

SPRING 2021



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SOWK 4300, 110, Social Welfare Policy

Spring 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Monday and Wednesday 3:30 pm-4:45 pm- Remote Synchronous Class Via WebEx / Canvas

Link for class:

INSTRUCTOR AND CONTACT INFORMATION

Instructor-Miriam Nisenbaum, LMSW, ACSW

Office- N/A

Phone-N/A

Email: m.nisenbaum@tamuct.edu

Office Hours-Virtual via WebEx/Canvas from 1:00-3:00 pm Mon and Wed by appointment

Student-instructor interaction

I will be checking my emails daily during the week and once on weekends. I will reply to all emails within 24 hours unless the student has marked the email as urgent. If students need to speak with the instructor, please email and a video call will be scheduled.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who

have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case-by-case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs..
- If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

A study of social welfare as society's response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society's changing values; a policy analysis to determine impact on various systems including populations at risk; the role of social policy in promoting social justice and social change.

Prerequisite: Social Work 307: Social Welfare in America.

Course Objective or Goal

Student Learning Outcomes

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will be able to discuss and examine the political and historical process of the United States for writing, lobbying, adopting, and implementing policy in order to be effective change agents.
2. Students will be able to apply frameworks for analyzing the development of social welfare policy to identify those who are unintentionally underserved due to policy limitations.

SPRING 2021

3. Students will be able to identify and explain contemporary issues in the development of social welfare policy, including values and ethical dilemmas.
4. Students will be able to discuss issues and apply theoretical frameworks related to the policy areas of income maintenance, health, mental health, child welfare, immigration, and aging.
5. Students will be able to analyze the impact of social welfare policy in terms of social and economic justice.

Competency Goals Statements (certification or standards)

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.C-- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
3. A—apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3. B—engage in practices to advance social, economic and environmental justice
4. C—use and translate research evidence to inform practice, policy, and service delivery
5. A—social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5. B--assess how social welfare and economic policies impact the delivery of and access to social services;
5. C--apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Required Reading and Textbook(s)

- Karger, H.J. & Stoesz, D. (2018). *American Social Welfare Policy-A Pluralist Approach*. (8ed.). Boston, MA: Allyn and Bacon.
- *Publication Manual of the American Psychological Association* (7th ed.). (2020). Washington, DC: American Psychological Association.

COURSE REQUIREMENTS

Course Requirements: (include point values for each)

Grading Criteria Rubric and Conversion

A total of 700 points can be earned from the General course assignments (all of total general grade).

A total of 800 points can be earned from the Writing Intensive course assignments (all of the total writing grade). Combined, students can receive 1500 points in this course.

General and Writing Intensive course assignments are calculated separately, except where noted. **Students must receive a passing grade in BOTH the General and Writing Intensive portions of the course in order to pass the class.** Point distinctions are as follows:

WRITING GRADE ITEMS*

Assignment	Total possible points	Assignment	Total possible points
Exams	200	Policy Paper Part I	200

SPRING 2021

	(2 exams, 100 points ea.)		(content + writing rubrics)
Full Policy Analysis Paper	200 (Part V submission content rubric)	Policy Paper Part II	200 (content + writing rubrics)
Discussion Topics	100 (2@ 50 points ea.)	Policy Paper Part III	200 (content + writing rubrics)
Peer Review Papers	100 (4@ 25 pts each)		
Analysis Presentation	100	Policy Paper Part IV	200 (content + writing rubrics)
Total	700 points	Total	800

Final Points and Corresponding Grades are based on the following:

Final grades are distributed in the following manner:

1350-1500- points
A Outstanding/Superior Student displays exceptional performance; consistently exceeds expectations.
1200-1499-points Good-
B Good Student consistently meets normal expectations for the course or may perform at a slightly above average rate on papers, tests, and discussions.
1050-1199 points
C Average Student meets minimal expectations. Demonstrates sufficient understanding and application of the course content.
900-1049 points
D Poor Student demonstrates gaps in understanding and application of the course content. Student fails to meet course expectations.
899 & below
F Very Poor Student demonstrates a significant lack of understanding and application of course content and/or student failed to complete assignments in a timely manner. Student fails to meet course expectations and requirements.

