of 2,000-2,500 words on a social work topic.

Take the tests and get at least half of the test questions right, on average, most of the time.

Methods of Evaluation

Take all eight of the short tests.

Come to Zoom classes and participate in all the classes, making a positive contribution to the class discussion. A positive contribution would be manifested by your asking a question or making a comment or observation in which you engaged with an assigned reading or lecture or comment by a classmate in a way that demonstrated that you were paying attention and being mindful, and your participation

would help the class as a whole consider some insight or possibility that would enhance our understanding or thinking about some topic related to the class.

Write your academic paper. It will be evaluated in five dimensions:

- 1) Is it well-written and well-argued? For a 300-level University of Illinois undergraduate paper of 2000-2500 words written in approximately 16 hours of time over the course of a semester, there should be very few typographical errors, and the style and grammar ought to be of high quality. A few scattered mistakes are expected or tolerated, but there should not be many.
- 2) Do you make good use of sources? As an academic paper, you should engage with what other people are saying. Therefore, I'm looking for evidence that you have consulted some sources that give you information or opinion or analysis, and that you use those sources with some degree of criticism, understanding and evaluating the quality of your sources and using them to support your point or make your work more readable and engaging for your audience. Have you cited your sources correctly? Are there about six to ten sources? Are at least a few of those sources from credible experts or scholarly works? I generally look up a few of the sources students cite in these papers and read the relevant source for myself to see if the student has understood it correctly and used it accurately and appropriately. Direct quotations are welcome, but if you use lengthy direct quotations, remember to use the appropriate style (block quotation indents). Use American Psychological Association style. Remember to report the DOI or web page address for sources that have those.
- 3) Does your paper have a point to it? If you write a descriptive paper, have you described your subject in a way that makes the subject understandable and interesting? If you are writing an analytical paper, have you examined the range of opinions or possible actions, and given an interpretation of why a particular course-of-action has been chosen or is preferred, and why some other plausible or possible course-of-action hasn't been chosen? Have you helped your audience understand why or how something is the way it is? If you are writing an argumentative or advocacy paper, have you been persuasive? Have you been clear about why the thing you advocate is desirable and achievable? Have you offered convincing reasons for your audience to agree with your position or conclusion, and have you given sympathetic rebuttals to alternative positions (not merely set up straw man arguments to easily demolish, but shown that you really understand points-of-view that disagree with your position).
- 4) Does your paper cover a topic of relevance to social work or the readings we have done in this course?
- 5) Did the paper conform to the standards expected, and does it demonstrate adequate time commitment? If it seems like a paper you wrote all at once without editing, and it seems like you could have written the whole thing in four or five hours, rather than 16; or if it is too long by far, or too short by far; or if it is

turned in late: then these things will be considered in the assignment of a grade or score.

Discussion board posts.

There will be fewer than ten discussion board questions for each of the fifteen sessions of this class. You should make at least seven posts (and ideally about fifteen posts, and not more than thirty posts) each week when we don't have a regular Zoom class meeting. Weeks when we do have a regular class Zoom meeting you still ought to post at least five posts and ideally post about ten times.

I grade online discussion board participation at least one full week after the session has finished. That allows time for discussion to continue for seven days after the end of the session.

I grade discussion board participation on a 5-point scale. A score of "0" indicates no participation or only negative participation. A score of "1" indicates a minimal presence and participation. A score of "2" represents participation that had merit and showed some time and effort, but did not meet my expectations. A score of "3" is the typical score assigned, and represents everything from participation that barely met my expectations to participation that I found impressive and far exceeding my expectations. A "3" is essentially a check-box score showing that your participation was good, and a "0" or "1" or "2" is a check-box score representing "not good enough". I also occasionally assign scores of "4" for participation in exceptional circumstances when students put in an extra effort or make discussion board posts of rare brilliance or inspiration. A score of "4" could also mean you are overdoing it and being excessive, so please aim for scores of "3" and maybe sometimes scores of "4", but do not try to get scores of "4" every time we have an online session. Solid scores of "3" through the semester are sufficient to contribute to your getting an "A" grade for the semester.

Grading

Equal weighted measure of three things: $\frac{1}{3}$ of grade from participation; $\frac{1}{3}$ rd of grade from test scores, and $\frac{1}{3}$ of grade from academic paper. In essence, the paper, tests, and participation in this class are each a grade on a scale where F=0 and A=4, and I calculate your GPA from the three grades, and that gets converted to your class grade.

