WEBER STATE UNIVERSITY
Department of Social Work and Gerontology
COURSE OUTLINE FALL 2026
SOCIAL WORK 3930 - SOCIAL WORK PRACTICE III: MACRO PRACTICE



Hello and welcome to my Macro Practice Course! I'm Barrett Bonella (pronounced **Bear**-ette **Bone**-el-la) and I prefer the pronouns he/him, but am also okay with they/them. Feel free to call me Barrett, Professor Bonella, or just Bonella. I have a doctorate in philosophy in Social Work from the University of Utah and have had my LCSW since 2008. Just a warning, I start to feel defensive when people call me "Doctor" because I feel like it puts an artificial barrier between you and me, and I think that makes teaching and learning harder. In any case, if you are reading this, that means you are in my favorite class to teach and I'm excited to take you on a journey through macro practice social work! You are in for a life-changing experience and I'm excited to guide you through this journey. While this class may seem intimidating, I want you to know you are welcome here, you belong here, and if you think about the challenges you've faced before getting here, you'll realize you are capable of macro practice. Below you'll see some vital information about the class.

Course Day and Time	Tuesdays at 5:30 – 8:10 pm, Lindquist Hall 106
Prerequisites	SW 3900, SW 3910, concurrent enrollment in SW 3920
Credits	Three (3) Semester Hours
Student hours	Mon and Wed 1:00 pm - 2:30 pm, Tue 2:00 pm - 3:30 pm
Student hour location	My personal Zoom number (311-607-2514), or LH 326
Best way to reach me	barrettbonella@weber.edu
Required Texts	Alinsky, S. (1971). *Rules for Radicals: A Practical Primer for Realistic Radicals.* New York City: Random House National Education Association (nd). *Fundamentals of Organizing Toolkit.* C4O
Other Readings	Bradbury, A., Brenner, M., Slaughter, J. (2016). *Secrets of a Successful Organizer*. Labor Notes. Brooklyn, NY Minieri, J., Gestsos, P. (2007). *Tools for Radical Democracy: How to Organize for Power in Your Community.* San Francisco, CA: Jossey-Bass Other authors representing the diversity of organizational thought will also be presented throughout the course. Since I have no love for the academic publishing industry, the most important readings for the course will be made available to you.

I've set up a lot in this course to help you be successful. Here is a list of some of the course features:

Face to Face format with active in class discussions, videos, and group training.

All assignments turned in electronically through Canvas.

Community engagement, meaning you will be learning skills that you will be expected to apply in the real world.

Opportunities to reflect on successes and failures of using skills in a low risk context.

The option to direct your education towards a project of your choosing, using the tools provided as needed to accomplish your goals.

The chance to give regular anonymous feedback through Canvas.

More points available than necessary to ace the class.

Easy access to all university resources at your disposal.

Purposeful efforts towards building a class culture of self and mutual care.



Course Description and Goals

Social Work Practice III: A generalist course designed to illustrate the principles, concepts, and techniques of planned change in macro settings, including institutions, organizations, and communities. At the conclusion of this course, students will be able to:

1. Identify and assess social problems using systems thinking, stakeholder analysis, and root cause identification to understand community needs and power dynamics.

2. Develop a campaign strategy that includes a clear, specific demand; identified primary and secondary targets; and a series of escalating tactics grounded in macro social work values and ethics.

3. Apply community organizing principles, including one-on-one conversations, power mapping, issue selection, and public action, to engage others in collective change.

4. Demonstrate leadership and collaboration in a group context, including role sharing, decision-making, conflict resolution, and accountability in service of a shared goal.

5. Execute a public-facing action designed to influence a decision-maker, build community support, and shift public narratives toward justice.

6. Evaluate the effectiveness of a campaign strategy using data, stakeholder feedback, and reflection on power, relationships, and outcomes.

7. Create a sustainability or hand-off plan that preserves campaign momentum, institutional memory, and organizing infrastructure.

8. Envision and articulate future possibilities for systemic change through the use of futurism, scenario planning, and prognostic framing in campaign design.

9. Reflect critically on how personal values, positionality, and social work ethics influence approaches to change-making and campaign participation.

10. Communicate campaign results effectively to a public audience using persuasive storytelling, evidence, and clear visual presentation.

Accreditation



CORE COMPETENCIES
The Weber State University Social Work Program uses Core Competencies outlined by the Council on Social Work Education (CSWE) in the 2022 Educational Policy and Accreditation Standards (EPAS) as a framework for its curriculum to assess the development of fundamental social work practice behaviors. Course objectives in SW 3930 relate to these Core Competencies as presented in the following table:

Competencies	Course Objectives	Related Assignment
1 – Demonstrate Ethical and Professional Behavior	2, 4, 9, 10	Group Issue Analysis & Target Mapping; Campaign Strategy & Tactics Plan; Relational Organizing Reflections (group synthesis); Campaign Action & Debrief; Final Campaign Presentation; Weekly Journals
2 – Advance Human Rights and Social, Economic, and Environmental Justice	1, 2, 3, 5, 8	Relational Organizing Reflections; Group Issue Analysis & Target Mapping; Campaign Strategy & Tactics Plan; Campaign Action & Debrief; Journal 10, Evaluation & Sustainability Plan
3 – Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice	1, 3, 8	Relational Organizing Reflections; Group Issue Analysis & Target Mapping; Evaluation & Sustainability Plan; Journal 10

