

	<b>THE UNIVERSITY OF BRITISH COLUMBIA</b> <b>School of Social Work</b> <b>Course Outline – SOWK 305C – Social Work Practice</b> <b>(Community)</b> <b>3 Credits</b>
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**The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.**

**School Vision:** Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

**BSW Mission Statement:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	Fall 2020, Term 1: September 10 to December 3, 2020
<b>Course Title</b>	SOWK 305C – Social Work Practice (Community)
<b>Credit Value</b>	3
<b>Course Schedule</b>	Thursdays, 2:00pm -5:00 pm
<b>Course Location</b>	Online

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Jennifer Ma, PhD, RSW			<a href="mailto:jenn.ma@ubc.ca">jenn.ma@ubc.ca</a>
<b>Office hours</b>	By appointment		
<b>Teaching Assistant</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Connie Bird			

## **PREREQUISITE and/or COREQUISITE**

There are no prerequisites for this course.

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## **COURSE DESCRIPTION**

Social Work 305C (Community) is a required course and is open only to students accepted to the School of Social Work.

The course is an exploration of a core elements of social work practice methods and the corresponding development of fundamental competencies necessary to prepare the student for entry-level generalist practice in a variety of settings.

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## **COURSE STRUCTURE AND LEARNING ACTIVITIES**

Students will develop introductory knowledge, critical skills and awareness of values necessary for the provision of professional services to communities within the framework of generalist practice; the change process; and issues related to culture, Indigeneity, race, class, gender, sexual orientation and ability. Anti-colonial and anti-racist principles are at the core of the course. Generalist practice methods are developed through understanding and developing innovative problem-solving skills: critically reflecting, utilizing and making connections to arrive at unique, responsive solutions. The key components of the change process in generalist practice will be addressed. The course will reinforce the development of basic competencies in practice theory and underpinning the skills necessary to the generalist social work role. This course incorporates a combination of synchronous and asynchronous lectures, small and large group discussions, experiential activities, and engagement with media and creative processes.

Respectful dialogue is expected for achieving a relational learning environment. Student participation is encouraged and it is important to complete readings prior to class so that we are able to go deeper on concepts discussed in the materials. This course seeks to cultivate a transformative and liberatory pedagogical environment, and the development of critical and compassionate consciousness regarding knowledge production and learning to challenge the status quo and prevent inequitable relations from being reinforced and reproduced. During discussions and assignments, students are expected to engage in critical reflexivity by reflecting on their identities and the intersectional layers of their positionality, which includes Indigeneity, racial or ethnic identity, gender identity, sexual orientation, social economic status, age, ability, religion, etc. Students are also encouraged to participate by sharing their ideas, resources, and lived experiences. Students are expected to approach the learning process through reflexivity, theory, and action, bridging academia and lived realities, so that the insights produced in the classroom can inform critical social work practices in the community.

### **Names and gender pronouns**

I will address folx by the name and/or gender pronoun(s) you use for yourself. Please advise me of this and/or make changes on Canvas if possible, as I have been only provided with a list of legal names.

<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>

If you need support around this, Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns that you use.

## LEARNING OUTCOMES

The overriding goals of the course are:

### 1. Self and social awareness

- To understand and analyze the cultural, social, and political aspects of personal and professional identities;
- To identify, describe, analyze, and integrate the concepts of individual social and cultural group identities and the concepts of social privilege and marginalization;
- To engage in an ongoing critical analysis of assumptions, values, stereotypes, biases, and evaluate the intersectional nature of identities;

### 2. Social responsibility

- To understand the social responsibility of social workers, and to analyze how professional activities and knowledge can contribute to meaningful change and long-term societal well-being;
- To analyze how individual and professional actions contribute to short-term well-being and/or long-term societal well-being;
- To develop a critical understanding of ethical behaviour in the context of social work in regards to societal well-being.

