

TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT

SOWK 3303 110: SOCIAL WORK WITH DIVERSE POPULATIONS

MONDAYS AND WEDNESDAYS, 2:30 TO 3:45 PM, ROOM 305 WARRIOR HALL

Semester: Fall 2017
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E-Mail: rappaport@tamuct.edu. **NOTE: ONLY USE THIS ADDRESS TO EMAIL ME; DO NOT TRY TO EMAIL ME THROUGH THE CANVAS SYSTEM! Emails are responded to as soon as possible, usually the same day (or the next day if sent very late at night or on Saturday while I am volunteering with hospice). I do respond to emails at night if I am still up grading papers.**
Office Hours: Monday and Wednesday, 2:00 to 5:00

I. Course Description

Catalog Description: This course will familiarize the student with the cultural roots of the diverse ethnic groups that make up American society, tracing the process of acculturation that characterizes their American experience.

Prerequisites: There are no prerequisites to this course. This diversity course is especially designed for students going into counseling and human services professions. Other students who are taking it as an elective are a welcome addition to the class, but please understand that examples used will be geared to persons who will be going into the social work and counseling fields. I hope you will be an active participant in the class discussions to add your own field's perspective on the topics we will be discussing. There is no professional field in the United States in which cultural competency is not an issue, so I feel sure you will find useful information in the class.

Handouts for this class will be delivered via the Canvas Learning Management system (tamuct.instructure.com).

Note: For social work majors, this is one of three foundation-level social work classes you need to take to qualify for formal admission to the social work major. The other two courses are Introduction to Social Work and Methods and Skills of Interviewing. If you will have completed all three of those classes by the end of this semester, you need to plan to turn in your application to the major by November 15.

II. Nature of Course

Social work practitioners and other professionals frequently encounter client populations that differ from themselves in terms of gender, sexual orientation, disability, race, ethnicity, cultural background, and religious practice. Competencies necessary for multi-cultural professional practice are examined. A framework for interacting effectively with culturally diverse populations is presented. Important topics to be covered include history of oppression, religious practices, family structure, acculturation, poverty, language, racism and prejudice, socio-political factors, child-rearing practices, values, and beliefs. Professionals must work to alter their practices to fit the needs of culturally diverse populations. In order to do this, all professionals need to heighten their awareness of their own cultural backgrounds and how these invariably influence their interactions with other people.

This course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

This course supports students' learning the model of **Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist

practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build on the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

Teaching Method: The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions based on reading assignments, videotapes, and written assignments.

III. Department Mission

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to provide a high quality, rigorous, and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Department aims to achieve its mission by

- responding to the needs of the local community, including the military and non-traditional students,
- providing a student-centered education that fosters personal and professional responsibility,
- providing compassionate mentorship that models the core values of the social work profession, and
- fostering commitment to the profession's core values of Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence, as well as a commitment to human rights and evidence-based practice

Until Fall 2014 the TAMUCT Social Work Department had accreditation through the Council on Social Work Education (CSWE) as a branch campus of Tarleton State University. Now our Department has been awarded our own independent accreditation, effective February 2017.

Grading: Grading of assignments is completed as soon as possible, often by the next scheduled class period. Three times during the semester Dr. Rappaport will give each student a grade sheet showing where their grade in the class stands at that time.

IV. DEPARTMENT MISSION

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to provide a high quality, rigorous, and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Department aims to achieve its mission by

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Department Framework

The Social Work Department curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the Department endeavors to develop social workers who promote human and community well-being by being able to demonstrate the 9 core competencies in CSWE's EPAS (2015 version). Each core competency also has specific, measurable practice behaviors that help students and their professors determine whether the competency has been achieved. The following explains how this course intends to help students achieve those practice behaviors and core competencies.