Tests

Eight tests of approximately 12 points each.

96 points. Answered every question correctly.

74 points. Scored high enough to deserve an "A"

68 points. Scored high enough to deserve an "A-".

- 62 points. Scored high enough to deserve a “B+”.
- 54 points. Scored high enough to deserve a “B”.
- 48 points. Scored high enough to deserve a “B-”.
- 42 points. Deserves a C+
- 36 points. Deserves a C
- 30 points. Deserves a C-
- 24 points. Deserves a D+
- 18 points Deserves a D
- 12 points. Deserves at least a D-

Paper

10 point rating on how well-written or well-argued the paper is. Good papers will get a score of 8.

10 point rating on how use of sources and citations. Good use of sources and accurate citations will get a score of 8.

6 point rating on whether your paper has a point to it and seems to have achieved something. Good papers that impress me will get a score of 5.

6 point rating on relevance to social work (6 points if it does; 3 points if it sort of does, and 0 points if it doesn't). It will be easy to earn full 6 points here.

8 points vulnerable to loss for turning in a paper late or turning in a paper that seems too short or seems to represent an effort that was inadequate. Points can be deducted here also for papers that seem way too long or seem to have involved too much time and effort. It will be easy to earn 8 points here.

Scores over 36 represent A grades.

Scores of 35 - 36 represent A- grades. (scoring 8, 8, 5, 6, 8, will earn an “A-”)

Scores of 33 - 34 represent B+.

Scores of 31 - 32 represent B.

Scores of 29 - 30 represent B-.

Scores of 26 - 27 represent C+.

Scores of 26 represent C.

Scores of 25 represent C-.

Scores of 20-24 represent D+.

Scores of 7 - 8 represent D.

Scores below 7 will earn an F

Participation

There are 15 sessions where participation can be graded, and each session is graded on a 0-4 scale. A score of 42 would represent good participation. In addition, I will also allocate 0-6 points based on my sense of your participation quality in Zoom meetings and your participation in the ungraded discussion threads; scores of 4 would be good in this 0-6 dimension, and most students will receive 4 points. You can automatically get 6-8 points toward participation by submitting an end-of-semester self-assessment of what you have learned and experienced in this course. You get six points for turning something in, 7 points if it's thoughtful and thorough (seems to have used a few hours of your time) and maybe 8 points if it's an outstanding analysis of your learning and the content of this course. A total of 46 would represent good work (B+ or A-). Scores of 70 would hypothetically be possible, but probably no reasonable person will score over 58 points.

Thresholds for participation grades are:

Scores of 55 or higher are A grades (worth 4.0)

50, 51, 52, 53, and 54 are A- grades. (worth 3.67 in averaging your semester grade)

46, 47, 48, or 49 are B+ (3.33);

42, 43, 44, and 45 are B grades (3.0); 38, 39, 40, and 41 are B- (2.67).

34, 35, 36, and 37 are C+ grades (2.33);

30, 31, 32, and 33 are C grades (worth 2.0 in averaging your semester grade).

26, 27, 28, or 29 are C- grades (1.67).

22, 23, 24, or 25 are D+ (1.33); 18, 19, 20, or 21 are D grades (1.0). 14, 15, 16, or 17 are D- grades (0.67).

A student who earns 62 points on the tests gets a B+ (3.33) on testing. If they receive a 36 on their paper (an A, 4.0) and a 43 on participation (B, 3.0) their grade for the course would be 3.443. The cut off between a B+ (3.33) and an A- (3.67) is 3.5, so their grade falls in the B+ category.

Suppose we have a very active student who earns a 56 in participation (A), and also writes well (receives 36 points, an "A" on their paper). However, they do not do quite as well on the tests, scoring only 48 out of 96 points (exactly 50% correct). But, that 50% on the tests is worth a B- (2.67), and if you average 4, 4, and 2.67 the class grade is 3.557, and that is closer to a 3.67 (A-) than a 3.33 (B+), so the student earns an A- for the semester in this class.

