

University of Wisconsin-Eau Claire
Department of Social Work
IDIS 100 – Introduction to Social Welfare Services
Fall 2013

Instructor: Otrude N. Moyo, PhD., MSW, MA
Class Time: Tues & Thurs 11am – 12:15pm
Location: HSS 0179
Office: HSS 261
Office Hours: Mondays 10-12 noon, Tuesdays: 9am-10:00 am; Thursdays: 9-10:00am & other times by appointment
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I. Catalogue Description

This course provides an introduction to social welfare institutions emphasizing values and political perspectives influencing the development of social services.

II. Course Purpose

This course is an introduction to the field of social services. The services will be examined in terms of the problem addressed, the societal values that define the issue as a “problem,” and the values and political perspectives that determine the policy appropriate to deal with the problem. The ethics of providing or withholding assistance will be examined with attention to the groups most likely in need of social service assistance. The history and development of social welfare as a social institution will be described. The influence of race/ethnicity, gender, class, sexual orientation, disability, and geographic location on the need for social welfare services and the availability of services will be addressed. *Intersectionality Theory is applied in this course. Intersectionality Theory (broadly defined) seeks to examine and address how different social constructions (such as oppression, race/ethnicity, gender, class, sexual orientation, disability, or geographic location) “intersect” into multiple forms of discrimination.*

Social work is one of the major professions involved in providing social welfare services. Students will be introduced to the values and ethics of social work and the settings for social work practice. The focus on social programs and social issues provides an integral piece of the essential knowledge of an informed citizenry. For those considering a major in social work, the course will provide information on the advantages, disadvantages, potential, and limitations of a career in social work.

III. Course Competencies, Practice Behaviors and Assignments

The course begins to develop specific competencies to display the following core competencies for foundation education Council on Social Work Education EPAS:

Competency Addressed in Course	Generalist Practice (BSW) Practice Behaviors Addressed in Course	Assignment(s) Measuring Practice Behaviors
2.1.1 Identify as a professional social worker and conduct one-self accordingly.	<ul style="list-style-type: none"> Practice personal reflection and self-correction to assure continual professional development. 	<ul style="list-style-type: none"> Self- reflective journal assignment and group assignment on understanding other cultural worldviews Weekly class discussions and participation enables self – reflection and self-correction.
2.1.2 Apply social work ethical principles to guide professional practice.	<ul style="list-style-type: none"> Tolerate ambiguity in resolving ethical conflicts. Apply strategies of ethical reasoning to arrive at principled decisions. 	<ul style="list-style-type: none"> Weekly discussions of social welfare issues on the news and connecting discussion to history, values and principles used to make decisions. Foundational concept paper introduces ethics in policy decision making, by considering individual values, societal/dominant values in decisions about what is ethically right/wrong.
2.1.3 Apply critical thinking to inform and communicate professional judgments	<ul style="list-style-type: none"> Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom 	<ul style="list-style-type: none"> Term project – analyzing a social welfare issue of choice – paper divided into three smaller assignments 1) outline of paper & annotated bibliography; 2) mapping the history of the social issue; 3) assessment of the extent of the social issue; interviewing/researching about social programs that tackle the social issue.
2.1.4 Engage diversity and difference in practice.	<ul style="list-style-type: none"> Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Recognize and communicate an understanding of the importance of difference in shaping life experiences. Engage diversity and difference in practice 	<ul style="list-style-type: none"> Group assignment on understanding dominant United States values and “other cultural worldviews” student learn how do particular cultural values oppress, marginalize and enhance privilege of a few? Reading & discussion of Platt & Cooreman – <i>A Multicultural Chronology of Social Welfare in the US</i> to contextualize