4 – Engage in Practice-informed Research and Research-informed Practice	6	Campaign Action & Debrief; Evaluation & Sustainability Plan
5 – Engage in Policy Practice	1, 2, 3, 5, 8	Group Issue Analysis & Target Mapping; Campaign Strategy & Tactics Plan; Campaign Action & Debrief; Journal 10, Evaluation & Sustainability Plan
6 - Engage with Individuals, Families, Groups, Organizations, and Communities	1, 2, 3, 4	Relational Organizing Reflections; Group Issue Analysis & Target Mapping; Campaign Strategy & Tactics Plan; Campaign Action & Debrief; Final Campaign Presentation
7 – Assess Individuals, Families, Groups, Organizations and Communities	1	Relational Organizing Reflections; Group Issue Analysis & Target Mapping
8 – Intervene with Individuals, Families, Groups, Organizations, and Communities	1, 2, 3, 4, 5, 7, 8	Campaign Strategy & Tactics Plan; Campaign Action & Debrief; Journal 10, Evaluation & Sustainability Plan
9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	6, 7, 10	Campaign Action & Debrief; Evaluation & Sustainability Plan; Final Campaign Presentation

Community Engaged Learning Outcomes

This course has a Community Engaged Learning designation, meaning you will be expected to apply what you learn in the class to the real world. By the end of the course, you should be able to:

1. Comprehensively explain a community issue or need, including the context required for full understanding. (Understanding Systemic Issues — Integrating)
2. Analyze how campaign approaches or participant roles could be altered within current or different power structures. (Power Dynamics — Integrating)
3. Apply at least three macro social-work concepts to a community-engaged campaign. (Disciplinary Integration — Integrating)
4. Center community members' lived expertise in determining both which issue to address and how to address it. (Humility — Integrating)
5. Use metacognition and reflection from personal, group, community, partner, target, and ethical perspectives. (Reflexivity — Integrating)
6. Co-create a community initiative with diverse constituencies through a sustained, reciprocal, and mutually beneficial relationship. (Collaboration with Community — Integrating)

7. Guide community-based work toward public good and community well-being while anticipating and avoiding harm. (Social Responsibility — Integrating)

Course Expectations

To do well in this course, I will have the following expectations of you:

- Attend every class you can.
- Let me know if you will be late or must miss class by emailing me **before** class.
- Be present in class and speak your truth.
- Always treat one another with respect, including yourself.
- When people or opinions "get hot," we agree to take some time and space to cool off.
- When people say offensive things, **call them in** (not out) by discussing the impact of their statements. Don't cancel or belittle them because we all make mistakes.
- Cite your sources!
- Do some homework every day.
- Use your strengths, peers, and networks to succeed.
- For every problem you bring up, name at least two potential solutions.

Grade Policies

- Earn 1000 points to get full credit.
- Because of extra credit and additional assignments, more than 1000 points are available, so judge your grade by your points, not what Canvas says your grade is.
- To pass the course, you must earn at least 730 points.
- Your final grade will be awarded according to the following number of points you receive: A 950-1000; A- 900-949; B+ 870-899; B 830-869; B- 800-829; C+ 770-799; C 730-769; C- 700-729; D+ 670-699; D 630-669; D- 600-629; E 0-599.
- All assignments are to be turned in through Canvas.
- Late assignments will be docked 20% once and are available to turn in all semester long.
- I typically offer a grace period of a few hours after the assignment deadline.
- No work will be accepted after the last day of finals. This is the hard deadline.
- To keep grading fair, I grade through rubrics.
- Major assignments may be re-worked if you are unhappy with the scores.
- Extra credit outside of what's available on Canvas may or may not be an option, depending on the semester.
- Extra credit may be offered for speaking truth to power (Confronting me on my own biases, behaviors, or speech that might make you feel uncomfortable)
- Assignments and grade values:

#	Assignment	Points Possible
1	Canvas Photo	10
2	Pre/Post Test (25 points each)	50
3	Relational Organizing Reflections	50
4	Group Issue Analysis and Target Mapping	75
5	Campaign Strategy and Tactics Plan	75

6	Campaign Action and Debrief	100
7	Evaluation and Sustainability Plan	50
8	Final Campaign Presentation	200
9	Journal Entries (7 required at 25 points each, all other extra credit)	175
10	CCEL Report and Advice	75
11	Attendance	140
Total		1000

Schedule (subject to change)

Week	Date	Reading/Topic of the Day	Assignment
1	8/25	**Intro/Syllabus/What is organizing?/1 on 1's** NEA- pp 6-10, Bradbury- Lesson 2, Minieri Ch 1	Canvas Photo, Pre Test Due
2	9/1	**Crip Camp: A Disability Revolution**	
3	9/8	**Power, Narrative, and Issues** Alinsky- Prologue, Chapter 1; Minieri- Chapter 2; Bradbury- Lesson 1; NEA- pp 6-10	Journal 1 Organizing Interviews and Reflections Due
4	9/15	**What it takes: Skills, Issue Identification, and Power Mapping** Alinsky- Chapter 4 (Education of an Organizer); Minieri- Ch 7; Bradbury, lesson 4; NEA pp 6-7;	Journal 2 Due
5	9/22	**Leadership, Communication, and Running Meetings** Alinsky- Chapter 5 (Communication); Minieri- Chapter 8; Bradbury- Lesson 3; NEA pp 7-10	Journal 3 Due, Issue Analysis and Target Mapping
6	9/29	**Plans and Strategies** Alinsky- Chapter 6 (In the Beginning); Minieri- Chapters 9; Bradbury- Lesson 5; NEA- p 16	Journal 4 Due
7	10/6	**Ethical Considerations** Alinsky- Chapter 2 (Of Ends and Means); Minieri- Chapters 10, 11;	Journal 5 Due
8	10/13	**Tactics and Debriefs** Alinsky- Chapter 7 (Tactics); Minieri- Chapter 12; Bradbury- Lesson 6; NEA- p 17	Journal 6 Due Campaign Strategy and Tactics Plan Due
9	10/20	**Escalation, Whistleblowing, Protest Readiness** Cherry- Ch. 2; Van der Noot- Ch. 2	Journal 7 Due
10	10/27	**Messaging, Storytelling, Marketing** Alinsky- Chapter 3 (A Word on Words); Minieri- Chapter 14; Bradbury- Lesson 7; NEA- p 18	Journal 8 Due
11	11/3	**Evaluation, Sustainability, and Logic Models** Minieri- Chapter 13; Bradbury- Lesson 8; Kendi- Ch 16	Journal 9 Due