Week	Topic	Assignment
<p>Session 1, 1/19-1/26</p> <p>ONLINE</p>	<p>Introduction to the course</p> <p>The Social Work Profession</p> <p>Science of Social Work (problem solving versus problem description)</p> <p>Introductions and Presentations of Self</p> <p>ONLINE CLASS. We have a Zoom Meeting at 2:00 p.m.</p>	<p>Required Readings:</p> <p>First 12 chapters (up to page 98) in <i>Known to Social Services</i>. My expectation is that you will start reading this book around January 24th and you will have read up to page 98 by the end of the day on January 26th.</p> <p>Read this Syllabus</p> <p>Assignment for this week:</p> <p>As the course is online, you must do the discussion board questions available in Canvas for Session 1. Because we have a Zoom class meeting, if you attend that meeting, you should allocate about an hour to the discussion board, rather than 2.5 hours.</p> <p>You should select a topic for your paper in this week.</p> <p>You should establish a Mendeley account and install Mendeley on your computer and other devices, and learn how to use it.</p> <p>You should look up materials about the meaning of “professional” and formulate your own ideas about the role of professions in our society and how we ought to define the term “profession”.</p> <p>You should look up jobs for social workers and learn about typical salaries for social workers.</p> <p>Optional assignment</p> <p>I recommend that if you are taking the course lab, you start to consider where you will do your volunteer work. You should look up the office of community engagement or service learning and volunteering to see whether they can refer you to a placement, or see if Vince Flaminni has any recommendations for you. If you already have contacts or knowledge of some social work setting, you can initiate this process of arranging to do your volunteer hours on your own. Within the syllabus I have suggested some places I hope will have volunteers from this class, so if you have no other preference, why not contact one of the sites I’ve recommended?</p>

Week	Topic	Assignment
<p>Session 2, 1/26 - 2/2</p> <p>ONLINE</p>	<p>History of Social Work</p> <p>Social Problems</p> <p>Generalist Social Work Practice</p> <p>ONLINE CLASS. We have no meeting in the classroom or on Zoom. Everything on Discussion boards this week.</p>	<p>Required Readings:</p> <p>Chapters 13 through 19 (pages 99-179) in <i>Known to Social Services</i>.</p> <p>Chapters If you are using <i>Days in the Lives of Social Workers 5th edition</i>, the assignment is to read chapters 1, 10, 33, 36, and 55. These are the chapters “Social Work in the ER” and “An Inner-City High School” and “Social Work in a Police Department” and “Residential Treatment for Adolescent Sex Offenders” and “Working with Unaccompanied Minors in Britain”. If you are using the 4th edition, these are chapters 1, 12, 35, & 53 (pages 29-37; 103-108; 257-261; 375-380).</p> <p>Remember, you are expected to finish reading these things by February 2nd so that during our class on February 2nd you will be able to discuss them.</p> <p>Assignment for this week:</p> <p>You should look up one famous or historical social worker, and read a bit about that person (beyond what you find in Wikipedia), and hopefully read a bit written by that person.</p> <p>Begin to gather sources & read about your topic. Devote about two hours to researching & reading for your paper.</p> <p>Optional assignment</p> <p>If you are taking the lab that goes with this course, you really had better get a list of possible placements for your service and start contacting people to see whether they could use 30 hours of your time as a volunteer this fall.</p>
<p>Session 3, 2/2 - 2/9</p> <p>ONLINE / On Campus</p>	<p>Famous Social Workers</p> <p>ONLINE CLASS. We have a Zoom Meeting at 2:00 p.m. on February 2.</p> <p>I will be in our classroom (BRK-476) and welcome all of you come to the class for an on-ground class, but online with Zoom is also fine.</p>	<p>Required Readings:</p> <p>Chapters 21 through 32 and Epilogue (pages 181-294) in <i>Known to Social Services</i></p> <p>If you are reading the <i>5th edition</i>, please read chapters 3, 5, and 9 in <i>Days in the Lives of Social Workers</i>. That is, read “Social Work in the Neonatal Intensive Care Unit,” and “Working with Pregnant Women in Public Health,” and “Elementary School Social Work.” If you are reading the 4th edition, these are chapters 2, 5, & 11 (pages 39-44; 55-58; 97-101).</p> <p>Assignment for this week:</p> <p>You may take the first class test, which will be available to you online in Canvas from February 4th through to May 10th.</p> <p>There is a short activity on values clarification.</p> <p>Collect sources for your paper. Read articles and other sources related to the topic of your paper. Devote about four hours to working on your paper.</p>