Posting of Grades

Grades will be posted as soon as is possible after the assignment is due in the Canvas gradebook. **Specific times will be announced in class for each assignment.** Students may inquire via email if they forget the posting time announced or do not see their grade in Canvas.

If the student has any questions or concerns about their posted grades please email the instructor within 48 hours of the grade being posted in Canvas.

Grading Policies

If students are having uploading issues in Canvas, they must email the instructor immediately and include the assignment as an attachment on the email. See below under other policies for Late Submissions of Assignments.

COURSE OUTLINE AND CALENDAR

Date	Topic	Date	Topic
1/20	Welcome to Policy! Professor & Student Introductions Syllabus Review	1/25	Topics Discussion and assignments Student Guest Speaker on "How to be Successful in Policy"
1/27	Plagiarism Presentation by Student Affairs Writing Integrity Statement Due	2/1	Library Presentation Margaret Dawson How to research Navigating the library
2/3	Review Section 1 Questions Library Signature Sheets DUE Submit via CANVAS	2/8	Instructor will be providing information on how to begin section 1 and formulate a timeline
2/10	Writing Instructive Day Individual Professor Feedback Review of Timeline Sign up for 15 minute slot via WEBEX during class or sometime time that week and email instructor a copy of your timeline in ADVANCE	2/15	TIMELINE DUE Wrap up discussion on timelines
2/17	Chapter 1 Social Welfare Policy Definition's, values, ideology	2/22	Chapter 2 Brief History of the Social Welfare State Religious antecedents, rise of social work as a profession
2/24	Chapter 3 Social Welfare Policy Research Discussion 1 (APA text) Due	3/1	Peer Review of Section 1 Must submit section 1 in canvas under Peer Review #1 Writing lab will be present for questions Paper must be complete other than new corrections or suggestions made

3/3	<p>Peer Review of Section 2 Must submit section 2 in canvas under Peer Review #2 Writing lab will be present for questions Paper must be complete other than new corrections or suggestions made</p>	3/8	<p>Chapter 4 Discrimination in America Discrimination, racism</p> <p>Chapter 5 Poverty in America Definition of poor, families, strategies to combat poor Review for Exam I</p>
3/10	Exam I	Break 3/15-19	Spring Break Holidays
3/22	<p>Chapter 6 The Voluntary Sector Today Chapter 7 Privatization and Human Service Corporations</p>	3/24	<p>Section 2 Due Review Section 3 Chapter 8 The making of Governmental Policy, Social Stratification, formulation implementation, and evaluation</p>
3/29	<p>Chapter 9 Tax Policy Chapter 10 Social Insurance Policy</p>	3/31	<p>Peer Review of Section 3 Must submit section 3 in canvas under Peer Review #3</p>
4/5	<p>Writing lab will be present for questions Paper must be complete other than new corrections or suggestions made</p>	4/7	<p>Section 3 Due Discuss Section 4</p>
4/12	"Movie TBD"	4/14	<p>Chapter 12 The American Health Care System Major programs, tobacco settlement, myths, expenses settlement, myths, expenses</p>
4/26	<p>Chapter 13 Mental Health System</p>	4/28	Review for final exam
5/3	<p>Peer Review of Section 4 Must submit section 4 in canvas under Peer Review #4 Writing lab will be present for questions Paper must be complete other than new corrections or suggestions made</p>	5/5	<p>Section 4 DUE Presentations</p>
5/10	Presentations	5/12	<p>Presentations Final Paper DUE</p>

The following activities will be completed during the semester.

1. Exams: (Points: 200@100 points each): As an assessment of the cognitive learning domain for this course, there will be two exams given in the semester that will cover content discussed in class and assigned through the readings. The first exam will be given at the mid-semester point of the course and the second exam will be given toward the end of the semester. Exams can be any combination of multiple choice, fill-in-blank, short essay, and long essay. Exams are comprehensive in nature and it is the expectation that each student completes their own exam. This means, students are not allowed to share information, notes, or receive help from one another. In addition, the student's own notes and supporting information may not be used unless otherwise indicated. Failure to adhere to this requirement will result in a zero for the exam and additional academic penalties as outlined in this syllabus.

Grading: This assignment is graded for general requirements. Points will be obtained by receiving correct answers for items specified and completing as instructed.