12	11/10	**Prognostic Forecasting: Futurism** Alinsky- Chapter 9 (The Way Forward); Minieri- Conclusion; Nissen- What is Futures Thinking?, Notes from the Future	Journal 10 Due
13	11/17	**Prevention as Macro Practice** Brown, Hawkins- Prevention Service Systems (CTC); Hanleybrown- Channeling Change (Collective Impact); Hawk- Harm Reduction in Healthcare; Wood- Public Health to Prevent Crime and Violence	Journal 11, Campaign Action and Debrief Due
14	11/24	**Thanksgiving Break**	
15	12/1	**The Hero's Story: Whitney Young Jr.** NASW- Leadership Lessons from Whitney Young Jr.	Journal 12, Evaluation and Sustainability Plan Due
16	12/8	Finals	Post Test, Advocacy Project/Presentation Due. **No assignments accepted after the last day of finals**

Everything you need to succeed in one place: https://www.weber.edu/student-access-success





Course and University Policies

Course Ideology

- The campaign students 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 can change campaigns at any point in the semester.
- Civil disobedience carries significant risk, and you are recommended to avoid such actions during the semester. Find ways to work within the system (for now).
- Projects must align with the NASW Code of Ethics and the profession's values.

Technology Required for Class

- You'll need a computer for this class to attend live Zoom sessions (if you can't make it to class) and interact with Canvas.
- You are also recommended to have a functional microphone, webcam, and headphones for such sessions.
- While using a cell phone or tablet will work for Canvas and Zoom, it comes at the expense of many useful features.
- If you need a laptop for this course, you can check one out from the Weber State Library.

Social Worker Code of Conduct

- Social work is a highly respected profession, and students' behavior should reflect the expectations of professional work.
- As such, all social work students are subject to evaluation for professional behavior and write-up for violating those expectations.
- After three violations, students may be referred to a community committee to determine their appropriateness to continue in the social work program.
- The behavioral guidelines can be referenced in the Statement of Readiness and the student handbook.

Cancelled Classes

- My goal is 100% attendance and excellent teaching; however, life happens.
- If I need to cancel class unexpectedly, I will inform you through Canvas announcements.
- You should set up announcements so that you can receive them as text messages, giving you as much notice as possible about class cancellations.
- I may use Canvas announcements for other class announcements.

Use of Artificial Intelligence

This course has been designed to help you develop knowledge and gain emerging skills that will be useful in your workplace. AI tools may be used as an aid in the creative process, but with the understanding that this should be accompanied by critical thinking and reflection. Students who choose to use these tools are responsible for any errors or omissions resulting from their use. They will also be required to provide, as an appendix, the prompts used, the generated output, and a thoughtful reflection on the outcomes. When appropriate, students may also be asked to consider the environmental and social costs of using the tools.

AI use must be documented in an appendix to each assignment where used, using the following format:

Date	AI used	Prompts Used	Outputs Gathered	Reflections on Outputs
[MM/DD/YY]	[Name]	"whatever I typed into the system."	"Whatever the system returns to you."	Review of the output considering

				accuracy, relevance, etc.

I reserve the right to fail any assignment I believe to be AI-generated without citation.

A Commitment to Academic Freedom

Higher education is predicated on the exchange, vetting, and deliberation of often controversial and unsettled ideas. In this class, for example, we explore how social workers engage questions of justice, race, gender, sexuality, ability, caste, and other politicized issues. We are not here to simply express personal opinions or repeat talking points, but rather to engage a set of ideas and research findings that have a long and complicated history and are therefore subject to ongoing debate. Committed students and scholars can, and do, disagree on the topics we will be discussing.

The syllabus has been designed to bring these controversies and disagreements to the fore. Students are also invited to introduce additional challenges in a serious and open-minded manner.

Such conversations require mutual trust and respect. It is therefore essential that students feel free to express their deeply held views and continually develop their perspectives. This means ensuring that all students and faculty feel included and welcomed to engage in discussion. Because hateful or discriminatory speech and behavior degrade the possibility for a free exchange of ideas, it will not be tolerated.

Freedom of Speech

The First Amendment to the Constitution of the United States protects against government intrusion on the protected rights of individuals to express opinions, beliefs, and ideas. Expressive activity can take many forms: verbal, symbolic, posters, social media, etc. It is important to note that, subject to certain limitations, including those identified below, speech with which individuals disagree, find offensive, distasteful, or wrong, and even hate speech, may still be protected speech.

