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Course Schedule:	M/W 03:30 PM - 04:45 PM
Classroom:	CLO 210
Credit Hours:	3
Instructor:	Pamela Saylor, MSW, LCSW
Email:	psaylor@purdue.edu
Office Location:	CLO 389
Office Hours:	M/W 10:00 AM – 12:00 PM/By Appointment
Prerequisites:	SWRK 20100 or SWRK 24000 (Minimum Grade of C)

Required Textbooks:
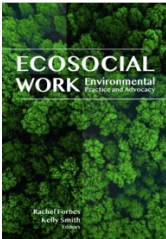
Forbes, Rachel, Smith, Kelly (2023).
Ecosocial Work: Environmental Practice and Advocacy
NASW Press

Myers-Lipton (2023).
Change! A Student Guide to Social Action.
Routledge
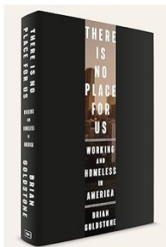
Goldstone, Brian (2025).
There Is No Place For Us: Working and Homeless in America.
Crown

Additional readings for this course can be located on Brightspace and this reader:
www.bonner.org/socialaction-docs

PNW SOCIAL WORK PROGRAM

The program's purpose is to provide an enriching environment in which life-long learning is established and the acquisition of competence in knowledge, values, skills, and cognitive and affective processes of generalist practice social work will be developed to promote individual and community well-being as Purdue University Northwest BASW graduates advocate and enhance the quality of life for individuals in their communities.

Mission

To prepare competent, professional and ethical generalist social workers who are committed to anti-oppressive social work practice by advocating for social, economic, and environmental justice for all vulnerable populations.

Vision

Guided by a liberal arts-based education and cohesive curriculum, the Bachelor of Arts in Social Work Program at Purdue University Northwest operates within the land-grant tradition of democracy, inclusiveness, and accessibility. All members of the Social Work Program and those served are valued and respected as we celebrate diversity in background, culture and frame of reference.

- The program provides an environment in which the value of life-long learning is rooted and dedicated to the development and acquisition of competence with regard to knowledge, values, skills and cognitive and affective processes.
- The program values critical thinking and intellectual curiosity that is satisfied through scientific inquiry in the acquisition of evidence-based practices within the ecological framework.
- The program values ethical practice and insists students, faculty, and staff act with honesty and integrity as they adhere to the highest standards of professional conduct.
- The faculty and students enhance the quality of lives of citizens by applying professional knowledge and leadership through cooperative partnerships with schools, neighborhoods, social service agencies, other institutions, and communities. This quality of life enhancement is intended to be aimed locally, nationally, and globally.

PNW SOCIAL WORK PROGRAM GOALS

1. ***The PNW Social Work Program will develop knowledge, skills, and cognitive/affective processes based on social work values and ethics to guide professional practice in graduates.*** The program curriculum is based on social work values and ethics and derived from the National Association of Social Workers (NASW) core values: Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity, and Competence. To become a professional and competent generalist practice social worker, students develop a deep understanding of knowledge (liberal arts-based education), skills, and cognitive and affective processes through the explicit curriculum: Introduction to Social Work, Communications, Human Behavior in the Social Environment, Practice, Policy, Research, Macro Practice, Internship, and specialized skills through multiple electives. By demonstrating an understanding and respect for human diversity and advocating for economic and social justice; students develop a holistic competence, in working with various populations through volunteer experiences, practicum, and internship experiences in the community. Program members (students, faculty, and staff) integrate ethical practice adhering to high standards of professional conduct in the explicit and implicit curriculum through required courses and practicum/internship field experience and the

learning environment. The program provides a nurturing environment that values life-long learning and is dedicated to the development of acquisition of competence to advocate and empower individuals in the community.

2. ***The PNW Social Work Program will integrate knowledge of culturally competent practice skills to promote understanding, sensitivity, economic, and social justice for marginalized and oppressed client systems through its cohesive curriculum.*** Human diversity as it applies to student understanding and respect for diversity when advocating for all vulnerable populations is addressed in the explicit curriculum through the general education core and specific courses addressing communication skills, human behavior in the social environment, practice, and practicum/internship experiences utilizing evidenced-based practices within the ecological framework. The implicit curriculum integrates this into the learning environment as all members of program are valued and respected for diversity in background, culture, and frame of reference.