IV. COURSE OBJECTIVES AND RELATED CSWE-MANDATED CORE COMPETENCIES AND PRACTICE BEHAVIORS

This course provides content (through reading materials, assignments, and class discussions and activities) that helps to prepare you, the student, to engage in the following CSWE competencies and related practice behaviors:

- (1) Competency 1: Demonstrate ethical and professional behavior.
 - a. Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Demonstrate professional demeanor in behavior ... and oral [and] written ... communication.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (2) Competency 2: Engage diversity and difference in practice.
 - a. Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (3) Competency 3: Advance human rights and social, economic, and environmental justice.
 - a. Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Engage in practices that advance social, economic, and environmental justice.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (4) Competency 4: Engage in practice-informed research and research-informed practice.
 - a. Behavior 1: Use and translate research evidence to inform and improve practice, policy, and service delivery

- i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (5) Competency 5: Engage in policy practice.
 - a. Behavior 1: Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (6) Competency 6: Engage with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (7) Competency 7: Assess individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - d. Behavior 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (8) Competency 8: Intervene with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Critically choose and implement interventions to achieve practice goals and to enhance capacities of clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - d. Behavior 4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - e. Behavior 5: Facilitate effective transitions and endings that advance mutually agreed-on goals.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (9) Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Select and use appropriate methods for evaluation of outcomes.

- i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

V. Course Requirements

A. Required Text: There is no required textbook for this course. All required reading assignments will be in handouts provided by Dr. Rappaport through Canvas.

B. Final Grades

A total of 10,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Paper 1: Interview of student from another culture (from a class exercise)	20%	2,000
Paper 2: Exploration of Student's Own Cultural Background	25%	2,500
Mid-Term Exam	10%	1,000
Final Exam	10%	1,000
Concept Mastery Quizzes	25%	2,500
Class attendance	5%	500
Class Participation	5%	500
Totals	100%	10,000 (Total points divided by 100 equals final grade)

Points and Corresponding Grades for individual assignments are based on the following:

A+: 100 points	A: 95 points	A-: 90 points
B+: 88 points	B: 85 points	B-: 80 points
C+: 78 points	C: 75 points	C-: 70 points
D+: 68 points	D: 65 points	D-: 60 points
F: 59 points or less		

Example: A paper worth 15% of the grade, on which a student earned a B+, would give that student 1,320 points toward the final grade (88 x 15 = 1,320 points).

Final Class Grades are based on the following:

A: 90 to 100 (9,000 to 10,000 points)	B: 89 to 80 (8,900 to 8,000 points)
C: 79 to 70 (7,900 to 7,000 points)	D: 69 to 60 (6,900 to 6,000 points)
F: 59 or less (5,900 points or less)	

C. Course Assignments

The following activities will be completed during the semester:

1. *Paper One: Exploration of the Cultural Background of Another Student in Class (20% of final grade).*

During a class period, students will be assigned in pairs to interview each other about their cultures. This will give you practice in how to ask another person questions about their cultures respectfully; it will also give you some practice in

thinking about your own culture, which will help you write the second paper. You can use the following outline of cultural aspects to give you ideas about what to ask. Each student will then write a **thorough** paper (narrative style, telling the student's story) explaining what they learned about the other student's cultures. The grade will be determined by how thorough your explanation of the other student's information is and your ability to draw comparisons between that student's cultural beliefs and your own. **Papers should be 6-8 pages in length and must be typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will receive a grade of 0). Papers shorter than 6 pages will receive a deduction for not being thorough enough. If your paper is longer than 8 pages, that is not a problem.**

Cultural Interview Exercise

Generation in US?

Nationality, ethnicity, "race" – level of identification?

Language(s) spoken?

Religion/spirituality/agnosticism/atheism

Individuality vs. family/community orientation, decision-making

Social roles (spouse, child, parent, partner, friend, etc.)

Socio-economic status (and has it changed during their lifetime or across generations?)

Acquisitive vs. sharing orientation toward belongings/material possessions

Work and recreation preferences, attitudes, beliefs

Parenting practices

Customs, rituals, traditions that are significant

Superstitions, folk beliefs

Rules/norms regarding interactions, manners, touch, eye contact, gestures, etc.

Assertiveness vs. passivity

How emotions are expressed; how disagreements are handled

Beliefs and practices regarding health, illness, mental health, indigenous healing or healers

Gender, birth order, age, housing arrangements

Food/drink, beliefs about eating/alcohol/drugs

Arts, sports, dress, colors

Major values

Major beliefs

Major attitudes

"should"

"must"

"never"

Current prejudices about other groups?

Extent to which they have experienced prejudice and/or oppression?

Extent to which they benefit from social privilege?

What "other" groups are they most comfortable around? Why?

What "other" groups are they least comfortable around? Why? How do they plan to address this discomfort?

What about their culture makes them most proud? Least proud?