As an institution of higher education, Weber State promotes the exchange of knowledge and critical thinking by creating a marketplace of ideas where speech can thrive. Weber State is an open-enrollment institution, centered on access, learning, and community - themes that thrive alongside freedom of expression. This constitutionally protected right is fundamentally and intellectually essential, and although often difficult to navigate, it is something to be celebrated and championed. For more information, see https://weber.edu/legalcounsel/Speech.html

Inclusivity

At Weber State University, we celebrate and value all individuals of any race, ethnicity, gender identity, sexual orientation, religion, marital or parental status, age, disability, veteran or military status, or other identifiers. We demonstrate our commitment by nurturing an inclusive campus and striving to honor a balance between freedom of expression and respect for others.

Together, we will continually challenge ourselves and each other in an atmosphere of mutual concern, goodwill, and respect.

Professionalism and Respect
The sense of human dignity and belonging of all members of the Weber State community is a necessary part of a healthy learning environment. Therefore, you should practice civil deportment and avoid treating others in a manner that is demeaning or derisive in any respect. Diverse viewpoints and opinions are welcome in this class, and we will practice the mutual deference so important in the world of work when expressing them. Thus, while I encourage you to share your opinions, you will be expected to do so in a manner that is respectful towards others.

Americans with Disabilities Act
If you require accommodations or services due to a disability, please contact Disability Services (DS) in room 181 of the Student Services Center (Ogden campus) or room 262 Building D2 (Davis Campus). Disability Services can arrange to provide course materials (including this syllabus) in alternative formats upon request.

This course utilizes a variety of digital materials, including websites, PDFs, and multimedia. I am committed to providing digitally accessible content for all students. If you encounter any barriers to access, please notify me immediately.

Core Beliefs
According to the student code (PPM 6-22), you are to determine before the last day to drop courses without penalty if any course requirements conflict with your core beliefs. If, after reading the syllabus and class program, you expect such a conflict, you should consider withdrawing from the class. If you find this solution unworkable, you may request a resolution from the instructor. This policy does not obligate the instructor to grant your request, except in those cases when a denial would be arbitrary and capricious or illegal. You need to make this request to the instructor in writing and with a copy to the department chair. Your request must explain the burden the class requirement would place on your beliefs. If you are not satisfied with the instructor's resolution, you can voice a complaint, petition for a change, or make an appeal through the student petition, complaints & grievances process.

Harassment, Discrimination, and Sexual Misconduct
Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, national origin, pregnancy, and pregnancy-related conditions such as childbirth, false pregnancy, miscarriage, abortion, or related conditions, (including recovery), genetics, disability (see PPM 3-34), religion, sex, sexual orientation, gender identity/expression, veteran, active military status, age (over 40 in employment discrimination), and other classifications protected by law. If you have questions regarding the university's policy against discrimination and harassment, or if you have questions about reporting discrimination or harassment, you may contact the university's AA/EO office

FERPA Rights

Under the Family Educational Rights and Privacy Act (FERPA), the federal law that governs the release of and access to student educational records, certain rights are given to students related to the management of their records. These rights include, 1) the right to inspect and review your educational record, 2) the right to request an amendment of your education record if you believe that it is inaccurate or misleading, and 3) the right to consent to the disclosure of personally identifiable information contained in your educational record, except to the extent that FERPA authorizes disclosure without consent.

The following directory items may be available to the public, if requested, unless otherwise deemed confidential by the student:

- Name, address, and telephone number
- Dates of attendance
- Major (program of study)
- Degrees received
- Honors received
- Full-time/part-time status
- Videos used for educational purposes at WSU

For more information regarding your FERPA rights, please visit https://www.weber.edu/registrar/FERPA.html

Student Responsibilities

As a student at Weber State University, you are expected to act responsibly and appropriately as you attend a public institution of higher education. When you enroll as a student at WSU, you agree to abide by the standards of appropriate and responsible behavior outlined in the student code (PPM 6-22). This applies to your behavior as an individual when participating in group settings on campus and if you represent Weber State University at an off-campus event. Choosing to ignore these important student responsibilities could result in university disciplinary actions.

Threatening Behaviors

Threatening behavior is deliberate, hostile conduct that would cause a person to fear injury or harm. It includes aggressive actions such as yelling, kicking, insulting, demeaning, bullying, intimidating, pounding on desks, slamming doors, blocking or cornering, and issuing threatening or disparaging voice-mails, e-mails, or other written intimidating remarks. Threatening behavior will not be tolerated in this class. If you've been exposed to threatening behavior, contact the office of the Dean of Students.

Academic Honesty

As part of the student code (PPM 6-22), you are expected to be academically honest and ethical. Academic dishonesty includes cheating, plagiarism, collusion, falsification, giving, selling, or receiving unauthorized course or test information, using an unlawful resource, or copyright infringement (PPM 6-22.6.4.2). Academic dishonesty can have serious consequences, including a verbal or written warning, reprimand, probation, suspension, expulsion, and

additional sanctions, included in PPM 6-22.6.5.

Recording
The university prohibits students from recording class lectures unless the faculty member grants explicit permission (PPM 6-22.6.6). Any lectures recorded and posted on Canvas or shared with your Weber State University student email are for the exclusive use of students enrolled in the class and may not be shared without previous authorization. Violations will be referred to the Dean of Students for adjudication under the student code (PPM 6-22).

Video Conferencing
If the class needs to be held virtually due to campus closure, sickness, or any other appropriate reason, you will receive a notification from your instructor via Canvas. Remember that attendance is just as important virtually as in the face-to-face option. During video conferencing, be present, avoid multitasking, and wait for your turn to speak and/or contribute to the class discussion. Be courteous and respectful of your classmates. As stated in the class recording policy, you may not record any segments and/or the full class unless you have authorization from the instructor. If you do not have the technology necessary for video conferencing, contact your instructor as soon as possible. This policy also applies to virtual office hours.