2. Discussion Topic (Points: 2 @ 50 points each):

Discussion I Assignment Requirements:

Discussion 1: The student will complete a timeline of section 1 answering all of the historical components listed in the section 1 grading rubric, submit online and make a one on one appointment with instructor for review

Discussion 2: Grading: General points will be obtained for having the required material in the APA Manual book tabbed as required and showing the instructor the tabbed book during class on date assigned

Discussion # 2: APA assignment

- ❖ Discussion 1 Part A
- ❖ Tab your APA book with all of the following:
- ❖ Plagiarism
- ❖ Headings
- ❖ Quotes
- ❖ Punctuation
- ❖ Grammar
- ❖ Sample paper
- ❖ Tone
- ❖ Reducing language in bias
- ❖ Percent
- ❖ Court cases
- ❖ Personal communication
- ❖ In text citing
- ❖ Reference pages
- ❖ Gov sites
- ❖ Technical reports
- ❖ Use of numbers at the beginning of a sentence
- ❖ Numbers expressed at words
- ❖ Classic works

*******IMPORTANT NOTE******* To help students get started with an effective review of their policy, all students are required to make an appointment to visit with a TAMU-CT librarian to review their intended policy and locate resources that will be helpful in identifying the policy. Once this is complete, students are then to submit documentation (included in this syllabus) that the meeting took place, identify the policy the student has elected to analyze for the course, identify the reason the policy was selected, and confirmation that the policy has the information needed to effectively complete the

assignment (students are to complete and submit the “Policy Support and Documentation Form” included in this syllabus by the due date).

3. The policy analysis paper should be a balanced, unbiased, critical evaluation of the policy - presented accurately and fairly with the positions of the proponents and opponents. No matter how strongly you feel about the issue, you are presenting an objective policy analysis.

TOPIC SELECTION

Each TOPIC can only be used once per class. This means no one in the class can use the same topic as another person. No exceptions can be made. In the event that a student is repeating this class, they may not use a previously used topic for them. Each time they retake the course, a new topic must be utilized.

The paper is to be 30-45 pages total in length (including cover page, table of contents, abstract, body of paper, references, and appendix. You may not use more than two (2) direct quotes in the entire paper. You must integrate at least 12 professional references into your paper, these include government websites, peer reviewed sources and books; however, at least 4 of the 10 professional references must be scholarly sources.

The policy analysis paper will be submitted in five (5) parts over the course of the semester –

- ❖ Part I: Historical Background- 200 pts
- ❖ Part II: Description of the Problem- 200 pts
- ❖ Part III: Policy Description-200 pts
- ❖ Part IV: Policy Analysis with conclusion-200 pts
- ❖ Part V: Full paper- 200 pts

With each submission, a cover page, and relevant reference list must be included. Sections I-IV of the paper will be graded with the section rubric (100 points) and the writing intensive rubric (100 points) resulting in 200 points total toward the writing intensive grade for each section. The final submission (submission V) will be graded using the Full Analysis Paper Grading Rubric for a general grade (200 points). All rubrics are attached to this syllabus and the expectations for each section will be reviewed in class.

4. Policy Presentation (Points: 100): To further examine the application of knowledge from the class and engage in the application of professional social work skills, students will present their policy in a formal presentation. This must include a creative outlet. The grading rubric for this assignment will be given one month prior to the assignment date.

5. Peer Review papers (4 @25 pts each=100 pts) The student will identify a peer in class to review 4 of the Section review notes and apply a grade to the paper. The rubric is included in this syllabus and marked as Peer review rubric.

Please note: If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find a course that would best meet your scheduling needs.

Additional & Important Note on Writing Assignments

All written assignments are expected to be the original work of the student. While paraphrasing and Some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a

matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving proper credit, whether paraphrasing or directly quoting) will also be referred to Student Affairs. Therefore, it is VERY important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

SPRING 2021

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address.

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

It is imperative that students do not attend class via WebEx when they are driving. If you must attend class from your car, do not drive attend while the car is stationary.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to

SPRING 2021

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.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas 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 this 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),

[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)

[<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office

SPRING 2021

can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#)

[<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you

SPRING 2021

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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 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 A&M-Central Texas 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 may take place on Skype or in-person at the library. Assistance may 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 27,000-square-foot facility on the A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus

SPRING 2021

because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material

is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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THE INSTRUCTOR RESERVES THE RIGHT TO REVISE THE SYLLABUS AT ANY TIME

Class Policies

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

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
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, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Access and Inclusion Coordinator and/or discuss this with the professor to see if an exception can be granted.
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

SPRING 2021

phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, 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 to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers and not call on the student in an effort to do so. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and WILL potentially impact the RAPB scores. Please note: This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.