Feel free to explore any other salient cultural factors or issues in addition to these

2. *Paper Two: Exploration of the Student's Own Cultural Background (25% of final grade)*

Each student will write a comprehensive paper analyzing all significant aspects of their personal cultural background, going back at least three generations, comparing and contrasting the situations of those three generations (grandparents, parents, and self – or parents, self, and children). **Attention should be focused on all the aspects of culture that are listed in the first handout that was given to you in class, to the extent that these are significant to your individual cultural story.** The paper must be written as your personal STORY; do not write the paper as if the list in the handout were a questionnaire. How you ORGANIZE your family's story is a significant aspect of the paper. You should explore any personal experiences with prejudice and discrimination that have occurred. How have all these cultural factors affected you and your family, both in the past and today? What stereotypes and prejudices toward groups different from yourself have you developed over the years that you will need to learn how to overcome in order to deal with other people effectively and professionally? What strategies are you going to use to overcome those prejudices and stereotypes? You

may want to interview members of your extended family to complete this assignment, but **do not do research in books or on internet sites about your culture; this is a personal exploration, not a research paper**. Students need to demonstrate a high degree of personal insight and self-exploration in their papers. **Papers should be at least 10-12 pages in length and must be typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will receive a grade of 0). Papers that are not at least 10 pages in length will receive a deduction for not being thorough enough. If your paper is longer than 12 pages, that is not a problem.**

Note: On every written assignment (the paper on your interview of another student and your paper on your own cultures), 25% of the grade will be based on the style of your writing – i.e., on correct spelling, composition, punctuation and grammar. The other 75% of the grade will be on content of the written assignments. Social workers do a great deal of writing; it is essential that you develop professional, clear patterns of written communication since it will affect your professional reputation. All writing errors in your papers will be corrected by the professor, and you need to study those corrections with each paper returned to you so you can avoid making the same mistakes in subsequent papers. Your score on this 25% of the grade will depend on how many writing errors you made. If you do not understand some of the corrections that are made in your papers, ask the professor about them. The 25% of the grade based on the number of errors in punctuation, spelling, composition and grammar is determined as follows:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

3. Mid-Term and Final Exams (20% of final grade total, 10% each)

There will be two tests given in this course, a mid-term and a final exam, both of which will be take-home exams. See the Course Schedule in this syllabus for exam due dates. These exams will not be the type of exams students may be used to (such as multiple choice, true-false, matching, and short essay questions). That type of exam merely expects students to repeat back facts and definitions, and the concept mastery quizzes for this class will be verifying your ability to answer those kinds of questions. Instead, the mid-term and final exams will ask one or two large questions that expect the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, watching movies in class, etc.) and show how they can APPLY that knowledge in performing culturally competent social work services with people who represent all different kinds of cultural groups. **EXAMS MUST BE TYPED AND DOUBLE-SPACED!**

4. Concept Mastery Quizzes (25% of final grade)

Many of the class periods will include a take-home quiz to help students solidify their understanding of the concepts presented in the course material and how to apply them. Typically the quiz will be given at the end of class as a take-home quiz, and it is due at the beginning of the next regularly-scheduled class period. **A student who misses class will be allowed to submit a make-up quiz; however, it is the student's responsibility to pick up the quiz from Dr. Rappaport and turn it in by the class period in which it is due (typically the next scheduled class period). If the student does not do this, then a make-up quiz will not be accepted. DO NOT ASK FOR A COPY OF THE QUIZ AFTER STUDENTS HAVE ALREADY TURNED IT IN!**

At the end of the semester, the student's average numerical grade on all quizzes (including any zeros) will represent 25% of their final grade. A single low quiz grade will be dropped by the professor, so if you only missed a single class all semester, that zero will not affect your final grade. Quizzes will not be pre-announced, so every day students should come to class prepared for the possibility that a quiz might be given.

Note: Take-home quizzes must be completed by each student alone. There is to be NO sharing of quiz answers with other students; this constitutes cheating. If a student shares their quiz answers with another student, BOTH students will receive a grade of 0 (zero) on that quiz.

5. *Class Attendance (5% of final grade)*

Students are expected to be present for every scheduled class session – **and when I say present, I mean being in class the entire period, not using your telephone during class, not sleeping in class, not working on something for another class while you are in my class – in other words, being HERE and being ENGAGED IN LEARNING.** If any of those things end up not being true for you in a given day, then you will be marked absent. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness or a funeral of a family member is an excused absence; the professor also allows one day’s absence if a deployed significant other returns home. **However, routine doctor’s appointments are expected to be scheduled for days and times when you do NOT have class, unless you can verify that the appointment was for a medical emergency and not for a routine visit. Any student who repeatedly asks for excused absences for doctor’s appointments can be told that those will not be able to be excused.** You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late or leave early. (See the Code of Conduct for further details.)