You Made It This Far…
That means you can finish. Many of us, myself included, experience imposter-phenomenon where we don't feel like we deserve our position or are afraid of being found out as an intellectual fraud. This often happens when we give ourselves unrealistic standards or feel overwhelmed. It can also happen if we experience stereotype threat, where the fear of acting like a stereotype of your group might make you overthink and start acting like the stereotype. These are normal experiences in college, but they are a form of unnecessary suffering. The reality is **you belong here**. Consider all you've accomplished to get here. Consider how much work you've put into your education. There is no reason that person can't make it through this semester. You got this, and when you think you don't, you have your professor and the rest of the class to support you. In this class, you are welcome and encouraged to be yourself, flaws and all. The goal in this class is not perfection, but progress. Give up on perfection. It's boring anyway.

Assignments

Profile (10 Points)

Purpose	This assignment is to help me get to know you and learn your name. I believe this will help the learning environment.
Task	1) Click on your image right underneath the WSU Online logo in the upper left corner of Canvas, 2) Click on Profile, then edit profile 3) Click on the image section and upload a recent photo of yourself. 4) Add a brief introduction to yourself, including why you are studying social work and what you want to do with your degree. 5) Save the changes and submit a link to your profile for the assignment. 6) You can also just copy and paste your introduction. 7) Bonus point if you add your pronouns to the system.
Criteria	The photo should be professional and only include yourself. Your face should be clear, recognizable, and fill about 75% of the image space allowed (think a close-up selfie). The introduction should be brief, professional, and memorable.

Journal Entries (7 at 25 points each, 175 total points)

Purpose	These assignments are to create a record of your experience in this class and help you reflect on what you are learning. It also helps me know how you are holding up during the semester, ensures you are doing your reading, and gives me an idea of how your project is going.
Task	There are 12 Journal Entries available; you are only required to do 7. For each entry, 1) Read the indicated readings, 2) Respond to the prompts, 3) Give an update on your project
Criteria	Journals should be well-written, but reflective in nature, and no more than 500 words. Self and Mutual care prompts should reflect your thoughts and responsibilities towards taking care of yourself, taking care of your group, and receiving care from others. Reflections on the readings should be applied to your campaign, career, and interests. Reflections on your campaign progress should discuss how the readings impact your project. AI should not be used to answer these questions, but it may be used to help study the materials or edit responses to get them under 500 words.

Pre/Post Tests (25 points each, 50 points total)

Purpose	This assignment helps me get to know how much you know about macro practice and helps me understand how much you learned in the class. This is an essential part of evaluating the effectiveness of my teaching.

Task	1) For the Pre-test, write a paragraph about what you think about social work macro practice and why. 2) Submit the paragraph in the corresponding discussion thread. Note that your peers will be able to see what you have submitted. 3) For the Post-test, write a paragraph that describes what you used to think about social work macro practice, what you now think, and how your thinking has changed.
Criteria	Your tests are not graded on being "correct." They are graded on an honest effort to map what you know.

CCEL Report and Advice (75 Points)

Purpose	The purpose of this assignment is to report your work to the university so they know how many hours you are serving the community. The report of the hours is also useful in programs like Wildcat Advantage. This assignment also passes on the wisdom you have earned in the course of your project to future students.
Task	After completing your project and presentation 1) Go into GivePulse through Canvas or use the GivePulse app to enter the number of hours you worked on your project as community engagement hours. 2) After entering your hours, please go to the Macro Practice Advice Blog and give advice to future macro students on the class. The blog can be found at http://macroprojectadvice.blogspot.com/. 3) Once finished there, go to the assignment in Canvas and post "done and done."
Criteria	"Done and done" is typed into the submission box for the assignment.

Attendance (140 Points)

Purpose	To keep a record of your presence in class, for you to hear from your classmates, for you to contribute to classroom dynamics, and to build your network with your peers.
Task	Show up to class on time.
Criteria	Showing up and speaking your truth is enough. Zoom is offered as an emergency option for people to attend online when life happens; however, to be admitted to the Zoom, you must have sent an email letting me know you will need it before class. Given the group activity focus of the class, making up attendance will not be allowed.

Advocacy Project (550 total points, see assignments below)

Assignment 1: Relational Organizing Reflections
Due: Week 2

Points: 50

Individual Submission with Group Component

Purpose

Organizing starts with relationships. The purpose of this assignment is to help you build those relationships by conducting relational one-on-one conversations with people outside of class. These conversations help uncover what others care about, what motivates them, and how they might contribute to collective efforts. You will also identify each person's unique strengths—skills, values, or networks—that could support a campaign.

This assignment will also prepare your group for choosing a campaign issue grounded in real conversations, not assumptions. Because organizing is a long-term process, expect to engage in this activity throughout the course.

Tasks

1. Practice in Class

In the first week, we will practice conducting relational interviews with classmates using tools from the *Fundamentals of Organizing Toolkit*. This practice round will not count toward your reflections but will help prepare you for real-world conversations.

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2. Conduct 3 One-on-One Conversations (Outside Class)

- Each conversation should be 10–15 minutes with someone who is not in this class.
- You may talk to peers, coworkers, family members, neighbors, or anyone in your network.
- Your goal is to learn what they care about, what values drive them, and what skills or resources they bring to a cause.