Week	Topic	Assignment
Session 4, 2/9 - 2/16. ONLINE / On Campus	Advocacy ONLINE CLASS. And class in BRK-476. Come to class or attend on Zoom.	<p>Required Readings:</p> <p>If you are reading the 5th edition of <i>Days in the Lives of Social Workers</i>, this corresponds to chapters 7 & 11, the “Social Work in the Commissioned Corps” and “Social Work in a Rural School District” chapters. With the fourth edition, this corresponds to Chapters 7 & 13 (pages 65-70 and 109-113).</p> <p>Assignment for this week:</p> <p>Gather sources for your paper, and do a free-writing draft. Possibly make an outline of what you want to write. Mainly use your time this week to prepare your paper. You ought to devote about four hours to your paper this week.</p>
Session 5, 2/16 - 2/23 Week 5 ONLINE / On Campus	Social Workers and Social Change Communities at Risk Policy Practice ONLINE CLASS. And class in BRK-476. Come to class or attend on Zoom.	<p>Required Readings:</p> <p>If you are using the <i>Days in the Lives of Social Workers, 5th edition</i>, read chapters 6, 26, and 47. That is, read “Managing in Managed Care,” “Developmental Disabilities in families,” and “Life as an Agency CEO.” If you have <i>Days in the Lives of Social Workers, 4th edition</i> these are chapters 6, 21, & 45 (pages 59-64; 165-170; 319-323).</p> <p>Assignment for this week:</p> <p>If you are doing the lab for this course, turn in a short description of where you will do your volunteer hours and who will be supervising your volunteer services. This should be turned in in class on February 25th, but if you don’t have it ready by then, you can turn it in electronically during this week.</p> <p>Devote another four hours to writing your paper, and prepare it for sharing with your peers in your peer writing group. If you have already put in about ten hours into researching and drafting your paper, another four hours this week ought to be sufficient.</p> <p>You might take the second class test, which will be available to you online in Canvas from February 22nd through May 10th.</p>
Session 6, 2/23 - 3/2 Week 6 ONLINE / On Campus	Social Work and Social Justice Human Diversity and Social Work ONLINE CLASS. And class in BRK-476. Come to class or attend on Zoom.	<p>Required Readings:</p> <p>Watch the documentary <i>A Kind Hearted Woman</i> about Robin Charboneau (by David Sutherland). This is available on Kanopy (a film database you can access through the UIS library website) or directly on the Frontline website. https://www.pbs.org/video/frontline-kind-hearted-woman-part-one/ The documentary is about five hours in length.</p> <p>If you are reading <i>Days in the Lives of Social Workers, 5th edition</i>, read chapters 21-25 (pages 161-197). That is, everyone reads the section of the book related to social work in mental health. Chapters 23-27 (pages 179-212) in <i>Days in the Lives of Social Workers, 4th edition</i>.</p>

Week	Topic	Assignment
<p>Session 7, 3/2 - 3/9</p> <p>Week 7</p> <p>ONLINE / On Campus</p>	<p>Social Work and Mental Health</p> <p>Social Work Skills</p> <p>Social Work and Treatment of Sub- stance Disorders</p> <p>ONLINE CLASS. And class in BRK-476. Come to class or attend on Zoom.</p>	<p>Required Readings:</p> <p>Chapters 1 through 5 (pages 1-84) in <i>Why Are They Angry With Us?</i></p> <p>If you are reading the <i>Days in the Lives of Social Workers, 5th Edition</i> please read chapters 28, 35, 37 & 38. Everyone reads “Dual Diagnosis,” and “A Hard Day’s Night,” and “Forensic Social Work,” and “Victim Services.” These are chapters 28, 34, 36, & 37 (pages 215-220; 251- 256; & 263-273;) in <i>Days in the Lives of Social Workers, 4th edition.</i></p> <p>Assignment for this week:</p> <p>Take the third class test, which will be available to you online in Canvas from March 13th through May 10th.</p> <p>Make sure your peers in your writing group have a draft of your paper, and give feedback to your peers on their papers.</p>
<p>Session 8, 3/9 - 3/23</p> <p>Week 8 (and spring break)</p> <p>ONLINE / On Campus</p>	<p>ONLINE CLASS. And class in BRK-476. Come to class or attend on Zoom.</p> <p>Competencies in Social Work</p> <p>Social Work in Schools</p>	<p>Required Readings:</p> <p>Chapters 6 through 8 (pages 85-134) in <i>Why Are They Angry At Us?</i></p> <p>If you are reading the <i>Days in the Lives of Social Workers, 5th edition</i>, we're reading about private practice this week. So, please read chapters 31 & 32, pages 229-238 (“Private Practice and the Eclectic Social Worker” and “An Office to Call My Own”). These are chapters 31 & 32 (pages 233-242) in <i>Days in the Lives of Social Workers, 4th edition.</i></p> <p>Assignment for this week:</p> <p>Continue giving feedback to peers in your writing group on their papers. By the end of this session you should have given feedback to all the peers in your group (if they got their drafts to you in the 6th or 7th session).</p> <p>There is a special assignment on anti-racism, and you must prepare for the 9th session class discussion on anti-racism work.</p>
<p>Session 9, 3/23 - 3/30</p> <p>Week 9</p> <p>ONLINE Discussion Boards only</p>	<p>Social Work and the Criminal Justice System</p> <p>Anti-racism work</p> <p>ONLINE CLASS. Just discussion boards this week.</p> <p>No scheduled on- line meeting this week</p>	<p>Required Readings:</p> <p>Chapters 1 through 24 (pages 1 through 131) in <i>The Boy They Tried to Hide</i></p> <p>Assignment for this week:</p> <p>Take the fourth class test, which will be available to you online in Canvas from March 21st through May 10th.</p> <p>Finish writing your paper, as it is due in the next session. You should edit and revise it based on the feedback from your peers. In fact, you ought to turn it in at the end of this session, if you are done with it.</p>