	<ul style="list-style-type: none"> • View selves as learners and engage those with whom they work as informants. 	<p>oppression, marginalization, privilege and power.</p> <ul style="list-style-type: none"> • Group assignment on discussion of each social welfare development in each era in US history. • Viewing and response to films/documentaries i.e. <i>A Killer Bargain</i>, <i>Amistad</i>, <i>Bury My Heart at Wounded Knee</i> to understand and engage difference.
2.1.5 Advance human rights and social and economic justice.	<ul style="list-style-type: none"> • Understand the mechanisms of oppression and discrimination; • Advocate for human rights and social and economic justice. • Engage in practices that advance social and economic justice. 	<ul style="list-style-type: none"> • Responses and reflective papers throughout the course of historical documentaries/films examine the mechanisms of oppression and discrimination: <i>Amistad</i>, <i>Elizabeth</i>, <i>Iron Jawed Angels</i>, <i>Rabbit Proof Fence</i>, <i>Eye on the Prize</i>, <i>Grapes of Wrath</i> and <i>Aint I a Person</i>. • Graded assignment #3 – understanding of concepts, social welfare, social justice and human rights and connecting other disciplines.
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<ul style="list-style-type: none"> • Analyze, formulate and advocate for policies that advance social well being 	<ul style="list-style-type: none"> • Graded assignment #1 response to the documentaries: <i>A Killer Bargain</i>; <i>Aint I A Person?</i> • At this level -term project- identify policies, programs and services and explore how far they advance well- being.
2.1.9: Respond to context	<ul style="list-style-type: none"> • Continuously discover, appraise, and attend to changing locales, populations, scientific and technology developments, and emerging societal trends to provide relevant services; 	<ul style="list-style-type: none"> • Discussion of changing demographics in the United States; Discussion of immigration.

UWEC LE Experience	Learning Outcomes	Learning Experience/Content	Elements to be evaluated and Assignments
<p>Responsibility</p> <p>Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and global interdependent world.</p>	<p>R2</p> <p>Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures</p>	<p>Foundations in social welfare concepts, values, cultural worldviews/political perspectives(4 weeks)</p> <p>Historical development of social welfare system in the US- thematic discussion of the experience of people of color, women, and people that are poor.</p> <p>(6 weeks)</p>	<ul style="list-style-type: none"> • <i>Assignments 1</i> – Response to a <i>Killer Bargain</i> – Exploring global interdependence (R2 A, IL A) • <i>Assignment 2</i> – Reflections on political perspectives (R2 C) • <i>Assignment 3</i> – Critical Understanding of Concepts, social welfare, social justice, charity, human rights (R2 C) • <i>Assignment #4</i> – Other cultural worldviews regarding quality of life issues. (R 2 A) • Readings and discussion of Platt & Cooreman’s article on the <i>Multicultural Chronology of Social Welfare</i> in the US understanding the impact of policies designed to elevate homogeneity. • <i>Assignment #6</i> Reflective response about a single film. (R2 B, IL B)
<p>Integration:</p> <p>Integrate learning across courses and disciplines within and beyond campus.</p>	<p>IL1.</p> <p>Integrate learning across courses and disciplines.</p> <p>Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts</p>	<p>Examining of social problems and social welfare services that address the social issues, making connections political perspectives, bringing a historical outlook and considering alternatives.</p> <p>(4 weeks)</p> <p>NB: <i>Integration is built- in through-out the semester.</i></p>	<ul style="list-style-type: none"> • Assignment # 5 Term project – examining a social issue, interviews human service providers/service users to understand the issue. Integrates knowledge from economics, political science and women studies. (IL A, B, & C)

*NB: New liberal education learning goals as approved by the University Senate March 12, 2013 are reflected.

Course Objectives

Meeting the course learning objectives will contribute to the students' progress toward CSWE competencies. At the completion of the course, students will be able to:

Knowledge

1. Describe the origins and history of the United States social welfare system, beginning with the English Poor Laws, United States experience, Progressive Era, New Deal Era, War on Poverty, Reagan-era to contemporary times.
2. Build on a liberal arts knowledge and theory base by understanding and explaining the purpose and function of social "welfare" programs, and distinguish fact from fiction regarding public assistance, social insurance and other "safety net" programs
3. Describe the social services delivery system and the problems and populations served by these programs in the areas of income maintenance, nutrition, health care, mental health care, criminal justice, child welfare, housing, disability, and aging.
4. Describe the perspective and supporting theories that explain the individual, familial and structural causes of dependency and impact quality of life.
5. Engage in promoting and reacting to changes in research, policy, advocacy, and practice environments by understanding and explaining the dominant political ideologies in the United States. Describe how the causes of problems and solutions to problems are defined differently based upon a conservative, liberal, and radical political ideology.
6. Demonstrate cultural competence, including valuing diversity, by understanding and explaining how race, ethnicity, gender, sexual orientation, physical and mental disability, age, and national origin impact dependency, as well as access to and use of social welfare services. This includes developing an understanding of diversity from a global perspective.
7. Identify the major social welfare policies that promote social and economic justice focused on alleviating poverty among the poor and disenfranchised, advance human rights for all people, and affirm diversity of race, ethnicity, class, gender, sexual orientation, religion, physical or mental disability, age and national origin.