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3. Write a Combined Reflection (~300–400 words total)

Submit one document with:

- Three bullet-point summaries (about 100 words each), one for each conversation. For each, include:
    - The person's name or pseudonym and how you know them
    - What issue(s) they care about and why
    - What strengths they bring (skills, leadership, networks, energy, lived experience, etc.)
    - What surprised or stood out to you
- One short paragraph (at the end) reflecting on what you learned across all three:
    - What patterns or themes did you notice?
    - How might these insights help your group decide on a campaign?

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4. Contribute to Group Synthesis Paragraph (Submitted in Assignment 2)

After everyone in your group finishes their interviews, you'll meet to write a collaborative paragraph analyzing shared themes. That paragraph will be submitted as part of Assignment 2, but your participation starts here.

Format

Submit a single document in Canvas:

- Bullet point summaries for each interview
- Final reflection paragraph
- Total: 300–400 words

Suggested Readings

To prepare, review these sections from the Fundamentals of Organizing Toolkit (posted on Canvas):

- "One-on-One Conversations" (pp. 2–3)
- "Listening" and the A.H.U.Y. model (Anger, Hope, Urgency, You)
- "Strengths and Capacity" (p. 3)
- "An Organizing Conversation" guide (p. 3)

These readings will give you practical tools for asking good questions, listening deeply, and identifying self-interest and leadership potential.

Rubric

Criteria	Excellent (Full Credit)	Adequate (Partial Credit)	Missing/Weak (No or Low Credit)
3 Interviews Completed (10 pts)	Three conversations outside class, clearly documented	Only 2 or unclear details	Fewer than 2
Identification of Strengths (10 pts)	Each summary identifies specific, relevant strengths of the interviewee	Some vague or generic strengths	Little or no mention of strengths
Insight & Patterns in Reflection (10 pts)	Synthesizes what was learned and how it may guide campaign choices	Surface-level synthesis or unclear link to organizing	Missing or unfocused synthesis
Writing Clarity & Organization (10 pts)	Clear structure, concise, easy to follow	Some issues with clarity or format	Disorganized or confusing
Engagement with Toolkit Concepts (10 pts)	Evidence of active use of conversation techniques and listening skills	Some use of tools, but unclear	No evidence of using organizing tools

Assignment 2: Group Issue Analysis & Target Mapping
Due: Week 4
Points: 75
Group Submission

Purpose

The foundation of an effective campaign is choosing the *right issue*. This means something specific: a concern that is widely and deeply felt, clearly defined, winnable, and shifts power when addressed.

In this assignment, your group will build from your one-on-one conversations to select a campaign issue and identify the decision-maker(s) with the power to make the change. You will also name stakeholders, potential allies, and opponents.

This is where you move from "what we care about" to "what we're going to try to change."

Tasks

1. Group Synthesis Paragraph (carryover from Assignment 1)

Start with the paragraph your group wrote together based on your relational interviews.

It should address:

- What common themes or values did you hear?
- What issues were widely and deeply felt?
- What types of strengths or capacities did people bring?
- What patterns emerged?

If your group hasn't submitted this yet, it must be completed before moving on.

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2. Issue Selection

Using your synthesis and in-class discussion, identify a specific issue your group wants to address. Your issue must meet at least **6 of the 13 criteria** from the *Fundamentals of Organizing Toolkit* (p. 4–5).

Write ~400–500 words that include:

- A clear description of the issue (NOT a general problem like "poverty" or "inequity")

- Why your group chose this issue
- How the issue meets at least 6 of the criteria (list and explain)
- Who is impacted by this issue (include direct and indirect stakeholders)

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3. Target Map

Create a **visual power map** showing:

- The **primary target(s)** who can grant your demand
- Secondary targets or people who influence the primary one
- Stakeholders, allies, and opponents
- Your group's current position (where you have influence or access)

You can use tools like Canva, PowerPoint, Prezi, or draw it by hand and upload a photo.

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4. Short Reflection (100–150 words)

Briefly describe:

- How your group made the decision
- Any disagreements or debate
- Why you feel this issue is *winnable* and worth pursuing

Format

Submit as a single document or PDF on Canvas. Include:

- Group Synthesis Paragraph
- Issue Selection Write-Up
- Target Map (as image or embedded PDF slide)
- Group Reflection Paragraph

Each group member must list their name. All members receive the same grade unless you request an individual evaluation due to unequal contribution.

Suggested Readings

From the *Fundamentals of Organizing Toolkit*:

- "Issue Identification" (pp. 4–5) – Includes the 13-criterion checklist
- "What is Organizing?" (p. 1) – Frames how issues relate to building power
- "Mapping the Workplace" (p. 9) – Guides your visual power map

Rubric (75 points total)

Criteria	Full Credit	Partial Credit	Minimal or No Credit
Synthesis Paragraph (10 pts)	Clear patterns, values, and strengths are named	Some insight, but vague	Missing or generic
Issue Definition & Justification (25 pts)	Clear, specific issue; meets 6+ criteria; shows understanding of issue framing	Less clear issue, or only 4–5 criteria explained	The issue is too broad, unclear, or the criteria are not addressed
Target Map (20 pts)	Accurate, logical relationships between power holders, stakeholders, and allies	Some key players are missing or unclear links	Confusing or missing the power map
Group Reflection (10 pts)	Describes process, shows thoughtfulness, identifies challenges	Limited process detail or shallow insight	Missing or very superficial
Clarity & Organization (10 pts)	Clean formatting, no confusion, readable	Some disorganization or unclear visuals	Disorganized or sloppy submission

Assignment 3: Campaign Strategy & Tactics Plan
Due: Week 8
Points: 75
Group Submission

Purpose

This assignment asks your group to take the issue you selected and begin developing a real plan to create change. You'll identify a clear demand, explain how to win it, and choose tactics that escalate pressure on the target.