3. ***The PNW Social Work Program will develop a foundation of research methods to understand existing practice models and develop new models of professional intervention based on research.*** The NASW Code of Ethics states social workers have a responsibility for evaluating practice and building knowledge. The program values critical thinking and development of scientific inquiry of evidenced-based practices within the ecological/person-in-environment framework as a deeper understanding and use of research and program evaluation is important to evaluate service delivery in all areas of practice.

4. ***The PNW Social Work Program will develop policy practice skills to create and influence change.*** To demonstrate an understanding and respect for all vulnerable populations, the program addresses policy advocacy within different systems (agency, community, and governmental) to develop skills that will commit to challenges and solutions to influence change and increase quality of life for all. Policy skills are addressed in the explicit curriculum through the general education core and required courses. Policy is addressed in the implicit curriculum through interactions at the macro level of practice.

SOCIAL WORK PROGRAM COMPETENCIES

Program Competencies, adopted from CSWE (Council on Social Work Education) foundational competencies, are covered in Social Work courses central to the foundation curriculum (CSWE, EPAS, 2022). These nine competencies guide faculty as they prepare students to engage in the necessary knowledge, values, and skill development for ethical, effective and culturally competent entry-level generalist practice.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Tell me and I forget. Show me and I remember. Involve me and I understand.
Xun Kuang, 312-230 BCE. Confucian philosopher, modern version

Power concedes nothing without a demand. It never did and it never will.
Frederick Douglass

COURSE DESCRIPTION

In this course you will learn about how to engage in social action to change organizational or government policies and will acquire several advanced advocacy skills that will help you become an effective advocate for social justice. Social action occurs when everyday people band together to develop their power in order to change policy, and it has been a part of the American experiment in democracy throughout our history.

What is unique about this course is that students do social action rather than just learn about it. In a traditional course on social action, students read about theories of social change, analyze social problems, read about campaigns, develop an abstract understand of concepts, all with the professor being the "sage on the stage". In the experiential social action model, students read about theories of social change and apply it to real world campaigns, as well as define a social problem and develop concrete, quantifiable solutions (i.e., demands). In this experiential social action model, students choose and lead campaigns and are transformed through a direct experience of democracy, all with the professor being a "guide on the side" where they are decentered and co-creators of knowledge.

A key part of the social action model is that students have the opportunity to enact a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community, with the students choosing and developing the campaigns on their own rather than assigned by the instructor. Another exciting part of this course, your campaigns will be shared with future SWRK 36100 students in creating sustainable student-led social action campaigns.

An additional key feature of the social action model is the topic and flow of the course. The motto of this model is "On Your Mark, Go, Get Set." In order to launch the campaigns by mid-semester, students go through the issue development process (identifying demands and targets) during the opening days of the class. By choosing the campaigns by the second (at latest third) week of class, students have enough time to learn about all of the necessary aspects of social change, and then to launch a campaign by the ninth week, and still have almost half a semester to do several actions.
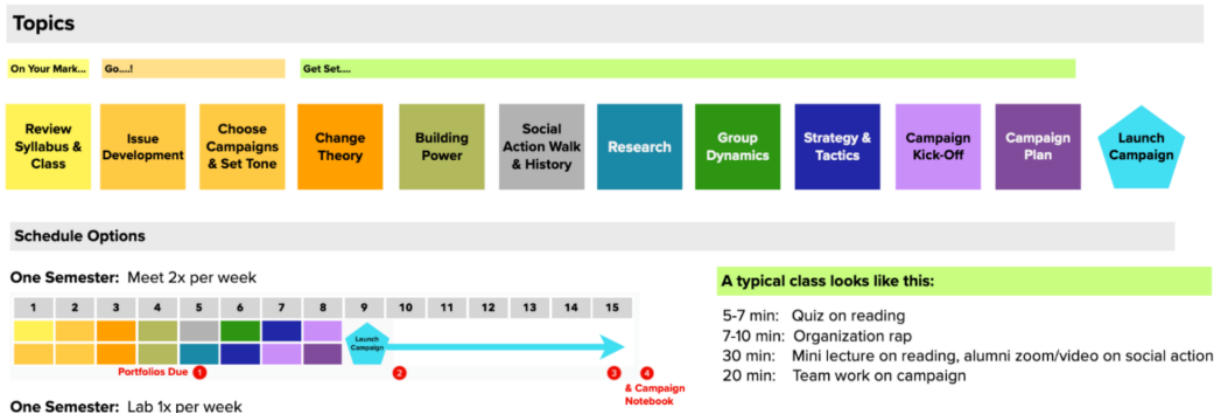
With this model, a typical class includes the following: (a) a student doing a 1-2 minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a class discussion of the assigned reading and videos, (and c) group work on their campaigns. These activities are designed to de-center the instructor, empower students to believe that social action is possible, and to give students the opportunity to be active participants in their education.