Values & Ethics

1. Differentiate between personal beliefs/values, professional beliefs/values, and evidence about the causes of social welfare problems and need of recipients of a broad array of social welfare services.
2. Identify major societal values and social work values which inform policy and ethical practice.
3. Understand the importance of committing to the engagement of life-long learning as a citizen or as a professional social worker.

Skills

1. Access, synthesize, and organize multiple sources of knowledge to describe social welfare problems and analyze social welfare services (i.e., social work and related discipline journals, text books, government documents, statistical data).
2. Prepare interview questions and conduct an interview (communicate) with a social welfare services professional as an engagement in a scholarly activity.
3. Write a scholarly term paper (drawing from multiple sources of knowledge) that reflects critical thinking and a grasp of a social problem and service designed to alleviate the problem.

IV. Course Content, Teaching Methods & Course Schedule

Teaching Methods

The content and process of this course is presented using a variety of formats, which intends to encourage creativity, critical thinking and dynamic interaction as specified by the university and college goals for *liberal education*. Teaching methods include introductory lectures, group and roundtable discussions, students/group research and presentations, films/videos and response, reviewing current social welfare issues in newspapers, analyzing social welfare issues through research and personal interviews of service users and/or service providers.

IDIS 100, section 401 is part of an Integrative Learning Bundle- Social Welfare: How do we respond to human need?- This bundle includes IDIS 100- Introduction to Social Welfare and ECON 201 – Introduction to Political Economy. Class activities and assignments will draw material across the bundle courses content- what you read and learn about in one class applies/connects with other classes in the bundle and beyond. As part of the social welfare bundle you are expected to directly incorporate, reflect on multiple dimensions of the topic/issue highlighting connections with concepts and analytical approaches that Economists use, how people are affected by national economic trends and what government can do to improve people's well-being.

Integrative Learning Matrix for the Social Welfare Bundle

Integrative Learning Outcomes:	Learning Activities/Assignments	Assessment of Learning
<p>LO #1 Connections to Experience: <i>Student connects relevant experiences and academic knowledge</i></p> <p>Why? <i>Retain material</i> <i>Active learning/reading means making connections</i></p>	<p><i>Beginning of the course student view and respond to a documentary a Killer Bargain – connecting consumerism, interdependence and quality of life of different people.</i></p> <p><i>Concepts are explored beginning from the student’s positions and building knowledge from what is known. Throughout the semester student will respond in writing to documentaries and films on various subjects considering quality of life. Throughout the semester students begin with “word storming” of concepts then, offer various meanings/constructs/perspectives i.e. what is social welfare?</i></p>	<p>Assignment #1 –Essay exploring Global Interdependence and quality of life issues - Response to film: <i>A Killer Bargain</i></p> <p><i>-Course discussions /free flow reflect students making connections to their experience and incorporating ideas from their readings.</i></p>
<p>LO #2 Connections to Discipline: <i>Student makes connections across disciplines and perspectives</i></p> <p>Why? <i>Enhance ways of understanding/connection of social issues/concepts across disciplines</i></p>	<p>Throughout the semester class discussions, documentary review essays (i.e. <i>Commanding Heights</i> – exploring the political economic systems of the world and how we got here) will make connections across disciplines i.e. the use of the film – <i>Iron Jawed Angels</i> will connect women’s rights concerns and the use of community organizing, the courts and congress in policy making.</p> <p>Class discussions about social problems and student research on specific social problems of their choice will make connections across disciplines.</p>	<p>Assignment #3 – Pertinent concepts in social welfare, social justice and human rights.</p> <p>Assignment #5 – Analyzing social welfare issues – oral presentations will show connections across the three disciplines, economics, women studies and political science.</p>
<p>LO#5- Reflection and Self –Assessment: <i>Student demonstrates a developing sense of self as a learner and/or of changes in own viewpoints, values and understanding</i></p>	<p>In-class discussions exploring ideologies, values and worldviews /political perspectives. In class activities exploring the dominant political perspectives in the US views on government intervention in the economy, views on change, individual behavior, family etc.</p>	<p>Assignment #2 Self Reflective Journal - Understanding your Worldview and Political Perspectives</p> <p>Assignment# 5 Analyzing social welfare issues.</p>