The following shows the degree to which unexcused absences will impact your attendance grade.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	A-
2	B
3	B-
4	C
5	D
6 or more	F
Coming to class late twice counts as one absence	

6. *Class Participation (5% of final grade)*

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, “Tell me and I will forget–Show me and I may remember–But involve me and I will understand.” You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by how much you talked during class sessions and by whether your contributions added to the quality of the class sessions. **Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions.** Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student’s total number of points compared to the points of all the other students in the class. Part of your participation points will also be based on the skill with which the student co=led the class discussion on their assigned diagnosis/diagnoses.

While it is important for students to be willing to discuss the course material, be careful when thinking about bringing in stories from your personal life or work. At times this can get the class off subject and use up valuable time. Think about whether the story you want to relate is important for the entire class to hear. If not, you may want to come talk to Dr. Rappaport individually about it, away from class. If Dr. Rappaport is concerned about the class getting sidetracked, she will suggest that you come talk to her individually so the class can get back on the subject. Class time is limited and valuable and needs to be used to best advantage.

VI. CODE OF CONDUCT FOR CLASSROOMS

The following policies apply to all students enrolled in this course:

1. Students are requested not to enter class more than ten (10) minutes late due to the degree to which this disrupts class for the other students. If you do come to class late twice, it counts the same as an unexcused absence on your attendance grade for the class.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meet with students and other professors, use the restroom, etc.) before class begins. ***Please note:*** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors after class has begun. Talking during class discussions out of turn or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something you want to share or you want to answer a question.
4. To support the learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.
6. Students are **NOT** permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes take-home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due.** Late work ***will not*** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date of the assignment. ***Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;*** the student must still

arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally “okay,” which it is not. Failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

8. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a textbook, etc.). Further, all typed papers submitted in class MUST be stapled. Submitting papers in folders, binders, etc., is not allowed.
9. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in social work. These policies are applicable throughout the department and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or for the degree of Bachelor of Social Work at TAMUCT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMUCT Social Work Department and the university, is provided via the “Rubric for Assessing Professional Behaviors” that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be admitted to the social work major, or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

VII. University Policies

1. **Drop Policy:** If you discover that you need to drop this class, you must complete a Drop Request Form, found through the Registrar's web page: tamuct.edu/departments/business-office/droppolicy.php. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar by which the form must be completed, signed, and returned. After you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled in the class. If you still show as enrolled, follow up with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.
2. **Academic Integrity:** Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. TAMUCT expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from the expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.
3. **Academic Accommodations:** At Texas A&M – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department at 254-501-5831. Any information you provide is private and confidential and will be treated as such. For more information, please visit the Access and Inclusion website at tamuct.edu/departments/access-inclusion.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from U.S. Department of Education's Office of Civil Rights, the Dean of Student Affairs Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit tamuct.departments/index.php. Students can also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines, please visit www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf

4. **Library Services:** The University Library provides many services in support of research across campus and at a distance. We offer over 20 electronic databases containing approximately 250,000 ebooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through

our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and can take place on Skype or in person at the library. Assistance can cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our facility on the main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: tamuct.libguides.com/

5. **Tutoring Services:** Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include: Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center at Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-510-5796 or by emailing Kim Wood at k.wood@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.
6. **The University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at TAMUCT is a free workspace open to all TAMUCT students from 10 am to 4 pm Monday thru Thursday during the summer semester. Students can arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WiFi, or by consulting our resources on writing, including all of the relevant style guides (i.e., APA). Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help. If you have any questions about the UWC, contact Dr. Bruce Bowles, Jr., at bruce.bowles@tamuct.edu.

7. **Textbook Purchasing:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
8. **Unilert:** The Emergency Warning System for TAMUCT, Unilert is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Unilert through their myCT email account. Connect at Unilert (tamuct.edu/departments/security/unilert.php) to change where you receive your alerts or to opt out. By staying enrolled in Unilert, university officials can quickly pass on safety-related information, regardless of your location.