All students will be involved in social action. **This will require a minimum of 1½ to 2 hours per week of campaign work (25 hours minimum over 15 weeks, with about one-half of the time DOING something, that is, doing campaign activities (**e.g., tabling, flyering, giving organization raps) or campaign actions (marches, rallies, street theater, etc.). **If you do not do more than 25 hours a semester, you will most likely not receive a grade higher than a 2.0 on your overall portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions.** Of course, if you want to do more campaign work, that is great. FYI: The course reading has been reduced to offset the 25 hours of campaign work.

It will be possible to do your social action on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your social action campaign, so you will be able to do some of your organizing in class. During the first and second classes, you will brainstorm various ideas for a social action campaign, and then you will choose one to work on. The requirements for the campaign are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your campaign tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective… or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and students can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

This course is based on a model developed the by Dr. Scott Myers-Lipton and the Institute for Teaching Social Action (ITSA), which has trained faculty across the nation to teach college students how to do social action. Courses taught by ITSA-trained faculty **have fundamentally changed campuses and communities**. Over the past fifteen years, Social Action students have won more than 15 campaigns, leading successful efforts to: (1) raise the minimum wage in San José, California from $8 to $10 and then to $15, (2) develop a 12-emergency bed program and a centralized location to provide emergency housing and food to college students, (3) modernize the city's business tax, and (4) make a university a sweatshop-free campus, and (5) get a county to clear and expunge 13,000 cannabis convictions. Perhaps even more importantly, the students participating in social action have had their lives transformed as a result of a direct experience with democracy, with social action alumni taking on leadership positions in government and the non-profit sector, as well as obtaining community organizing jobs locally and pursuing advanced degrees. You will learn more about some of several of these campaigns as part of this class and can find additional examples at: https:// teachingsocialaction.org/campaigns.

COURSE OUTCOME OBJECTIVES

In this course, students will learn to design and implement a social action campaign that addresses a social issue. Drawing on the Grand Challenges for Social Work from the American Academy of Social Work and Welfare[1], as well as the United Nations 17 Sustainable Development Goals[2] and United Nations Declaration of Human Rights[3], students will integrate these frameworks into their campaign strategy.

Upon successful completion of this course, students will be able to:

1. Identify and analyze a social issue using interdisciplinary perspectives and evidence-based research (meets CSWE Competency 4)
2. Apply the Grand Challenges for Social Work and the United Nations Sustainable Development Goals to frame and inform a social action campaign (meets CSWE Competency 5).
3. Design a comprehensive social action campaign, utilizing the Experiential Social Action Model (meets CSWE Competencies 2, 3, 4, 5, 6, 7, 8).
4. Demonstrate effective communication and advocacy skills through campaign (meets CSWE Competency 3).
5. Develop interdependence to create and implement a campaign that reflects ethical, cultural, and community considerations (meets CSWE Competencies 1 and 2).

PARTICIPATION EXPECTATIONS

What I expect from you:
- Read all assigned material and come to class prepared to participate and discuss.
- Attend all classes and turn in all assignments by respective due dates.
- Since this course uses Brightspace for communication and to support your learning, it is important that you check the course in Brightspace regularly (at least 3 times per week). Whenever you login, check the course announcements for important updates and other information.
- Since I will also use your pnw.edu email address to communicate with you, please check your pnw.edu email account daily.
- In your communications with your peers and myself, always be polite, respectful, and civil. While it is okay (even good!) to disagree with one another, you must always do so respectfully and back up your opinions with supporting evidence.

What you can expect from me:
- I will check the course site daily during the week (typically multiple times per day) and at least once over the weekend.

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[1] American Academy of Social Work and Welfare: https://grandchallengesforsocialwork.org/#the-challenges
[2] United Nations 17 Sustainable Development Goals: https://sdgs.un.org/goals
[3] United Nations Universal Declaration of Human Rights (original document): https://digitallibrary.un.org/record/1327842?v=pdf

- I will respond to questions and other communications within 48 hours (though typically much quicker).
- I will grade and return all assignments within a week of the assignment's due date.

METHOD OF INSTRUCTION

Complete readings and assignments *prior* to coming to class. Bring your full self, writing instrument, and paper to every class.