### 3. Community and social justice

- To evaluate how the actions of social workers or institutions foster both equity and inequity in communities and society;
- To examine the demographics, socio-cultural dynamics and resources of a specific community through a critical social justice framework;
- To analyze a community issue(s) in the context of systemic inequity, discrimination and social injustice;

### 4. Intercultural community engagement and practice

- To learn from and work responsively and relationally with individuals, groups and organizations to build more just, equitable, and sustainable communities;
- To demonstrate intercultural communication skills, reciprocity and responsiveness in practice with communities;
- To enter, participate in, and exit a community in ways that are anti-colonial and anti-racist;
- To develop and implement personal, professional and institutional strategies, policies and/or practices that work towards creating greater equity and social justice in communities;

Beyond content learning goals, this course aims to develop specific skills that will extend beyond the context of social work. By the end of the course, you will have:

- Further developed critical thinking skills by learning to carefully consider theories and research;
- Deepened critical reflexivity skills; and,
- A deeper understanding of the relationship between individual, group, community and societal well-being.

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## REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS

Learning materials are available on Canvas. All information for this course will be provided on the Online Modules and via external links to videos, movies, and additional reading provided within the Online Modules as you move through the course.

## ASSESSMENT OF LEARNING:

### Assignment 1:

Community Assessment

Assessment Plan (30%), due September 24

Assessment Presentation (40%), November 26 and December 3

### Assignment 2:

Reflection Paper (30%), due December 3

Course work will be assessed based on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of critical social work values and the advancement of multiple perspectives is expected. Details on course assignments and assessment are described in detail below.

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## COURSE SCHEDULE:

<b>SESSION 1:</b>	September 10
<b>TOPIC:</b>	Introduction: the politics of community practice
<b>READING:</b>	<p>Grant, H., Sparrow, L., Grant, L., &amp; Scoble, J. (2019). Planning since time immemorial: Musqueam perspectives. In T.A. Hutton &amp; P. Gurstein (Eds.), <i>Planning on the edge: Vancouver and the challenges of reconciliation, social justice, and sustainable development</i> (pp. 25-46). UBC Press.</p> <p>Meade, R.R., Shaw, M., &amp; Banks, S. (2016). Politics, power and community development: An introductory essay. In R.R. Meade, M. Shaw, &amp; S. Banks (Eds.), <i>Politics, power and community development</i> (pp. 1-20). Policy Press Scholarship.</p>

<b>SESSION 2:</b>	September 17
<b>TOPIC:</b>	Community as a space for collaborative + transformative practice
<b>READING:</b>	<p>Newman, J. &amp; Clarke, J. (2016). The politics of deploying community. In R.R. Meade, M. Shaw, &amp; S. Banks (Eds.), <i>Politics, power and community development</i> (pp. 1-13). Policy Press Scholarship.</p> <p>Robidoux, M.A. (2017). Collaborative responses to rebuilding local food autonomy in three Indigenous communities in Northwestern Ontario. In M.A. Robidoux &amp; C. Wade. (Eds.), <i>A land not forgotten: Indigenous food security and land-based practices in northern Ontario</i> (pp. 51-84). University of Manitoba Press.</p> <p>Hart, M.A., Straka, S., &amp; Rowe, G. (2017). Working across contexts: Practical considerations of doing Indigenist/anti-colonial research. <i>Qualitative Inquiry</i>, 23(5), 332-342.</p>

<b>SESSION 3:</b>	September 24
<b>TOPIC:</b>	Community visit
<b>READING:</b>	<p>Couture, S. (2019). Self-guided walking tour of spapəy əq / Brockton Point and χʷaɣχʷəy / Lumberman's Arch. In <i>Against the current and into the light: Performing history and land in Coast Salish territories and Vancouver's Stanley Park</i> (pp. 179-193). McGill-Queen's University Press.</p> <p>Black, D. (2020). Queering and querying: Hope for critical queer theory in community practice. In S. Todd, S. Cooper, S. Savard et al. (Eds.), <i>Canadian perspectives on community development</i> (pp. 111-132). University of Ottawa Press.</p> <p>Bhandari, A. (2018). Restorative practice: Developing a community of storytellers. <i>Teaching Artist Journal</i>, 16(3-4), 100-105.</p> <p>Pearce, E. et al. (2017). Searching for tomorrow – South Sudanese women reconstructing resilience through photovoice. <i>International Migration &amp; Integration</i>, 18, 369-389.</p>