VIII. The professor teaching this class

Dr. Rappaport has a life-long interest in (really, fascination with) issues related to cultural diversity. She grew up the daughter of an officer in the U. S. Air Force and lived on many culturally diverse air bases and communities, including living in Japan during childhood and spending her senior year of high school living in Tehran, Iran. Having a Christian mother born in Texas and an Orthodox Jewish father born in New York City (whose own father was born in Russia and immigrated to the U.S. as a child) also exposed her to issues of cultural diversity and intolerance. In her 25 years of practice as a social worker before coming to Killeen to teach social work in August 2000, she worked with clients of many different cultural backgrounds and learned first-hand the importance of social workers striving to be culturally competent. She enjoys teaching this class because of her commitment to helping students learn more about their own cultural realities as well as the cultural realities of people who are different from those students.

Dr. Rappaport takes teaching very seriously. She wants students to enjoy this class and to feel like they learned a great deal from it. She is committed to coming to class prepared, to openly and willingly sharing her professional knowledge and experiences with students, and to encouraging everyone to participate actively in the discussions. In return, she expects students to come to class prepared, having read the day’s assignment ahead of time and being ready to ask any questions they might have about things they did not understand in the reading. Students are also expected to have different opinions about the material discussed, and she encourages students to disagree respectfully and to explore how their opinions have developed over time. She responds to emails as soon as possible, and she tries to get all written assignments graded and returned to students within the following 1-2 class periods. At least twice during the semester she will also give students a grade sheet, letting them know what their grade currently is in the course.

IX. Course Schedule

Date	Description	Assignments Due
Monday 8/28/17	Review course syllabus Influential Factors within Culture (Use this list when writing your My Cultures paper)	
Wednesday 8/30/17	American Cultural Diversity Video: “Promised a Miracle” (1:30)	American Cultural Diversity handout
Monday 9/4/17	LABOR DAY HOLIDAY – ENJOY!	
Wednesday 9/6/17	American Cultural Diversity Cultural Values Mistakes in Cultural Competency Health Disparities Class exercise: Learning about our cultural diversity	American Cultural Diversity handout
Monday 9/11/17	Race Inter-Racial Marriage Laws Raising biracial children Dominant Society Privilege Racism Ethnocentrism Discrimination, Prejudice, Racism Two-Tier Society Cross-cultural services Cultural Competency, Triple A Rule Deficit Hypothesis Cultural Complications in Interviews Video: “Silences” (0:22) (DVD # 1447)	“Race, Prejudice, Discrimination” handout
Wednesday 9/13/17	Race, continued Video: Watch part of “Crash” (1:52)	“Race, Prejudice, Discrimination” handout
Monday 9/18/17	Immigration, Changes over time Legal and Undocumented Immigrant Experience Push-Pull Theory Refugees, Asylees Immigration Laws Culturagram Citizenship Public Charge Immigration Facts and Myths	“Immigration” handout

Date	Description	Assignments Due
Wednesday 9/20/17	Immigration, continued Videotape: "Lost Boys of Sudan" (1:27)	"Immigration" handout, continued
Monday 9/25/17	Class activity: Interviewing each other in pairs for 35 minutes each. Work on how to explain your own culture and how to respectfully ask about the other person's culture. Students will then write a paper about what they learned about the other person's cultures and how it compares to your cultures	Bring handout on "American Cultural Diversity" to class to use while doing your interview
Wednesday 9/27/17	The influence of European Americans/Anglo Americans Who are White Americans? A society of colonists, indentured servants, slaves, Native Americans Eugenics Tuskegee Syphilis Study Guatemalan Syphilis Study Melungeons, Irish, Italians, and others Becoming a non-racist white American Video: "The Amazing Journey of Dr. Meg Laurel" (1:16)	"Anglo Americans" handout
Monday 10/2/17	Anglo-Americans, continued Video: "The Incredible Journey of Dr. Meg Laurel" (1:15)	"Anglo Americans" handout, continued
Wednesday 10/4/17	African Americans/Black Americans History-Slavery, Civil War American Civil Rights Movement (significant events and people) Apologies Ebonics Barack Obama Rachel Dolezal Social and Demographic Factors Racial Socialization Process AIDS in Black America Culturally Competent Practice, Case Examples Videotape: "A History of Black Culture in America" (0:40) (VC 3428)	"African Americans, Civil Rights Movement" handout Paper on Other Student's Cultures Due
Monday 10/9/17	African American culture, continued Video: Watch part of "I Am Not Your Negro" (1:34)	"African Americans, Civil Rights Movement" handout, continued
Wednesday 10/11/17	African Americans/Black Americans, continued Videotape: "Still Revolutionaries" (0:16) Videotape: Watch part of "Black Is, Black Ain't" (1:27)	"African Americans" handout
Monday 10/16/17	Hispanic Americans/Mexican Americans/Latin Americans National origins Value System Latino Civil Rights Movement Immigration Raids Hispanic Stereotypes Dia De Los Muertos Cinco de Mayo Arizona Immigration Laws Videotape: "The Struggle in the Fields" (0:55)	"Hispanics" handout
Wednesday 10/18/17	Hispanic Americans, continued Curanderismo Culture Bound Syndromes Puerto Ricans Santería Videotape: Urine Treatment (0:15)	"Hispanic Curanderismo, Puerto Ricans and Santería" handout