4. To support the academic 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 related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.

5. NO ADDITIONAL TECHNOLOGY BEYOND THE DEVICE USED TO LOG INTO CLASS IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.

During all exams, absolutely no additional electronics of any kind will be allowed.

6. In order to maximize participation it is required that students utilize technology for class that has a camera so that the instructor and the student can be seen on WebEx. If the student has any technology issues it is expected that they will inform the instructor immediately.

7. Students are NOT permitted to work collaboratively (together) on any assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, 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.

8. All assignments must be turned before or at the day and time they are due into CANVAS unless indicated otherwise by the professor. The professor will explain to you when the assignment is due for the course (for example: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE the due date (not the due time) 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 or on the due date. 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 professors, and sends a message that such behavior is professionally "okay," which it is not. This, as

SPRING 2021

well as all other policies, will be held to strict code, **and failure to adhere to this policy will result in a zero (0) for the assignment.** This is inclusive of all assignments. ALL ASSIGNMENTS will be Due WITHIN THE TIME FRAMES STATED IN CANVAS. Papers past this time will be given a "0". The Canvas assignment window time will close 10 minutes after the stated due time and will not be reopened unless previously discussed and approved by the instructor PRIOR to the due time.

8. An electronic copy of the paper will be submitted to a plagiarism review site after all sections are completed via Canvas. Any paper with more than 10% of noted issues may be referred to Student Affairs and receive an "0" grade for the course.

9. All papers submitted for grading MUST adhere to APA 7th 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 text-book, etc.).

10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed

must be given credit by showing the source with an appropriate citation and reference. Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines. More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

11. Additional and Important Note on Writing Assignments: All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as it limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving proper credit, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is VERY important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your

SPRING 2021

professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. A copy of this statement is located at the end of this syllabus.

You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class.

Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

12. 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, gays, lesbians, bisexuals, transgendered, 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 the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, 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 program and the University, is provided via the "Rubric for Assessing Professional Behaviors" (attached

to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the professional behavior areas listed in the rubric will limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMUCTs Code of Conduct, and the Social Work Program 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.

Graduation Application Deadline for the following semesters (e.g. if this is Spring semester, include the graduation application deadline for Summer and Fall semesters).

Field Orientation will occur this semester and all of those students wishing to attend field in the next major semester are required to attend. It is your responsibility to learn the date and time of the orientation. Failure to attend on will result in a delay of attending field until the next full semester.

BIBLIOGRAPHY

The following resources were used in developing handouts for this class and/or can be used by students to provide further information on the topics covered by the course:

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (5th edition).

Washington DC: American Psychiatric Association.

SPRING 2021

Ferguson, M., Pritzker, S., & Rome, S. H. (2016). Creative, hands on approaches to teaching policy content. Influencing

Social Policy. Faculty Development Institute Council on Social Work Education Program Meeting: Atlanta, GA

McCraw, S.C. (2016). Annual report of 2015 UCR data collection: Crime in Texas Overview. Department of Public Safety

https://www.dps.texas.gov/.../crime_records/pages/crimestatistics.htm

National Association of Social Workers (1998). Current Controversies in Social Work Ethics: Case Examples. Annapolis, MD: NASW Press.

You will also find the following useful for completion of class assignments:

The World Wide Web Resources for Social Workers to be found at

<http://www.nyu.edu/socialwork/wwwrsw/> is one of the best sources for web-based information. It

contains over 4,000 hyperlinks to relevant sites, including government agencies.

<http://www.fedstats.gov/> The gateway to statistics for over 100 United States Federal Agencies.

<http://www.firstgov.gov/> The entrance for many government web sites.

<http://www.whitehouse.gov/fsbr/ssbr.html>
The White House briefing room on Social

Examples of Social Welfare Policies-These are examples you can find others through your research

Interest- Policy

1. Human Trafficking- Human Trafficking Act 2000

Statistics.

<http://www.childstats.gov/> The official website of the Federal Interagency Forum on Child and Family

Statistics.