<p>Why? <i>Encourage personal growth and critical analysis of varied political perspectives</i> <i>Students to build varied persuasions regarding social issues</i></p>	<p>Students will work independently in groups to research other cultural worldviews and political economic and in their presentation compare these perspectives to the US</p>	<p>Assignment #4 Group research project on “other” cultural worldviews</p> <p>Assignment # 5 Analyzing social welfare issues.</p>
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WEEKLY COURSE SCHEDULE

Please note that this is a **provisional schedule** and may be subject to change. If you miss class, it is your responsibility to find out whether there have been any changes in assignments, readings or dates. The course is managed using D2L. Any changes to the course will be reflected on D2L.

This course is designed to teach/learn about social welfare broadly as well- being, as such introduces the idea of global interdependence. The course considers the narrower definitions of social welfare as an institution framed within specific worldviews, values and ideologies. Because of a history of subjugation in issues of well-being “other” cultural worldviews are explored.

The course uses the textbook *Popple & Leighninger: Social Work, Social Welfare, American Society* as reference other supportive readings to encourage critical thinking are provided on D2L.

This course is divided into three parts, **part one** addresses *foundations of social welfare* i.e. key concepts, values (we briefly consider moral dimension of human life as reflected in individual behavior institutional structures and public policy and an attempt is made to explore how moral decisions affect both the individual and society), ideology & political perspectives as influencing policy choices; **part two** addresses the historical experience of social welfare in the United States and takes a political economic framework- for this part of the course we will use the supplementary reading recommended reading– Day, Phylis – *A New Social Welfare History is on reserve in the library* and Platt & Cooreman’s article *A Multicultural Chronology of Social Welfare Policy and Social Work in the United States* will be the basis of our discussions. **Part three** focuses on *social problems/issues* in social welfare. I have selected *poverty, immigration and environmental issues* as the key areas of study in this course and these are the same areas that you will be expected to choose a topic for your research and oral presentation. Please continue to read your textbook Popple & Leighninger to familiarize with other social problems i.e. child abuse, juvenile justice, gerontology issues etc. Your individual approach to studying the social issues for presentation should follow Popple & Leighninger’s framework.

Tentative Course Schedule

DATE	TOPIC/ACTIVITY
Week 1	Introductions Review of Syllabus and Course Requirements - Making Connections - Global Interdependence and Quality of Life Issues – What is Social Welfare?
Week 2	Competing Political Perspectives in Social Welfare
Week 3	Foundational Concepts in Social Welfare, Social Justice and Human Rights
Week 4	“Other Cultural Worldviews” - Exploring Values, political ideologies of social welfare provisioning
Week 5	Historical Antecedents to the U.S. Social Welfare- Feudalism and the Welfare State
Week 6	Guiding Questions Session 1 & 2: Preparation of Term Project – Student Work Independently
Week 7	The Experience of Social Welfare Policies in the United States- Pre Civil War, Civil War Periods and Social Welfare in the New Nation
Week 8	Social Welfare in the United States – Progressive Era
Week 9	The Great Depression and the Dawn of a Reluctant Welfare
Week 10	The Return to the Past – The Reign of Neo-Liberalism
Week 11	The Social Construction of Social Problems – What is Poverty?
Week 12	Student’s Poverty Presentation
Week 13	Social Welfare and Immigration Issues- Introductory lecture and student presentations on immigration issues.
Week 14	Environmental Issues and Social Welfare- Introductory lecture and student presentation on environmental issues.
Week 15	Catch up with Presentations Course Wrap- Up and Evaluations

V. Texts and Reading Materials

Required Textbook

Popple, P.R. & Leighninger, L. (2008). *Social Work, Social Welfare, and American Society*. (7th ed.). Boston, MA: Allyn & Bacon.

Supplementary text (available on reserve in the library): Day, P.J. (2003). *A History of Social Welfare*. Boston, Allyn Beacon.

Recommended Books

Ehrenreich, Barbara (2001) *Nickel and Dimed: On (Not) Getting By in America*. Henry Holt Publishing: New York

Shepard, Adam (2008). *Scratch Beginnings ME & \$25 the Search for the American Dream*. SB Press: Chapel Hill North Carolina.