I make ample use of Brightspace. Revisit course content. Ask questions for clarification if needed. Assignments are detailed in this course syllabus with supplemental resources on Brightspace, so you are able to plan well in advance.

Brightspace will be utilized to make available the syllabus, course schedule, assignment guidelines, and slide decks relevant to current class content. Syllabus and Course Schedule are subject to change. Notice of changes will be given in class and/or on Brightspace.

Class Cancellation

Pay attention to emails and Brightspace to learn about class cancellations. I seldom cancel class, but in the rare occasion that this occurs, notifications of cancellations will be made via email and Brightspace with as much advance notice as possible. If you do not check your PNW email account regularly or have it set-up to be forwarded to your preferred email account, you may not receive the message. Please check Brightspace and your PNW email (or the email address it forwards to) before coming to class.

GRADING

You will be held accountable for adhering to academic and non-academic standards of conduct as described in student standards at PNW: Code of Student Conduct: https://www.pnw.edu/dean-of-students/student-code-of-conduct/ .

I will make every effort to grade your assignments within one week of submission. Your final grade for this course will be based on an accumulation of points earned from the learning experiences listed in this syllabus. Assignments will be graded using rubrics (see Brightspace). **Late assignments are eligible for partial credit of 60%.** Your final grade for this course will be based on an accumulation of points earned from the learning experiences listed below along with feedback from your field instructor. You can access your scores on Brightspace.

> *The minimum final grade for this course is a "C"*

COURSE POLICIES

Attendance: All class meetings are mandatory, and attendance will be recorded for each meeting. It is necessary to arrive on time for class and attend the entire class. Absences will only be considered excused in serious circumstances and when discussed with the professor prior to the class being missed.

<u>Vacations are not considered excused absences.</u> *You are permitted 1 unexcused absence throughout the semester without penalty. After that, your Class Attendance and Participation grade will drop by 2 points for each missed class.*

Email Use: Students must use their PNW email accounts throughout the course. All correspondence with the professor of this course should be sent from your PNW account, and all messages/announcements sent from Brightspace by the professor will be sent to your PNW account.

Digital Citizenship and Confidentiality: Technology is a tool. How we use it determines whether it is of value or misuse. It is expected that you exercise the utmost consideration and etiquette when it comes to the various forms of technology. Do not text, tweet, Instagram, Facebook etc. confidential or sensitive information. Always use ethics and professionalism regarding confidentiality, including case material used in coursework and class content. Be respectful and responsible with your use of technology in this course, and throughout your career. Expect and ask that others do the same.

Confidentiality is highly valued in social work and is reflected clearly in the NASW Code of Ethics. Client identifying information must not be shared to protect clients. It is important that students begin to practice this value now to ensure the student's ability to be compliant in their internships and future practice.

Use of AI/Chatbots/ChatGPT: You may use AI programs e.g., ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Plagiarism: Be careful that you do not plagiarize. Cite all of your sources. Work carefully to paraphrase. Your major papers will be submitted through Turnitin which will determine the amount of your original work vs what is plagiarized. Any plagiarism or other form of cheating will be dealt with severely under relevant university policies.

Writing Format: It is important that you carefully edit your paper for grammar, sentence structure, verb tense, clarity, and typos. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as there, their, and they're. Be sure to review the PNW'S policy on plagiarism. You will be graded on content as well as presentation and mechanics.

APA Format: The format of the American Psychological Association (APA) is required. The Purdue University, OWL website provides a clear and understandable discussion of the APA format and documentation. https://owl.english.purdue.edu/owl/resource/560/01/. You are encouraged to purchase the APA manual. Be sure to check your spelling, sentence structure, and APA to avoid errors. ONE grade level will be deducted for every 10 APA errors. I HIGHLY recommend that you utilize the Writing Center on campus.

Technology in the Classroom: PNW supports the use of technology for learning and advancing knowledge while at the same time respecting the classroom environment. Work on laptops, cell phones, and other devices that are outside class assignments can disrupt fellow students and negatively hinder the shared learning of all participants. Please excuse yourself from the classroom if you need to use your technology for non-course-related purposes.