<http://thomas.loc.gov/home/legbranch/legbranch.html> United States Congress, Legislative Branch Web

resources.

<http://www.lib.umich.edu/govdocs>

<http://www.lib.umich.edu/govdocs/godort/legis.htm>

<http://www.nimh.nih.gov/> NIMH Web page.

SPRING 2021

2. Crime Victims- Victims of Crime Act
3. Domestic Violence- Violence Against Women Act
4. CPS/Diversity- Indian Child Welfare Act
5. Mental Health- Community Mental Health Centers Act
6. Abuse/Services/Elderly-Older American Act
7. Child Abuse- Child Abuse Prevention Act 1974
8. Homeland Security-Patriot Act
9. HIV/AIDS Services-Ryan White Act
10. Sexual Assault in Prisons-Prison Rape Elimination Act
11. Homelessness-McKinney-Vento Homeless Act 1987/Hearth
12. Hate Crimes-James Bird/Matthew Sheppard Hate Crimes Act
13. National Sex Offender Registry-Adam Walsh Child Protection Act of 2006
14. Endangered Species-Endangered Species Act of 1973
15. Disabled/Technology-Technology Related Assistance for Individuals with Disabilities Act 1988
16. Juvenile Justice-Juvenile Justice and Delinquency Prevention Act
17. Family Leave-Family Medical Leave Act
18. Special Education-IDEA
19. Disabilities-Americans with Disabilities Act 1990
20. Health Care-Patient Protection Affordable Care Act 2010
21. Welfare Reform-Personal Responsibility and Work Opportunity Act of 1996
22. Equality and Discrimination-Equal Employment Opportunity Act of 1972
23. Prescription Drugs-Prescription Drug, Improvement and Modernization Act of 1996
24. First Step Act of 2019

POLICY SUPPORT DOCUMENTATION FORM

Note: Except for the "Signature of Library Services Staff Person", all information on this form is to be completed by the student. It is also expected that the student make an appointment to meet with a Library Services Staff Person to adequately complete this assignment. Students are NOT to "show up" for help without first making an appointment to do so. Further, it is the student's responsibility to maintain and submit this completed form to the professor.

Student Name (Printed): _____

Library Meeting: Date of meeting: _____

Person student met with:

Policy Selection: Title of Policy:

Reason policy selected:

Confirmation & Acknowledgement of Policy Resource Information:

___ Yes, I have worked researched on my own and with library support to ensure that the policy I have selected has the information needed to effectively complete the assignment (i.e. reasonably answer all questions as outlined in the rubrics within the syllabus).

Place an "X" on the line before the "Yes" to confirm and acknowledge this statement.

Signature of Library Services Staff Person: _____ Date: _____

Student Signature: _____ Date: _____

Policy Section 1 Rubric

Analysis Question	Content Required	Points awarded
1. What problems led to the creation of the policy?	How did we as a nation form the ideology that we have currently have as a society regarding this problem?	25 pts Pts earned:
2. How important have those questions been historically?	This will require a few statistics to show how many people have been impacted by this issue and a brief explanation of that impact.	15 pts Pts earned:
3. How was the problem previously handled?	Background information required on what was done in the past to eradicate this issue. This may include previous attempts by society to help the situation, state laws, previous policies or other interventions that either failed or only addressed part of the issue.	15 pts Pts earned:
4. When did the policy originate?	What is the date that the president signed this into law?	5 pts Pts earned:
5. How did the original policy change over time?	This should include any MAJOR amendments and the number of times that it has been reauthorized since its inception.	20 pts
6. What is the legislative history of the policy?	Who were the primary sponsor/sponsors for the bill and what was their party affiliation in the House and Senate? Was it bipartisan? Was it cosponsored by several people? If so, list the top five of each. Was it voted on more than once and if so, how many times and why?	20 pts