Required Reading Materials

1. For each session there are specific chapters and articles assigned. Please refer to your course outline. Where articles are assigned and/or recommended these are available on D2L and/or available on short term reserve in the library.
2. Because social welfare issues and programs are the subject of constant public discussion, students are expected to read; *The New York Times*, *Washington Post*, *The Eau Claire Newspapers* and other national news magazines on a regular basis. These materials may be found in any public library. Students are encouraged to listen to National Public Radio and watch news programs. These materials will facilitate the discussions of current social welfare issues. Each session begins with 5-10 minutes unstructured/free flow conversations led by students on the pertinent and current social welfare issues. It is expected that you bring an issue to discuss in class. This contributes to part of your class participation grade.

VI. Evaluation of Competencies and Practice Behaviors, Coursework, Assignments and Grading

Coursework and Grading – 100 points

Assignment #1 –*Global Interdependence and Social Welfare*- Response to film: *A Killer Bargain* – 5 points (see handout #1)

Due September 5, 2013–Thursday class session

Assignment #2 Self Reflective Journal - Understanding your Worldview and Political Perspectives- (see handout 2)-5 points

Due September 17, 2013

Assignment #3 Critical Understanding of Foundational Concepts in Social Welfare (see handout 3) 10 points

Due September 24, 2013

Assignment #4 Understanding US values and other cultural worldviews -**10 points**
(see Handout #4)

Group presentations on Sep 24 & 26, 2013.

Assignment # 5 Analyzing Social Welfare Issues- 30 points (see handout #5)

Assignment # 5(a) Preparing an Outline and Annotated Bibliography- 5 points

Due –October 15, 2013

Assignment # 5(b) Tracking the historical development of a social welfare issue 5points

Due – October 29, 2013

Assignment 5(c) Interviewing human service provider/attending a community meeting, school board meeting; town hall meeting, organizing – activities have to related to the issue you are researching etc. (summarize the interview/observations what did you learn about programs/services in 2-4 double pages)- 10points

Due – November 5, 2013

Assignment # 5(d) Multi- media presentation – Poverty Issues Presentation November 19th, 2013, Immigration Issues- December 3, 2013 and Environmental Issues – December 10, 2013 – 10 points

Please note that you have to present on your scheduled day otherwise you lose points.

Assignment # 6 (Handout 6)

Response to Film/Documentary--10 points (open hand in date) – we have about 6 documentaries/films we will view in this course related to social welfare – you are expected to finish watching the documentary of your choice at home and respond to the documentary by following a set of questions. Questions will be made available on D2L. In this assignment you are supposed to intentional connect the content from the other course in the bundle economics also connect with your other classes. You are expected to complete the write up of your response by next class after we view the documentary/film. Assignments should be 2-4 pages.

Assignment #7

Three pop- up quizzes will be administered over the course of the semester. The instructor will drop your lowest score. One quiz on the foundation material; one quiz on the history and the third quiz on social problems. – **20 points**

Attendance and class participation -- 10 points

Each week we will have 15 minutes of class time devoted to discussion of issues from newspapers/tv that are related to the topics of discussion in the previous class. I expect that at least each one of us brings an issue/article to share for this part of the course, at the end of the semester you earn points for active and constructive contributions to the course. A student who does not contribute to class discussions will lose participation points

Grading Policy:

Points from above areas will be added for your final course grade, which is 100. The following percentage scale and letter grades will be used:

93 - 100 points	A	Excellent work
90 - 92 points	A-	
87 - 89 points	B+	Good work—exceeds course requirements
83 - 86 points	B	
80 - 82 points	B-	
77 - 79 points	C+	
73 - 76 points	C	Average level performance
72- 70 points	C-	
69 - 67 points	D+	
63 - 66 points	D	Below average performance
62 - 60 points	D-	
59 and below	F	Unacceptable level of performance, no credit

VII. Course, Department, and University Policies

Special Notes

Students in need of reasonable accommodations in note-taking, time or conditions for quizzes or assistance in the reading or writing requirements for this course are encouraged seek help at the Learning/Writing center and/or consult with instructor during office hours.