<b>SESSION 4:</b>	October 1
<b>TOPIC:</b>	Place and community practice
<b>READING:</b>	<p>Walsh, R., Danto, D., &amp; Sommerfeld, J. (2020). Land-based intervention: A qualitative study of the knowledge and practices associated with one approach to mental health in a Cree community. <i>International Journal of Mental Health and Addiction</i>, 18, 207-221.</p> <p>Fang, M.L., Sixsmith, J., Woolrych, R., et al. (2018). Integrating sense of place within new housing developments: A community-based participatory research approach. In A. Goulding, B. Davenport, &amp; A. Newman (Eds.), <i>Resilience and ageing: Creativity, culture, and community</i> (pp. 129-156). Bristol University Press.</p>

<b>SESSION 5:</b>	October 8
<b>TOPIC:</b>	Resistance + resilience: critical community care / self in the community
<b>READING:</b>	<p>Evans, S.D. et al. (2014). Critical community practice: An introduction to the special section. <i>Journal for Social Action in Counseling and Psychology</i>, 6(1), 1-15.</p> <p>Morley, C. (2019). Promoting activism and critical social work education. In S.A. Webb (Ed.), <i>The Routledge handbook of critical social work</i> (pp. 437-448). Routledge.</p> <p>Russo, A. (2019). Building communities. In <i>Feminist Accountability</i> (pp. 19-40). NYU Press.</p>

<b>SESSION 6:</b>	October 15
<b>TOPIC:</b>	Solidarity across difference: meaningful relationships + disrupting whiteness
<b>READING:</b>	<p>Este, D. &amp; Sato, C. (2020). Community organizing with immigrants and refugees. In S. Todd, S. Cooper, S. Savard et al. (Eds.), <i>Canadian perspectives on community development</i> (pp. 255-276). University of Ottawa Press.</p> <p>Haley, J.M. (2020). Intersectional and relational frameworks: Confronting anti-blackness, settler colonialism, and neo-liberalism in U.S. social work. <i>Journal of Progressive Human Services</i>, <a href="https://doi.org/10.1080/10428232.2019.1703246">https://doi.org/10.1080/10428232.2019.1703246</a></p> <p>Russo, A. (2019). Disrupting whiteness. In <i>Feminist Accountability</i> (pp. 57-81). NYU Press.</p>

<b>SESSION 7:</b>	October 22
<b>TOPIC:</b>	Community visit
<b>READING:</b>	<p>Winchester, S.B. (2019). Social determinants of health assessment tool: Implications for healthcare practice. <i>Social Work in Public Health</i>, 34(5), 395-408.</p> <p>McVittie, J. et al. (2019). Relationality and decolonisation in children and youth garden spaces. <i>Australian Journal of Environmental Education</i>, 35, 93-109.</p> <p>Kepkiewicz, L. et al. (2015). Beyond inclusion: Toward an anti-colonial food justice praxis. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 5(4), 99-104.</p>

<b>SESSION 8:</b>	October 29
<b>TOPIC:</b>	Collective action: approaches to community practice
<b>READING:</b>	<p>Lee, B. et al. (2020). Organizing within communities that have experienced collective trauma: Tensions, contradictions, and possibilities. In S. Todd, S. Cooper, S. Savard et al. (Eds.), <i>Canadian perspectives on community development</i> (pp. 65-90). University of Ottawa Press.</p> <p>Russo, A. (2019). Collective and communal support. In <i>Feminist Accountability</i> (pp. 110-131). NYU Press.</p> <p>Bell, F.M., Dennis, M.K., &amp; Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. <i>Journal of Community Practice</i>, 27, 279-295.</p>

<b>SESSION 9:</b>	November 5
<b>TOPIC:</b>	Empowerment: participatory + community-led approaches

<b>READING:</b>	<p>Occhiuto, K. &amp; Todd, S. (2020). Critical perspectives on community work with youth. In S. Todd, S. Cooper, S. Savard et al. (Eds.), <i>Canadian perspectives on community development</i> (pp. 321-343). University of Ottawa Press.</p> <p>Ravi, K.E. et al. (2018). Refugee youth as peer leaders in a teen dating violence study. <i>Child &amp; Youth Services</i>, 39(4), 284-304.</p> <p>Asakura, K. et al. (2019). Art as transformative practice: A participatory action research project with trans* youth. <i>Qualitative Social Work</i>, 0(0), 1-17.</p>
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<b>SESSION 10:</b>	November 12
<b>TOPIC:</b>	Creativity + community development
<b>READING:</b>	<p>Cameron, C. (2016). Disability arts: The building of a critical community politics and identity. In R.R. Meade, M. Shaw, &amp; S. Banks (Eds.), <i>Politics, power and community development</i> (pp. 1-14). Policy Press Scholarship.</p> <p>Occhiuto, K. &amp; Todd, S. (2020). Supporting community connections in later life: The role of community-engaged arts. In S. Todd, S. Cooper, S. Savard et al. (Eds.), <i>Canadian perspectives on community development</i> (pp. 45-63). University of Ottawa Press.</p>