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

SPRING 2021

Description of the Problem Section II

Analysis Question	Content Required	Points awarded
1. What is the nature of the problem?	What is the actual problem that has been identified? Why is it a problem?	25 pts Pts awarded:
2. How widespread is it?	This will be statistics that show how large of a problem this is for society. Make sure to present this information with content that explains the statistics and pulls the issue together. Use the latest statistics available.	15 pts Pts awarded:
3. How many are affected by it?	This will be statistics related to the numbers of people who are impacted by the issue. This may include statistics that are related to a ripple effect of the problem.	15 pts Pts awarded
4. Who is affected and how?	Statistics related to what populations are impacted. Example: child abuse would impact the abusers, the victims, the community and the country. Think of all 3 levels of social work when answering this question. Also consider the fact that this will have a long-term impact. This will include populations' related gender, adult, children, elderly, etc. For each policy, this will be a different group. It will also include those impacted by the ripple effect.	25 pts Pts awarded:
5. What are the causes of the problem?	This could be several reasons and all of the major areas will need to be discussed and explained. The information used to answer this section must be peer reviewed and include theory. Example: Causation of child abuse.	20 pts Pts awarded:

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Description of the Policy Section III

Analysis Question	Content Required	Points awarded
1. How is the policy expected to work?	What is the policy intended to achieve? Ex: eradicate child abuse—give a full paragraph on this but you can tie with in with questions 2, 3, 4 as you did in the second section with 2,3, and 4	5 pts Pts earned:
2. What are the resources or opportunities that the policy is	This will require a listing of the main 5-7 major programs that the policy is providing. For flow,	18 pts

SPRING 2021

expected to provide?	it is suggested that you combine 2,3 and 4 to answer these questions together. Example: CAPTA which began CPS, community education and interventions. One paragraph would discuss CPS, its roles, who can get services and what services they can qualify for through that agency.	Pts earned:
3. Who will be covered with the policy and how?	Again using the above example, who is referred to services, how they are referred and who is illegible for services at CPS. Then, you would apply this same principle to all of the 5-7 MAJOR programs implemented by the policy.	18 pts Pts earned:
4. How will the policy be implemented?	Through what services? Are clients referred to the agency or program? If so, how and when? Again, combine with 2, 3 and 4.	18 pts Pts earned:
5. What are the short and long term goals of the policy?	Probably to eradicate the issue long term but to do what short term.	6 pts Pts earned:
6. And 8. What are the administrative auspices which the policy will be lodged? What agencies or organizations will be charged with overseeing, evaluating, and coordinating the policy?	Who is the main group in charge of instituting this policy? How does this trickle down to the community we live in to receive these services? Example: Federal level, down to state, and city or county level.	12 pts Pts earned:
7. What is the funding mechanism for the policy?	What are the major funding sources? Amounts? Again, just give the 5 most major. This can be combined with 2, 3 and 4 for clarity and flow.	10 pts Pts earned:
9. What are the formal that will be used to determine the effectiveness of the policy?	How do you know that it is working? Formal will be statistics.	10 pts Pts earned:
10. How long is the policy expected to be in existence?	This is an actual date , not until the problem is eliminated. This date is often the same as the funding expiration.	3 pts Pts earned:

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Comments:

Policy Analysis Question IV Rubric

Analysis Question	Content Required	Points awarded
<p>1. Are the goals of the policy legal?</p> <p>SKIP # 2 on the questions on page 29</p>	<p>Not every policy is legal; some still are challenged due to serious problems with the policy, i.e. discrimination and the previous laws on marriage, in DOMA or “Don’t Ask Don’t Tell”. Both of these were found illegal. This section discusses the court cases that have challenged all of parts of your policy. Every policy should have at least ONE. You need to have at least 3 court cases and all Supreme Court issues must be discussed.</p>	<p>40 pts</p> <p>Pts earned:</p>
<p>2. Do the goals contribute to a greater social equality?</p>	<p>Looking at the overall data on this policy from various sources, does it further alienate the targeted population or does it really help and if so, how. Discuss and provide examples.</p>	<p>10 pts</p> <p>Pts earned:</p>
<p>3. Will the goals adversely affect the quality of life for the targeted population?</p>	<p>Although it was intended, does it actually cause more issues or does it help with the overall relations with the general population within the US. You must provide specific examples.</p>	<p>20 pts</p> <p>Pts earned:</p>
<p>4. Are the goals consistent with the values of professional social work?</p>	<p>This can be a yes and no answer but must be backed with at least two specific numbers from the COE, example 1.03 and give specific examples.</p>	<p>30 pts</p> <p>Pts earned:</p>

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Comments:

SPRING 2021

Writing Intensive Grading Rubric

Student(s) Name(s): _____

Assignment: _____

Date: _____

Spelling Score (0-25): _____

Organization Score (0-25): _____

Grammar Score (0-25): _____

Content Score (0-25): _____

Total Score: _____

(Writing Instructive Total Score for sections I-IV = G+WI _____)

Total Score: _____
Max Possible Score: _____
Percentage: _____
Assignment Grade: _____

Each paper must have the question number in the margin that the paragraph is addressing. There will be an automatic 5-point deduction for failing to have these numbers in the margins.