You'll learn how to frame your issue into something *actionable*, how to match tactics to strategy, and how to think like an organizer—timing, sequencing, and power-building all matter.

Tasks

1. State Your Campaign Demand (~150–200 words)

Write one clear, specific, and actionable demand aimed at your **primary target**. Think "We demand that X person do Y thing!"

- Avoid vague goals like "raise awareness" or "help students feel heard."
- Focus on a concrete **policy, decision, or action** that your target can deliver.
- Include a one-sentence explanation of *why this matters now*.

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2. Write a Brief Strategy Summary (~300–400 words)

Using the *Midwest Academy Strategy Chart* and the "Campaign Planning" section of the Organizing Toolkit, address:

- What is your group's long-term goal?
- What is your short-term objective?
- Who has the power to meet your demand? What are their interests or concerns?
- What strengths does your group bring?
- What community pressure points or public narratives support your goal?
- How will you know if your strategy is working?

You don't need to use the full Midwest Academy chart—just answer all the above questions in paragraph form.

3. Tactics Plan (Table or Chart)

Propose at least **3–5 tactics** your group will use, in a logical sequence.

For each tactic, include:

- What the tactic is
- When you'll do it (date or timeframe)
- Who is responsible
- What it's meant to accomplish (pressure, visibility, support, etc.)

Tactics must include at least one **public-facing action** and one **direct engagement with the target** (emailing isn't enough on its own). You may include digital or passive elements if they are part of a larger strategy.

Not Acceptable as Standalone Tactics: Online posts, unmanned booths, passive flyers, petitions with no delivery, donation boxes.

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4. Attach a Timeline or Gantt Chart (may use attached template)

Visualize the flow of your campaign. A rough calendar is fine.

Format

Submit as a single document or slide deck. Include:

- Demand statement
- Strategy summary
- Tactics table
- Gantt chart or visual timeline

Suggested Readings

From the *Fundamentals of Organizing Toolkit*:

- "Campaign Planning" (p. 14)
- "Choosing Tactics That Fit" (pp. 14–15)
- "The Midwest Academy Strategy Chart" (external reference provided in class)

From prior class activities:

- Issue Criteria Checklist

- Target Map

Rubric (75 points total)

Criteria	Full Credit	Partial Credit	Minimal or No Credit
Clear, Actionable Demand (15 pts)	Specific, targeted, timely	Somewhat vague or aspirational	Generic or missing
Strategy Summary (20 pts)	Engages power, pressure, capacity, and objectives	Misses some strategy elements	Unclear or off-track
Tactics Plan (25 pts)	At least 3–5 tactics; escalation logic; includes public and direct tactics	2–3 tactics; unclear flow; some passive	Fewer than 2 tactics or unclear
Clarity, Format, and Organization (10 pts)	Easy to follow, well-organized	Some issues with layout or coherence	Poorly formatted or hard to follow
Feasibility & Alignment (5 pts)	Plan is achievable and appropriate	Some parts feel unrealistic	Unfeasible or disconnected from the issue

Assignment 4: Campaign Action & Debrief
Due: Week 13

Points: 100

Group Submission

Purpose

Now it's time to *do something*. Organizing means taking public, collective action to create pressure, build visibility, or engage your target. This assignment ensures your group completes at least three real-world tactics, then evaluates how they went—honestly and strategically.

You'll practice assessing not just what happened, but what it meant: Did it build power? Did it move your target? Did it develop leadership?

Tasks

1. Plan and Execute Public Campaign Actions

- Choose tactics from your plan that include public-facing, active components.
- The action should have:
    - A clear goal (e.g., visibility, pressure, recruitment)
    - A clear target audience (e.g., decision-maker, general public, media)
    - At least one face-to-face or in-person component (Zoom counts if interactive and scheduled)

Passive actions (posting, flyers, donation jars) are only valid if part of a broader strategy.

You must document the action with photos, videos, social media posts, or other evidence.

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2. Submit an Action Debrief Report (600–800 words)

Answer the following questions as a group:

- What were your tactics, and what did you hope they would accomplish?
- What preparation did you do? Who showed up? Who didn't?
- What worked? What didn't? Why?
- What did you learn about your target, your team, and your community?
- How did these actions affect your campaign's trajectory or momentum?
- What leadership emerged? What follow-up is needed?

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3. Attach Documentation

Include at least 2 forms of documentation:

- Photo(s)
- Screenshots of outreach or social media
- Flier, handout, or signage
- Video/audio clip
- Target response (if applicable)

Format

Single PDF or Word document with:

- Action Debrief (600–800 words)
- Embedded or linked documentation
- Names of all group members who contributed

Suggested Readings

From the *Fundamentals of Organizing Toolkit*:

- "Campaign Debrief" (p. 15) – Essential guidance for this report
- "Campaign Planning" (p. 14) – To evaluate tactic fit and sequencing
- "Organizing Conversation" (p. 6) – For post-action follow-up questions

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Rubric (100 points total)

Criteria	Full Credit	Partial Credit	Minimal or No Credit
Action Executed (30 pts)	Real, public-facing actions with a clear target and purpose	Action occurred but was limited, vague, or mostly passive	No action or unclear documentation
Debrief Analysis (30 pts)	Thoughtful, honest reflection on outcomes and learning	Some analysis, but surface-level or uneven	Minimal analysis or off-topic
Team Roles & Leadership (10 pts)	Shows clarity on who did what and how leadership emerged	Some role details but vague	No mention of roles or dynamics

Documentation Quality (15 pts)	Clear evidence of the action (photo, handout, social post, etc.)	Documentation is limited or poorly explained	No usable documentation
Writing, Organization, & Format (15 pts)	Clear, organized, easy to follow	Some structural or clarity issues	Disorganized or incomplete

Assignment 5: Evaluation & Sustainability Plan
Due: Week 15

Points: 50

Group Submission

Purpose

Social action doesn't end when the semester does. This assignment helps your group evaluate the outcomes of your campaign efforts so far and design a continuity plan, whether that means finishing strong, passing it on, or making room for future organizing.