<b>SESSION 11:</b>	November 19
<b>TOPIC:</b>	Team presentation development
<b>READING:</b>	N/A

<b>SESSION 12:</b>	November 26
<b>TOPIC:</b>	Presentations
<b>READING:</b>	N/A

<b>SESSION 13:</b>	December 3
<b>TOPIC:</b>	Presentations
<b>READING:</b>	N/A

## **ASSIGNMENTS:**

### **ASSIGNMENT 1 – COMMUNITY ASSESSMENT**

The objective of this assignment is to complete an assessment of a geographic community, as well as to focus on an issue for which a community building initiative would be appropriate. You will work in teams of seven to eight people to develop a strategy to address the identified issue. During the course you will observe your community and reflect on whether there are specific needs, tensions or concrete problems that could be addressed to mobilize this community.

#### **PART ONE: assessment plan (30%), due September 24**

The team will develop and submit an eight- to ten-page written outline identifying the community you will be assessing and your plan for gathering the information needed for your assessment. Include a rationale for selecting the community, potential sources of information, outcome timelines, roles and responsibilities of team members and a tentative presentation outline. This should be submitted electronically to the instructor to [jenn.ma@ubc.ca](mailto:jenn.ma@ubc.ca) by the person designated by the team to be the primary contact for the assignment.

#### **PART TWO: assessment presentation (40%), due November 26 and December 3**

Using the format developed in class in combination with your team's lived experiences, professional experiences, observations, readings and field research, you and your team will assess and map the community. You will also identify an issue in the community based on knowledge that has been developed by or in collaboration with people who live in the communities. You will suggest strategies to address the issue collaboratively. You will work with your team to decide on the format of presenting the key findings of your assessment, along with a plan for engagement with the community and beginning to address the identified issue. Please note you have 45 minutes to present. You and your team are expected to demonstrate an understanding and critical analysis of the principles underlying your selected approach to the issue and of the suggested methods and strategies for addressing the issue. You are also expected to refer to at least four of the class readings during your presentation. At least five minutes of the presentation should be used to facilitate a discussion.

## **CRITERIA FOR GRADING:**

You will be provided with a copy of the rubric that will be used to evaluate this assignment. In general, the following will be taken into account for grading:

### **Content**

- A coherent and comprehensive overview of the community is provided;
- The rationale for selecting the community and the issue is clearly explained;
- Addresses and discusses the areas for development outlined in the description of the assignment;
- A deeper understanding and critical analysis of the principles underlying the selected approach and of the strategies suggested;
- Presentation and materials include enough description to familiarize the audience with the community and the issues; and,
- Meaningful integration of readings from the course.

### **Organization and coherence**

- Clear organization, logical sequence and adequate location of the sections of the presentation as well as of its ideas;



- Central purpose, which is clearly stated, and logically and adequately developed; and,
- Use of knowledge gained through engaging with course materials to construct a well-developed and critical perspective about the issue.

#### **Presentation style**

- Creative presentation of materials that engage the audience;
- Able to engage the audience during the presentation and the discussion period; and,
- Stays within required timelines

#### **ASSIGNMENT 2 – REFLECTION PAPER (30%), due December 3**

You will write an eight to ten-page paper on your experiences as a member of your community assessment team. You will introduce the reflection, discuss the process your team went through completing the assignments, your role on the team, how your contribution added and/or detracted from team functioning and conclude with what you learned about yourself through the process.