Date	Description	Assignments Due
Monday 10/23/17	Native Americans – The Example of the Lakota Early History of Native America The Lakota Treaties “Wounded Knee: Healing Wounds of the Past” American Indian Activism Virtues Traditions and Beliefs The Black Hills Sports Team Names Videotape: “Wiping the Tears of Seven Generations” (0:57)	“Native Americans/ Lakota” handout
Wednesday 10/25/17	Native Americans, continued Videotape: “The Red Road of Sobriety” (2:00) Receive the take-home mid-term exam	“Native Americans/ Lakota” handout
Monday 10/30/17	Asian Americans/East Asians National origins Values Japanese Internment Experience Gaman Shinto Chinese Confucianism, Buddhism South Asian Culture India, Pakistan, Bangladesh Hinduism, Sikhism Videotape: “The Red Pines: A Pioneering Japanese American Community Perseveres” (0:12) Videotape: “Innovative Approaches to Counseling Asian-American People” (0:15) Videotape: “Taboo – Death: Taiwanese Second Burial” (0:15)	“Asian Americans, Confucianism, Buddhism” handout “India, Pakistan” handout Mid-term exam due
NOTE: APPLICATIONS TO THE MAJOR ARE DUE TO THE SOCIAL WORK DEPARTMENT BY November 15, 2017. That requires the completed application, 2 letters of reference, your “My Philosophy of Social Work” paper from Methods & Skills, and you must have an overall GPA of 2.5. Any questions, please direct them to Dr. Rappaport		
Wednesday 11/1/17	Asian Americans/Southeast Asians The Vietnamese, The Hmong Values, Beliefs, Traditions Lia Lee case Culture Bound Syndromes Mental health Medical Care “Becoming American: Odyssey of a Refugee Family” Videotape: Part of “The Killing Fields” (2:21)	“Vietnamese, Hmong” handout
Monday 11/6/17	Judaism, Jewish Americans Israel Videotape: “A Stranger Among Us” (1:49)	“Jewish Americans” handout
Wednesday 11/8/17	Islam/Arabic and Middle Eastern Cultures, Iran Islam Values Palestine Sunni’s versus Shi’ites in Iraq Iran Videotape: “Understanding Islam” (0:35)	“Islam, Palestine, Iran, Iraq” handout
Monday 11/13/17	Islam and Judaism – Israel and Palestine Videotape: Part of “Jew and Arab in Jerusalem” (0:55) Videotape: Excerpt from “To Die in Jerusalem” (0:15)	“Israel – Palestine Conflict” handout

Date	Description	Assignments Due
Wednesday 11/15/17	Gay, Lesbian, Bisexual, Transgendered, and Questioning Clients' Cultures Heterosexism Lesbian/Gay Identity Formation Family Reactions Conversion Therapy Thailand Transgender Youth Nepal's Third Gender Category Videotape: "The Third Gender" (0:47)	"GLBTQ" handout
Monday 11/20/17	Hatred – What is it? Videotape: "Hate Groups USA" (0:48) (DVD 1407)	"Hatred" handout
Wednesday 11/22/17	NO CLASS – THANKSGIVING HOLIDAY – ENJOY!	
Monday 11/27/17	Hatred – what is it? Videotape: Watch part of "Neo Ned" (1:37)	Hatred" handout, continued PAPER ON OWN CULTURES DUE
Wednesday 11/29/17	Hatred, continued – What can end it? Overcoming Hatred Videotape: "Trust Me" (0:60)	"Hatred" handout, continued
Monday 12/4/17	Hatred – What Can End It? Overcoming Hatred Videotape: First half of "Freedom Writers" (2:00) Receive take-home final exam	"Hatred" handout, continued
Wednesday 12/6/17	Hatred – What Can End It? Overcoming Hatred Videotape: Second half of "Freedom Writers" (2:00)	"Hatred" handout, continued
Monday 12/11/17	Overcoming Hatred, continued Videotape: First half of "Remember the Titans" (2:00)	"Hatred" handout, continued Take-home final exam is due
Wednesday 12/13/17	Overcoming Hatred, continued Videotape: Second half of "Remember the Titans" (2:00)	"Hatred" handout, continued