Week	Topic	Assignment
Session 10, 3/30-4/6 Week 10 ONLINE / On Campus	Gerontological So- cial Work Environmentalism and Social Work Veterans, their fami- lies, and military social work ONLINE CLASS. ON CAMPUS We have a Zoom Meeting at 2:00 and will also be meeting in the classroom BRK-476 at the same time.	<p>Required Readings:</p> <p>Chapters 25 through 56 (pages 132 through 295) in <i>The Boy They Tried to Hide</i></p> <p>Read chapters 46, 49, & 53 (pages 323-328; 343-347; and 368-373) in <i>Days in the Lives of Social Workers, 5th edition</i>. These are chapters 44, 47, & 51 (pages 313-318, 333-338, 361-366) in <i>Days in the Lives of Social Workers, 4th edition</i>. The chapters are “The Daily Life of a National Association Executive” and “Family Advocacy in the Military” and “Providing Continuing Education to Social Workers”.</p> <p>Assignment for this week:</p> <p>Take the fifth class test, which will be available to you online in Canvas from March 28th through May 10th.</p> <p>Turn in your paper early this session if you didn't already turn it in.</p> <p>Do the social work code of ethics activity.</p>
Session 11, 4/6-4/13 Week 11 ONLINE / On Campus	Social Work and economics / labor / employment Family Services and Family Therapy The Child Welfare System ONLINE CLASS. ON CAMPUS We have a Zoom Meeting at 2:00 and will also be meeting in the classroom BRK-476 at the same time.	<p>Required Readings:</p> <p>Forward, Prologue, and Chapters 1 through 2 (pages 1 through 86 plus the five pages of the Forward) in <i>Turning Stones</i></p> <p>If you are reading the <i>Days in the Lives of Social Workers, 5th edition</i>, this week you will read chapters 12-20 (pages 105-158) & chapters 39-45 (pages 281-319). In <i>Days in the Lives of Social Workers, 4th edition</i> these are Part 4, Children, Youth, and Families, chapters 14, 15, 16, 17, 18, & 20 (pages 117-149, & 157-161) and Part 10, Older Adults and the End of Life, chapters 38-43 (pages 277-309)</p> <p>Assignment for this week:</p> <p>You are supposed to prepare an ethical dilemma to share with the class in the next session.</p>