Both attendance and participation are expected. A record of attendance will be maintained for each class meeting. It is the student's responsibility to sign in at the end of each class. When absent students are responsible for finding out what they missed and for obtaining any course materials that were distributed. Students are also expected to demonstrate an investment in the learning of other students. When we have presentations you are all expected to be present. ***A participation grade is administered for this course. Each class session has ten minutes free flow conversation to encourage participation.***

Attendance Policy: Attendance and participation are considered crucial aspects of learning course material. Absences that fall under one of the following categories are considered authorized: (1) participation in an approved field trip listed in the catalogue as a requirement for a course in which the student is enrolled; or (2) participation in an authorized extra-curricular activity on the regularly approved calendar of university events [such absences are reported by the Dean to each Department at least 48 hours in advance of the trip or event]; or (3) Labor Day employment; or (4) active military service; or (5) accommodation of students' religious beliefs; or (6) illness, injury, or emergency of such severity as to prevent the student from being able to attend class. A student should communicate directly with the instructor when an absence falls under one of the approved six categories. Instructors have discretion regarding requests for absences that do not fall under one of the approved six categories.

Students with three or more unauthorized absences will receive a one-letter grade drop in their final grade for the semester. Missing more than four classes will result in student failing the course. Students are responsible for course content when you are absent. Please ask your colleagues for missed notes and/or handouts. You are expected to be in class for individual/group projects and presentations..

Late assignments: If your paper/assignment is not turned in by class time on the due date, you will receive one lower letter grade. For example, if your work merits an A, but you turned the paper in one class period late, you will receive a B. For each class period your paper is late, you will receive one lower letter grade. Two class periods late would mean you're paper is now a C paper, and so on. Late assignments will not be accepted after 3 class periods when due to unauthorized absences.

There is NO FINAL EXAM for this course, instead the course is *writing intensive* and the *three quizzes* will be administered on different topics covered in the semester to encourage reading of the textbook and active engagement with assigned course materials. Three in- class quizzes will be administered and for your grade final grade the lowest score is dropped.

Students with Disabilities: Any student who has a documented disability and is in need of classroom accommodations, please schedule an appointment to meet with me as soon as possible. You may schedule this appointment by emailing: moyoon@uwec.edu. Please bring your current VISA (Verification of Individual Services Accommodations) to your appointment. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

For additional information please contact the Services for Students with Disabilities (SSD) office at (715) 836-4542 or visit the website at www.uwec.edu/ssd or visit the office in the Old Library, Room 2136.

Classroom civility and common courtesy are expected. As members of this class, we are members of a larger learning community where excellence is achieved through civility. Our actions affect everyone in our community. Courtesy is reciprocated and extends beyond our local setting whether in future jobs, classes, or communities. Civility is not learned individually, it is practiced as a community. Students are expected to model respect for equity, diversity, and inclusivity.

Academic Integrity: Any academic misconduct in this course is a serious offense. The disciplinary procedures and penalties for academic misconduct are described in the UW-Eau Claire *Student Services and Standards Handbook* (<http://www.uwec.edu/dos/Codes/ch14.htm>) in **Chapter UWS 14—Student Academic Disciplinary Procedures**. Academic Misconduct includes, but is not limited to **Plagiarism - representing the work of someone else as your own.**

Students' Rights: The Family Educational Rights and Privacy Act (FERPA) indicates that students have a right to see their records. Information will not be released to a third party without written permission from the student. For further information on FERPA see: <http://www.uwec.edu/registrar/FERPA/index.htm>

Non-discrimination: The instructor will not practice nor permit discrimination based on sex, age, race, ethnicity, national origin, sexual orientation, creed, receipt of public assistance, service in the military, or any other factor in this course.

Double-dipping: The assignments submitted for this class should be original works, not submitted for credit in any other class.

Dispositional factors: Pre-professional students are expected to model these professional behaviors: Arrive on time for class, be prepared for the class, participate in the class activities,

contribute to the learning of other students, respect self, others, and the instructor. Derogatory language and behavior is not permitted in the classroom.

Cell phones should be turned off during class time. If you have an urgent need to leave your cellphone on, first clear it with the instructor and then switch the phone to vibrate.

No texting during class time. If you are using a laptop or iPad you should focus on course material at hand. You are expected to be engaged in the classroom activities NOT do other things i.e. reading for another course and/or writing other assignments. If you are doing other work the instructor will ask you to leave the class. \