IX. Bibliography

The following resources have been used to develop the reading materials for this class and/or can be used by students to provide further information on the topics and cultures covered by the course: (Note: This list is not done in APA style, so do NOT copy the format in your papers!)

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APA CHECKLIST

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

A. Entire document MUST HAVE

- Times New Roman Font
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the "Reference" page)
- Double spacing *between lines* in paragraphs (remove double spacing between paragraphs)
- Numbers 1-10 spelled out (e.g. "one", "five", "seven")
- Numbers above 10 not written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. "Supplemental Security Income (SSI)", "SSI" may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of "I" (unless approved by professor due to nature of the assignment)
- No contractions (won't, can't, don't), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

B. Cover Page

- Header flushed left and written as "Running head: SHORT TITLE" (note how "Running head:" is written)
- Page # (always starts with "1" at the top right)

- Title of work, your name, and the name of the university (in this order), centered and not in bold. This should also be double spaced and the title of the work should begin 9 single spaces after the header.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.
- The “SHORT TITLE” is always in capital letters and is a shortened version of your title. This can be no more than 50 characters

C. Abstract Page

- This is page 2 (upper right corner)
- In the Header section flushed left will show on this page “SHORT TITLE” only. **No “Running head:” used on this or subsequent pages**
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

D. START OF YOUR BODY

- Continue your “SHORT TITLE” and page number on every page
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Paragraphs have a minimum of 5 sentences
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

E. Reference Page

- Header section flushed left should show the “SHORT TITLE” and the page # on the right side.
- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2015a, 2015b, 2015c, etc., as needed.
- Double space references
- Remove space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communication; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed). New York: Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work:

<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>

- Sample APA Paper Owl Purdue:

http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

- Son of Citation Machine Citing Support:

<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year

- Incorrect: (Dobson & Pewter 2013)

- Correct: (Dobson & Pewter, 2013)

- ❖ Missing parenthesis

- Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.

- Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

- ❖ Using *and* instead of & in a citation

- Incorrect (Dobson and Pewter, 2013)

- Correct: (Dobson & Pewter, 2013)

- ❖ Using “pp.” instead of “p.” to denote page.

- Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).

- Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).

- ❖ Missing punctuation at the end of sentences when citing.

- Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)

- Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

Correct Citation Example:

In-Text: (Dobson & Pewter, 2013)

Reference Page: Dobson, J.H. & Pewter, W.P. (2013). Understanding writing for bachelor social work students. *Journal of American Health, 4*, 24-29.

- ❖ Using quotation marks without page number/paragraph information.

- Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).

- Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).

❖ Example of how to cite a class handout:

- Rappaport, C. (2017). *The muscular system*. [Class handout]. SWKK 330: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.

❖ Example of how to cite a movie: (Be sure to use the hanging indent on your paper)

- Burg, M., & Koules, O. (Producers); Cassavetes, N. (Director); & Kearns, J. (Writer). (2002). *John Q.* [Motion picture]. USA: New Line Cinema, Burg/Koules Productions, & Evolution Entertainment.
- To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. First look up (under Full Cast and Crew) all the producers (listed after all the cast), ignoring those listed as executive producer, co-producer (unless ALL the producers are listed as co-producers), assistant producer, line producer, etc. Then go back to the top before the cast members and add the director(s) and writer(s). Go to Company Credits to list the production companies (ignore the list of distributors, but be sure to list all of the production companies).

USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

Putting two sentences together, joined by *and*, *but*, or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.

- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.
- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.
- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.

- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

Note: The above example with semicolons also illustrates another use of commas: When you are using more than one adjective to describe a noun (such as golden, delicious apples), the two adjectives need to be separated with a comma.

Separating the name of a city and the state in which it is located.

- Example: I was born in San Antonio, Texas, in the year 1950.

Separating parts of a date in a sentence.

- Example: On August 1, 2010, my daughter was born.

Separating a person's name and their relationship to another person, the name of a book and its author, etc.

- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
- Example: Harper Lee's novel, *To Kill a Mockingbird*, is required reading in many schools.

Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.

- Example: In case of a fire, you need to move quickly to the nearest exit.
 - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say "you need to quickly move to the nearest exit"). Doing this is referred to as a split infinitive.** Just remember Shakespeare: It is "To be or not to be," not "To be or to not be."
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.
- Example: During the depression of the 1930's, food was scarce and unemployment rates were high.
 - Question: Why do you not need a comma after scarce?
- Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
- Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.
- **Note: If the prepositional phrase is in the middle of the sentence, it does not require commas.**
 - Example: The hot air in the classroom made it very difficult to study.
 - Example: She couldn't give the landlord her rent because she got paid a lot less this week.

After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.

- Example: “Well,” she said, “I guess I need to go ahead and start fixing dinner.”
 - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**
- Example: Gosh, it is really hot today.
- Example: Hello, my name is Dr. Rappaport.
- Example: No, you can’t have a cookie right now.
- Example: Yes, I heard what you said.
- Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
- Example: However, you need to remember that I expect you to study hard for my tests.
- Example: John, did you have a question you wanted to ask?

To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.

- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there?

When getting ready to quote a sentence – but only if you are really quoting the person’s exact words, not paraphrasing.

- Example: I wasn’t saying, “How could you?” Rather, I wanted to know, “What were you thinking when you did that?”
- Example: Dr. Rappaport always said, “Be careful of using Spell Check as your only type of proof-reading on papers.”
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

Before adding a phrase starting with *which* or *whose* to add more details to the sentence.

- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other’s skills.
- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

To separate out parenthetical words from the rest of the sentence.

- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

Before a word like *also* or *too* or *as well* at the end of a sentence.

- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He’s quite good looking, too.

Do not use a comma if the additional words identify the subject word and are not additional information.

- The company rewards employees who work hard. (Do not put a comma if what you mean is that the company ONLY rewards employees who work hard. If ALL employees work hard and get rewarded, then put a comma: The company rewards its employees, who all work hard.)

You usually do NOT use a comma before “because.”

- Example: She was deeply ashamed because she was the only woman who failed the exam.

You often do not need to use a comma after an introductory phrase that designates when something occurred.

- Example: In about five minutes we are leaving for school.
- Example: In 2000 Dr. Rappaport came to teach at TAMUCT.

OTHER COMMON WRITING ERRORS

Capitalizing words that do not need capitals

- Capital letters are used for proper nouns, people’s names, names of cities and states, etc. They are often used when they are not needed. For example:
 - I am a student in the Social Work Department at Tarleton State University-Central Texas. It is correct to capitalize social work here because it is in the name of a Department.
 - I want to be a social worker. You do not capitalize it here because it is not a proper noun.
 - My biggest supporter is Mother. You need to capitalize mother here because you are using it as a person’s name.
 - I live with my mother and my father. You do not capitalize them here because you are not using them as names.
 - I graduated from Alamo Heights High School. You capitalize high school here because it is the name of a specific high school.
 - I graduated from high school. You do not capitalize it here because it is not a proper noun. **Also note that you need the word “from”. I graduated high school is slang without the word from.**

Confusing different forms of words that sound the same.

- **Where:** I asked him where he was born.
- **Were:** There were 25 questions on the test.
- **Wear:** I asked him what he was going to wear to the interview.
- **Their:** These parents really love their children.
- **There:** There are too many students in this class.
- **They’re:** This is the contraction for “they are.” **Note: You usually do not use contractions in formal written work.**

Two different forms for possessives:

- **This is my parent's house. Use the apostrophe before the s only if it is ONE parent's house. Both parents do not live in the house, or you only have one parent.**
- **This is my parents' house. Use the apostrophe after the s if it is BOTH parents' house. Both parents live in the house.**
- **Parents are very important people. You do not use any apostrophe because you are simply making a noun plural. Never use an apostrophe unless you are making a noun a possessive word (meaning it belongs to someone).**