Spelling: The writing is to be free of spelling errors. It is to be evident that the writer has used words appropriately (they're, their, and there) and has used spell check.

Spelling scores: 25 – exceptional spelling – (0-1 errors); 20 – very good spelling (2-4 spelling errors); 15 – average spelling (5-7 spelling errors); 10 – below average spelling (8 -10 spelling errors); 5 or less – poor spelling (11+ spelling errors); 0 – did not turn in assignment/did not submit on time.

Organization: The writing is to be well-organized. The topic of each paragraph and the overall paper should be clear. There should be transitional sentences that link one paragraph to the next, with one main idea per paragraph. Ideas should clearly flow. Sentences should be an appropriate length – neither very short and choppy, nor very long and convoluted. There should be appropriate headings when the topic is changing to the next area of focus and references and citations should follow APA 6th edition format. It should also be evident that the writer has formatted the paper with appropriate spacing between lines and sentences and spacing between paragraphs.

APA & Organization Scores: 25 – Very well organized (no errors in organization, APA 6th edition format, references or citations, and flows extremely well); 20 – well organized (flows well but either sentences have some difficulty being understood or there is some difficulty with transitions between paragraphs and sentence structure and format. Spring 2021 34 errors with APA; 15 – organized OK (difficulty with transitioning between paragraphs, some difficulty with sentence length and spacing. Some problem areas with APA use); 10 – not well organized (great difficulty with transitioning between paragraphs, difficulty with sentence length and spacing. Numerous problem areas with APA format); 5 or less – poor organization (great difficulty with

SPRING 2021

transitioning between paragraphs, great difficulty with sentence length and spacing. Poor sentence spacing, paragraph spacing and headings significantly compromise the overall structure and readability of the paper. There are also missing or confusing headings and very poor or lack of appropriate APA format); 0 – did not turn in assignment/did not submit on time.

Grammar & Punctuation: The writing is to be free of grammatical errors. It is to be evident that the writer has used grammar check, has not made typical grammatical errors, such as ending sentences with prepositions, mixing subject and object agreement, mixing noun and verb agreement, and allowed modifiers to go without specifiers. Further, because this writing is technical (unless it is a journal), there can be no contractions used (e.g., don't, isn't). Also, it is to be evident that the writer used appropriate punctuation throughout the paper (e.g., commas, periods, semicolons, etc.).

Grammar & Punctuation Scores: 25 – exceptional grammar and punctuation (0-1 errors); 20 – very good grammar and punctuation (2-4 grammatical errors); 15 – average grammar and punctuation (5-7 grammatical errors); 10 – below average grammar and punctuation (8 and 10 grammatical errors); 5 or less - poor grammar and punctuation (11+ grammatical errors); 0 - did not turn in assignment/did not submit on time.

Content: The writing is to have coherent content that addresses the points that are required in the assignment. It is to be understandable to the reader and to have adequate breadth to make its point. It consequently cannot be too long or too short, while appropriately adhering to any specified page requirement (papers will be deducted -1 point in final assignment grade for every page over/under specified requirement).

Content Scores: 25 – perfect content (very clearly understandable the first time read, concise, covers all required points); 20 – good content (clearly understandable, covers nearly all required content, may be a bit too wordy or a bit too terse at times); 15 – average content (mostly understandable after first reading, missing some content, may be too wordy or too terse); 10 – below average content (difficulty with understandability – required more than 1 reading, missing required content, very wordy or too short); 5 or less – poor content (very difficult to understand – required more than 2 readings, missing a lot of required content, very wordy or too short); 0-did not turn in assignment/did not submit on time.