Specifically, you will address the following questions in your paper:

1. How do you think your team performed during the community assessment and the presentation? In what ways did the team do well? What were the strengths of the team? Where do you think the team could have focused more attention to? What could your team have done more effectively and why?
2. Describe and critically reflect on the roles and responsibilities you took on in the team. Do you believe there was an equitable sharing of roles and responsibilities? If not, why? What did you do to address the issue?
3. How did your team engage with processes, such as: (a) determining roles and responsibilities (b) leadership, (c) conflict and collaboration and (d) communication?
4. If your team was to do the assessment over again what would you suggest the team do differently and why? What did you learn from the presentations from the other teams that you would incorporate in your future assessments?
5. What did you learn about yourself doing the assessment assignment? What would you personally do differently as a team member if you were to do the assignment again?
6. What are the implications of what you have learned in the assessment for your practice as a social worker? Make reference to at least two of the required readings.

The reflective paper should be submitted electronically to the instructor at [jenn.ma@ubc.ca](mailto:jenn.ma@ubc.ca).

#### **Student Evaluation**

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional degree bachelor program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there will not be a grade assigned for attendance and participation. The instructor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

**Submissions format**

All submissions should be double spaced, with left/right margins set at 1.00 inch (2.54 cm) and word processing in no less than 12-point font. Include a title page that features relevant course and student information. All references (not counted in assignment length) are to be presented in proper essay format using APA style.

**Submitting assignments**

Students must submit assignments at the beginning of the class period. If students have an issue with submitting assignments on time, they must contact the instructor by e-mail.

**Late assignments**

Late papers/assignments are not accepted in this course unless prior approval is granted by the instructor.

**Return of marked assignments**

I will coordinate the return of marked assignments. The Instructor and Teaching Assistant will grade papers on-line (with track changes) and will return papers to the student on-line.

**Academic honest and integrity**

All work submitted in this course must be our own and it must be produced specifically for this course. If you wish to incorporate some of your previous work into a course assignment, you must have prior approval of the instructor. Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this type of dishonesty is the presentation of all or part of another person's published work as something one has written. This includes both direct appropriation (i.e. word for word) and the paraphrasing another's writing without proper acknowledgement, and applies to a wide range of materials found in printed (journals, newspapers, books, magazines, course kits, etc.) and electronic texts (i.e. web sites, e-mails, e-zines and newsletters, etc.). This is not to say that students should not use the work of others, but that there must be proper acknowledgement when doing so. Please note that students are responsible for understanding and abiding by the University's Academic Integrity policies. To learn more, you are strongly encouraged to visit: <https://learningcommons.ubc.ca/academic-integrity/>

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**SCHOOL/COURSE POLICIES:****Attendance**

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook [https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook\\_2019-20.pdf](https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

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If students are unable to attend class due to illness or unusual circumstances should contact the instructor upon return to class. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you require an accommodation on these grounds.

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## LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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## WELLNESS AND ACCESSIBILITY RESOURCES

<https://keeplearning.ubc.ca/>

This resource is designed to help you navigate online learning during COVID times.

<https://campuslightbox.com/>

This clear guide provides information and direct links to all UBC Mental Health Resources.

<https://students.ubc.ca/health/wellness-centre>

Speak with a trained student for support and resources on stress, studying tips, or navigating student life.

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

The Centre for Accessibility provides leadership on issues of accessibility for people with dis/abilities at UBC Vancouver, working in partnership with faculties to foster inclusive learning, living, and working environments for students, faculty, and staff. The Centre provides support and programming initiatives designed to remove barriers for students with dis/abilities and facilitates dis/ability related accommodations for members of the UBC Vancouver community.

Students with health-related, learning, physical, mental health, or sensory dis/abilities who require reasonable accommodations in teaching style or evaluation methods should discuss their concerns and accommodation needs with the course instructor at the beginning of the course (prior to submission of the first assignment). Students do not need to disclose their dis/ability. They are required to disclose information only as it pertains to the need for accommodation and any barriers or limitations.

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## UNIVERSITY POLICIES:

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious

observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at <https://senate.ubc.ca/policies-resources-support-student-success>

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

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### **LEARNING ANALYTICS**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

## UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

All written assignments should adhere to the APA Writing Guide, 6th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Students are welcome to visit with the instructor/teaching assistant in advance of submission deadline. For assistance with writing, please consider the following resources:

- Writing assistance at UBC <http://learningcommons.ubc.ca/improve-your-writing/>
- Online Writing Lab (OWL) at Purdue <http://owl.english.purdue.edu/owl>

The best resource is the American Psychological Association Publication Manual (6th edition). You can find a copy at the UBC library or you may wish to purchase a copy for yourself.