Discussion Guidelines: We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, if they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

Civility: Purdue University Northwest places a priority on your learning. We value the inherent worth and dignity of every person, thereby fostering a community of mutual respect. We believe that in order to achieve these ideals, you, and all Purdue University Northwest students, are expected, while in the role as student or representative of the university, to exhibit and practice civil behaviors, defined as behaviors that:

- Respect faculty, staff, fellow students, guests, and all university property, policies, rules and regulations
- Take responsibility for one's choices and actions
- Accept consequences of one's inappropriate choices and actions
- Communicate in a professional and courteous manner

DIVERSITY STATEMENT

Let's create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official PNW records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Student Advocates in the Office of the Dean of Students is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

BRIGHTSPACE AND STUDENT TECHNOLOGY SUPPORT

Brightspace: Brightspace is the learning management system for PNW. Log into the Purdue Brightspace website and select Purdue Northwest to find your classes, instructor information, and course material. (Chrome or Firefox are recommended)

Need Brightspace Help? Connect with The Office of Instructional Technology for any Brightspace technical issues. Visit their OIT website and view the PNW Brightspace resources.
Need collaborative tools like Office or Google? You have free access to these tools as a PNW student. Visit the Information Services website for more information about accessing your Office 365 or Google tools.

Having a Purdue Login, Email, or Tech issue? Connect with the Customer Service Center (CSC) by visiting their website for contact methods and hours of operation.

EMERGENCY PREPAREDNESS

An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots. You are strongly encouraged to review this instruction sheet carefully and acquaint yourselves with these important guidelines. Campus community members can register on the PNW website for the ALERT ME! communication system to receive texts and emails. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts. More information about emergency preparedness can be found at: https://www.pnw.edu/police/emergency-procedures/

REGISTRATION WITHDRAWAL INFORMATION

You may need to withdraw from this course due to personal or academic reasons. Review the Refund and Withdrawal Schedule on the PNW website.

RESOURCES AND SUPPORT FOR ACADEMIC SUCCESS

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Many PNW resources that assist with wellness and academic success are listed below. If you are in immediate crisis, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

- **Accessibility** - Purdue University Northwest is committed to making learning experiences accessible. If you anticipate or experience physical, academic/learning, mental health, pregnancy, or other medically related barriers to your PNW experience, you are encouraged to contact the PNW Accessibility Center at: pac@pnw.edu or by phone: (219) 989-2455. Visit the PAC website[1] for more information.
- **Mental Health/Wellness** - Purdue University Northwest is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, confidential services are available. For help, contact the Counseling Center at (219) 989-2366 or visit at 2250 173rd Street on the Hammond Campus and TECH 101 in Westville. Visit the Counseling Center website[2] for more information.
- **Basic Needs Security** - Any student who faces challenges securing food, housing, or other basic needs is urged to contact the Dean of Students for support at dos@pnw.edu or (219) 989-4141

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[1] https://www.pnw.edu/pnw-accessibility-center/
[2] http://www.pnw.edu/counseling/

(Hammond) or (219) 785-5230 (Westville). Student Advocates are also available to assist students 8:00am-4:30pm in Hammond (SULB 313) or Westville (LSF 103). Visit the Dean of Students website[1] for more information.

- **Veterans** – Purdue University Northwest is committed to creating a community of support for veterans, active-duty service members and their families. Visit the Veterans Services website[2] for more information

- **Academic Support** - All PNW students have access to academic support services for free.
  - **Tutoring** - Tutoring is available by appointment or during walk-in hours for most major subjects. Visit the Tutoring website[3] for more information.
  - **Writing Center** - Get help with any writing task from trained peer tutors; assistance available in-person or virtually. Visit the Writing Center website[4] for more information.

UNIVERSITY POLICIES

As a student, it is important for you to understand these university policies[5], including nondiscrimination, academic integrity, and others relevant to your educational experience.

ADDITIONAL RESOURCES
NASW Code of Ethics

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Purdue Online Writing Lab (OWL) APA
Formatting and Style Guide
http://owl.english.purdue.edu/owl/resource/560/01/

Social Work Student Organization
https://student-orgs.pnw.edu/organizations/social-work-student-organization/

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[1] https://www.pnw.edu/dean-of-students/get-help/
[2] https://www.pnw.edu/dean-of-students/student-resources/veteran-services/
[3] https://www.pnw.edu/student-academic-support/
[4] https://www.pnw.edu/writing-center/
[5] https://www.pnw.edu/dean-of-students/policies/