POLICY PRESENTATION GRADING RUBRIC

Student : _____ Date: _____ Score: _____

Nonverbal Skills	5=Exceptional	3- 4=Acceptable	2-3=Needs Improvement	0-1=Poor
Eye Contact Score:	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire report is read from note.
Body Language Score:	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures or Movements/gestures were out of place/distracting.	No movement or descriptive gestures or Movements/gestures were out of place and very distracting.
Poise Score:	Displays relaxed, self confident nature about self.	Displays little or no tension. Quickly recovers from mistakes professionally and without repeated apology.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has significant trouble recovering from mistakes.
Attire Score:	Professional appearance and hygiene. It is evident that care, attention, and consideration was made for attire that was appropriate to	Appearance and hygiene are acceptable. There is slight variance in member presentation (some more professional in appearance	Appearance and hygiene are noticeably unkempt. There is obvious variance in member presentation (some more professional in appearance than others). One or more have inappropriate	Appearance and hygiene are significantly unkempt and disheveled.. Members vary markedly in presentation. Several members a have inappropriate attire.

SPRING 2021

	the audience and information.	than others), but all are appropriate.	attire.	
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Section Total: _____/20

Nonverbal Skills	5=Exceptional	3-4=Acceptable	2-3=Needs Improvement	1--0=Poor
Enthusiasm Score:	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking/Articulation Score:	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Less than 5% of speaking is from slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation. 10% -15% of speaking is from slides.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation. 20% - 40% of speaking is from slides.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear & understand. 50% or more of speaking is from slides.

Section Total: _____/10

Content	5=Exceptional	3-4=Acceptable	2-3=Needs Improvement	1--0=Poor
Inclusion of Required Information Score:	All information required included and expanded upon in a way that is appropriate and significantly adds to the value of the information	Most required information is included and elaborated upon in a way that adds general support to the information presented.	Only half of the required information is included.	Less than half of the required information is included.

SPRING 2021

	presented.			
Knowledge Score:	An abundance of material clearly related to the topic is presented and discussed. Points are clearly made and evidence is used to support claims.	Sufficient information with many good points made.	There is a great deal of information that is not clearly integrated or connected to the topic. Information presented is uneven and there is little consistency	Purpose of provided information unclear. There is information included that does not support the topic in any way.
Organization Score:	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
Mechanics Score:	Presentation has no misspellings or grammatical errors.	Presentation has no more than 1 misspellings and/or grammatical errors.	Presentation has 2-3 misspellings and/or grammatical errors..	Presentation has 4+ spelling and/or grammatical errors.

Section Total: _____/20

Creativity & Engagement Score:	Excellent visuals and other items/props/activities that are tied into the overall topic presentation. The audience remains attentive and engaged.	Appropriate visuals and other items/props/activities that are tied into the overall topic/presentation. The audience rarely disengages.	Visuals and other items/props/activities are used but are inappropriate and/or do not tie in to the presentation. The audience is minimally engaged.	There are no visuals other items/props/activities used. The audience expresses little to no interest.
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CREATIVITY CONTENT

SPRING 2021

40-50 Exceptional Excites the group and is in tune with the presentation material.	39-30 Acceptable Fun project but doesn't fit with the overall policy	29-20 Needs Improvement Has an item but it is not exciting and has nothing to do with the presentation.	19-below Poor creativity or No creativity item used or only a PowerPoint used and was boring.
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Section Total: _____/50

Total Presentation Score: _____/ **Grade:** _____

Comments:

Peer Review of Discussion Sections Rubric

Item	Description	Points
Is the summary of the section clear	All headings covered in the section are covered	Possible pts: 5 Pts awarded:
Sentences are clear	The sentences make sense and flow together	Possible pts:5 Pts awarded:
Conclusions	Based on the chapters reviewed come to a conclusion about the material	Possible pts: 10 Pts awarded:
Self Reflection	What did you learn that was new or important to you	Possible pts: Pts awarded:
Total		Total Pts awarded:

SPRING 2021

**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY
Social Welfare Policy**

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited.

Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as it limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized – including failing the assigned project and up to failing the course.

Students found to have plagiarized (using words as your own without giving proper credit, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is VERY important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

My printed name and signature below confirms that I acknowledge the above mentioned Academic Integrity guidelines for this course. I willingly agree to participate in the class and abide by ALL academic integrity parameters for this course (including ALL university and class policies). I further understand that failure to do so can result in academic penalties including and leading up to failure of the course and referral to Student Affairs.

Student Printed Name:

Student Signature:

Date: _____ Witness: _____