Week	Topic	Assignment
<p>Session 12, 4/13 - 4/20</p> <p>Week 12</p> <p>ONLINE / On Campus</p>	<p>Family and Child Welfare social work</p> <p>Human Rights and Human Needs</p> <p>International Social Work</p> <p>ONLINE CLASS. ON CAMPUS We have a Zoom Meeting at 2:00 and will also be meeting in the classroom BRK-476 at the same time.</p>	<p>Required Readings:</p> <p>Chapters 3 through 4 (pages 87 through 170) in <i>Turning Stones</i></p> <p>If you are using <i>Days in the Lives of Social Workers, 5th edition</i>, please read chapters 54, 56, 57, 58, 59, 60, 61, and 62, which are chapters in part 13 (international social work) and part 14 (policy practice) and part 15 (working in communities). If you are using <i>Days in the Lives of Social Workers, 4th edition</i>, please read chapters you haven't already read in parts 14 (international social work) and 15 (working in communities) in <i>Days in the Lives of Social Workers</i>, in other words, chapters 42 through 58, but you can skip chapter 53, which was assigned to you earlier in the semester.</p> <p>Assignment for this week</p> <p>Ethical decision-making activity.</p> <p>Take the 6th test online after you finish all the reading assigned this week, or take it next week. It is available from April 11th through May 10th.</p>
<p>Session 13, 4/20 - 4/27</p> <p>Week 13</p> <p>ONLINE / On Campus</p>	<p>The Grand Chal- lenges in Social Work</p> <p>ONLINE CLASS. We have a Zoom Meeting at 2:00 p.m. but you an also come to the classroom; either way is fine.</p>	<p>Required Readings:</p> <p>Chapters 5 through 6 (pages 171 through 291) in <i>Turning Stones</i></p> <p>Assignment for this week:</p> <p>You should get feedback from your professor on your paper during this week (or earlier), and so use a few hours to make changes based on the feedback you receive from your professor. You probably need at least need three hours to polish off your paper and make sure your sources and citations are accurately done.</p>
<p>Session 14, 4/27 - 5/4</p> <p>Week 14</p> <p>ONLINE</p>	<p>ONLINE CLASS. We will probably just have a Zoom class this week, but if desired, we could also have a class- room meeting.</p>	<p>Required Readings:</p> <p>Chapters 7 through 8 and the Epilogue and the Afterword (pages 292 through 376) in <i>Turning Stones</i></p> <p>Assignment for this week:</p> <p>There is an exercise on self-care you should complete this week.</p> <p>You must complete the assignment assessing (listing) the intellectual influences that have shaped your worldview, your values, your spirituality, and your approach to life (submit as an answer to discussion question 14-8).</p> <p>You could take the 7th test this session. This test will be available from April 25th to May 10th.</p>

Week	Topic	Assignment
<p>Session 15, 5/4 - 5/10</p> <p>ONLINE</p>	<p>Course Review</p> <p>Your papers (presentations and sharing)</p> <p>ONLINE CLASS. We will probably just have a Zoom class this week, but if desired, we could also have a classroom meeting.</p>	<p>Required Readings:</p> <p>Read the <i>NASW Code of Ethics</i></p> <p>Assignment for this week:</p> <p>Catch up on the discussion boards.</p> <p>You should do the online evaluation of the course provided by UIS.</p>
<p>Session 16, 5/10 - 5/13</p> <p>FINALS WEEK</p>	<p>Finals Week. No class, but you can finish up your participation in the discussion boards for sessions 13-15.</p>	<p>Required Readings:</p> <p>Our final class session will be on May 4th so there are no reading assignments for the week following our May 4th class.</p> <p>Assignment for this week:</p> <p>The major assignment for this final week of class is for you to spend a couple hours writing a summary of what you learned in this course. This is a reflection paper in which you try to summarize ideas and facts you encountered. Try to write about theories or frameworks for understanding reality that you learned in this course. Also do some personal reflection on what you have learned about yourself. Write a bit about each of the books we read, and evaluate how you engaged with those books and what you have gained from them. Consider also the various assignments and discussion questions you encountered. This end-of-semester appraisal of your experience and learning will help your participation grade in the course.</p> <p>Take the eighth class test, which will be available to you online in Canvas from May 2nd through May 15th.</p> <p>May 10th is the last date for you to submit your paper (which is actually due on April 30th)</p> <p>If you are taking the lab for this course, I expect you to submit your learning journal log and documentation of your service learning by May 5th (or, ideally, earlier).</p>

Course Calendar

Tests and Due Dates:

Week or Topic	Turn in
February 5th	You may take your first test. (Tests are available until May 10th)
February 25th	You may take your second test
February 28th	If you are doing the lab for this course, turn in a short description of where you will do your volunteer hours and who will be supervising your volunteer services.
March 3rd	You should submit your paper draft to peers in your peer writing group.
March 15th	You may take your third test
March 27th	You must give feedback on their draft papers to peers in your peer writing group
March 24th	You may take your fourth test
March 31st	Due date for your paper's first submission to the professor. You may take your fifth test
April 10th	You may take your sixth test
April 30th	Final due date for the semester paper.
May 2nd	The seventh and eighth tests are ready for you to take.
May 5th	If you are doing the lab for this course, you should turn in your learning journal log and evidence that you have done your service hours.
May 10th	If you are doing the lab for this course, you should turn in a signed paper testifying to the fact that you have volunteered for 30 hours or more this semester
May 10th,	Last day to take tests (although the eighth test may be up until the 15th). Due date for end-of-semester reflection on your learning.