ASSIGNMENTS AND GRADING SCALE
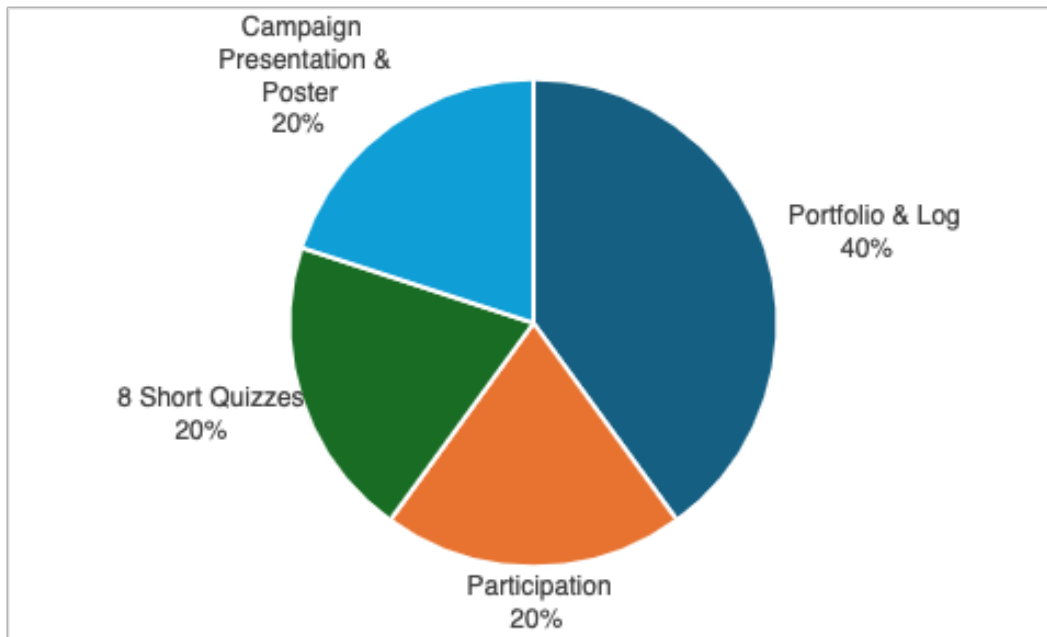
ASSIGNMENTS	Points
Portfolio and Log	40
Participation	20
8 Short Quizzes	20
Campaign Presentation and Binder	20
Total Points	**100**

Grade	Points	Percentage
A	92 and above	92% and above
A-	90-91	90% and above
B+	88-89	88% and above
B	82-87	82% and above
B-	80-81	80% and above
C+	78-79	78% and above
C	72-77	72% and above
C-	70-71	70% and above
D+	68-69	68% and above
D	62-67	62% and above
D-	60-61	60% and above
F	59.9 and below	59.9% and below

8 Very Short Quizzes, Count 5 (20 points)

The purpose of these very short quizzes (i.e., less than 5 minutes) is to encourage reading. To encourage reading, you will be given short quizzes throughout the semester. If you do the reading for each class, these short quizzes will be very easy to answer. I will count five quizzes toward your grade, so if you are feeling at all sick, please DO NOT come to class to take the quiz.

Portfolio and Log (40 points)

At PNW, you generally demonstrate that you understand the ideas from the course in an exam or via academic papers. This class is different. In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, **you must integrate the text with your community work throughout each portfolio**. With no integration of text, you cannot receive above a 2.0 on your portfolio. You can talk with your teammates, but all of the portfolios will be your own work.

In addition, you will most likely not receive higher than a 2.0 on your overall portfolio grade if you do not **complete at least 25 hours of social action work (1.5 to 2 hours a week**). Please use the log at this website (www.bonner.org/socialaction-docs) to keep track of your community work. Your portfolio will be collected every week and your log will be collected every three to four weeks.

Participation (20 points)

The purpose of evaluating your participation is to encourage and reward students who prepare for, and engage in, the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class. Your classroom participation grade will be based on the following criteria:

- **Excellence (A)** requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.
- **Above average (B)** requires that you participate regularly in the large class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.
- **Average (C)** requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team.
- **Below average (D**) requires that you occupy a seat and occasionally show signs of life.
- **Failure (F)** requires that you occupy a seat but show no signs of life.

At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.

Campaign Presentation and Binder (20 points)

For the final exam, students give a group presentation on their social action campaign. In addition, your group will turn in a campaign binder, which will be evaluated. The binder will be used by future students when they choose their campaigns.

RESOURCE GUIDES

Grand Challenges for Social Work: https://grandchallengesforsocialwork.org/#the-challenges

United Nations Sustainable Development Goals: https://sdgs.un.org/goals

United Nations Sustainable Development Goals

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