This also reinforces a core organizing principle: if you don't evaluate, you don't learn—and you don't build power.

Tasks

1. Impact Evaluation (300–400 words)

Write a reflection that answers the following:

- What has changed as a result of your campaign so far?
    - Did you get any response from your target?
    - Did you build support, shift awareness, or disrupt the status quo?
- What tactics were most effective? Least effective? Why?
- What measurable outcomes or feedback can you report?
    - Numbers, comments, visibility, turnout, media hits, etc.
- How did this campaign build leadership or organizing capacity in your group or network?

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2. Sustainability Plan (200–300 words)

Choose one of the following paths and explain your plan:

A. Finish Strong:

You'll complete your campaign by the end of the semester.

- What are your final steps?
- What will success look like by the end?

B. Pass It On:

You'll hand the campaign off to others (future students, a club, a partner org).

- What will you pass along?
- Who will receive it and how?
- What documents or materials will you provide?

C. Strategic Wind-Down:

You're not continuing the campaign but want to reflect on lessons and close it respectfully.

- What did you learn?
- How will you honor the effort and relationships built?

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3. Required Attachments

- A brief logic model or table outlining:
    - Your inputs → activities → outputs → outcomes

(Template provided in canvas)

- Any supporting evidence: meeting notes, screenshots, quotes, media, etc.

Format

Submit as a single document in Canvas (Word or PDF). Include:

- Evaluation narrative
- Sustainability narrative
- Logic model/table
- Attachments

Suggested Readings

From the *Fundamentals of Organizing Toolkit*:

- "Campaign Debrief" (p. 15)
- "Organizing for Community Support" (p. 16)
- "Build for the Next Fight" (issue criteria #13, p. 5)

Rubric (50 points total)

Criteria	Full Credit	Partial Credit	Minimal or No Credit

Impact Evaluation (20 pts)	Honest, specific assessment of outcomes and learning	General or limited analysis	Vague or missing
Sustainability Plan (15 pts)	Clear next steps or handoff plan with rationale	Plan exists but is weak or unclear	No real plan
Logic Model / Output Table (10 pts)	Logical flow from inputs to outcomes	Some elements are unclear or disconnected	Missing or unusable
Clarity and Effort (5 pts)	Well-organized, complete, readable	Minor clarity issues	Incomplete or confusing submission

Assignment 6: Final Campaign Presentation
Due: Before the final day of finals

Points: 200

Group Presentation

Purpose

This final assignment is your opportunity to **publicly present and defend your campaign**: what you chose to take on, what you did about it, what impact you had, and what it taught you.

You'll practice:

- Telling a compelling story
- Evaluating your own organizing
- Making your work visible to your peers
- Reflecting on values, power, and growth

Presentation Requirements

Time Limit: 15–20 minutes per group

Format: In-class live presentation (slide deck, video, or creative format welcome)

Your presentation must include:

1. The Problem & Community Context

- What problem did you address?
- Who is affected by it, and how did you know?
- Why did this issue matter to your group?

2. Your Campaign Strategy

- What was your demand?
- Who was your target?
- What tactics did you plan and execute?
- How did these fit into a broader strategy?

3. The Action

- What did you do publicly?
- How did it go?
- What was the target's response?

4. Impact & Outcomes

- What changed, if anything?
- What did you learn about organizing, power, and leadership?

5. Sustainability & What's Next

- What happens now?
- How does your work live on (if at all)?
- What would you do differently next time?

6. Reflection & Values

- What challenged your group personally or politically?
- How did your values show up in this campaign?
- How has this experience shaped you as a future social worker?

Submission Checklist

By your presentation day, submit one of the following to Canvas:

- Slide deck or visual aid (PowerPoint, Google Slides, Canva, etc.)
- Presentation outline (1–2 pages max) with talking points
- Links or copies of any media, handouts, or materials shown

Rubric (200 points total)

Criteria	Full Credit	Partial Credit	Minimal or No Credit
Problem & Context (25 pts)	Clearly defined, relevant, community-rooted issue	Some context is missing or unclear	Vague, abstract, or generic issue
Strategy & Tactics (25 pts)	Thoughtful, power-aware strategy and actions	Strategy loosely linked to outcomes	No real strategy or weak actions
Execution of Public Action (25 pts)	Documented, timely, and public-facing	Happened, but poorly executed or documented	Missing, unclear, or not public

Impact & Evaluation (25 pts)	Honest, evidence-based assessment of outcomes	Some reflection, but shallow or uncritical	Lacks impact evaluation
Sustainability & Next Steps (25 pts)	Clear, realistic plan for future or wind-down	Minimal thought to continuation	No plan or unclear
Reflection & Values (25 pts)	Shows growth, tension, and value alignment	Some reflection, but surface-level	Little reflection on values or learning
Presentation Quality (25 pts)	Clear, creative, organized, team-cohesive	Some issues with clarity or balance	Disorganized or low-effort
Use of Visuals & Materials (25 pts)	Supports message, visually engaging	Basic use, some disconnect	Minimal or missing visuals