| Course Number	**SOWK 305 S07/T07**	**Classroom**	**Online**
Course Name	**Diversity and Oppression Portfolio Course**		
Day(s) & Time	See Course Outline & D2L		
Instructor	Sherri Tanchak, PhD, MSW, RSW		
U of C E-mail	**sltancha@ucalgary.ca**		

SYLLABUS STATEMENT

This course provides an opportunity for preparation of a self-directed portfolio as an expression of the student's own understanding of diversity and oppression as they influence social problems and service. SOWK 305 is intended to honour the student's prior learning experiences by acknowledging and incorporating aspects of that learning (workplace learning, life experience, cultural learning, SOWK 304, other academic learning, workshops, research projects, training courses, personal development, etc.) in the development of the portfolio.

COURSE DESCRIPTION

A self-reflexive portfolio evolves out of an idea, shaped by experiences and understandings about some aspect of the social or physical world.

Many spokes unite to form the wheel but it is the center hole that makes it useful. When you shape clay into an urn, it is the space within that makes it useful. Cut doors and windows in a room; the opening makes them useful. From the material, comes profit. From the immaterial, usefulness. (Lao-Tzu, in Loeffler, 2006).
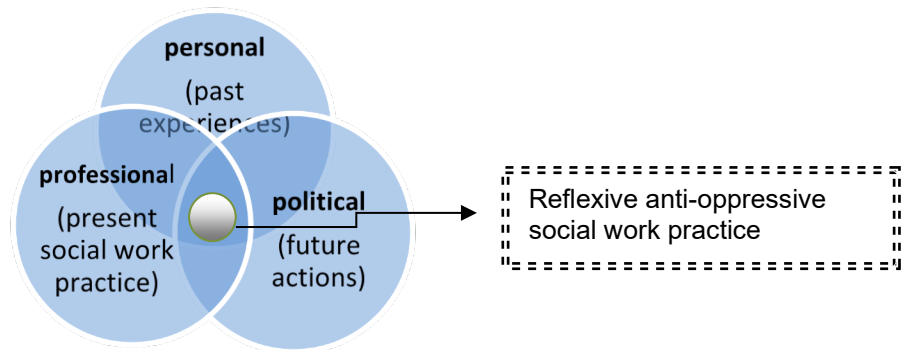
The theme course (Social Work 304) provides the student with the theoretical understanding necessary to pursue ethical and effective professional social work practice. The portfolio provides the student with the reflexive skills necessary to maintain ethical social work practice in their community. It is the opportunity to integrate the personal into the professional, propelling social work practice to action that brings the usefulness to the subject under study.

The importance of understanding diversity and oppression is expressed by the work of Brazilian Educator and philosopher Paulo Freire:

It is not possible to understand me only through the lens of class or race or gender; on the other hand, my position in terms of class, the color of my skin, and my gender, through which I have arrived into the world cannot be forgotten in an analysis of what I do, what I think, and what I say. (Friere,1998)

The diversity and oppression portfolio provides students with opportunity to engage in critical consciousness, to examine their own positionality in relationship to themselves and those around them, and to bring forward their own unique wisdom and curiosity in exploration of the theme of diversity and oppression.

COURSE LEARNING OUTCOMES

By the completion of the course, students will be able to:

1. Social work students develop ability to critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

2. Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

3. Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

4. Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

5. Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.

6. Social work students will explore through the construction of a portfolio project will be knowledgeable on the topics of colonization/decolonization and diversity/oppression within a social work practice framework.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
There are assigned and supplemental readings for each module. On the course D2L site, students will find the citations and instructions for accessing readings.

LEARNING TECHNOLOGIES AND REQUIREMENTS
A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone, speaker and video is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 305 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 304 – Diversity and Oppression Theme Course

This portfolio Course will be delivered via D2L and is self-directed. Synchronous Zoom sessions will be held on three times during the term. **Note: refer to schedule on D2L for Zoom dates and assignment due dates.**

DATE	EVENT
SEPT 13	ZOOM SESSION (6:00pm – 8:00pm)
SEPT 20	LEARNING PLAN DUE
OCT 04	ZOOM SESSION (6:00pm – 8:00pm)
OCT 15	EPORTFOLIO PROGRESS REPORT DUE
OCT 29	EPORTFOLIO DUE
NOV 5	PORTFOLIO PROGRESS REPORT DUE
NOV 15	ZOOM SESSION (6:00pm – 8:00pm)
NOV 26	PORTFOLIO ARTEFACT DUE
NOV 26 - DEC 3	PARTICIPATE IN CLOSING DISCUSSION FORUM

IMPORTANT DATES FOR FALL 2021

- Block Week: August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths.
https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion

## GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources   and materials. A laptop, desktop or mobile device with Internet access, microphone, speaker and video is required for D2L and Zoom access.

ASSESSMENT COMPONENTS

The portfolio course assignments can be conceptualized as fluid movement between and among the various elements involved in development of self-reflexive practice within an anti-oppressive (AOP) framework. Course assignments for SOWK 305 use an anti-oppressive lens in organizing the subject matter, exploring the   personal, professional, and political in relation to diversity and oppression. The goal of the course is to   acquire a reflexive understanding of diversity, oppression, and social work's responsibility in addressing   these. Students will select a theme/themes relating to their personal story and develop this throughout the   course of the term. An overview of the assignments and a detailed assignment schedule can be found below.
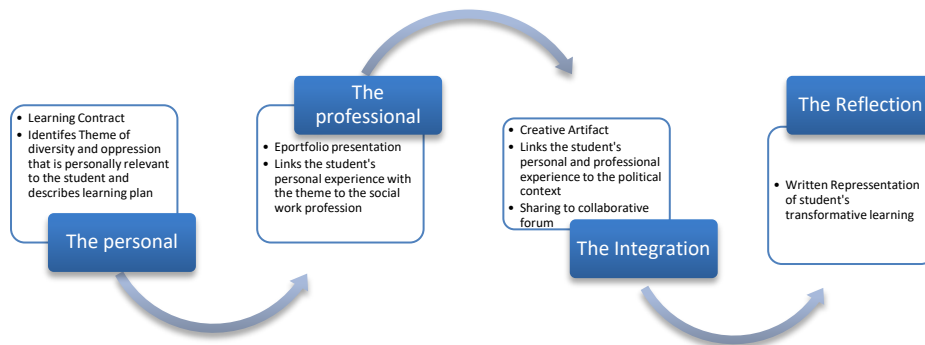
Assignment	Grade Portion	Description *(Additional assignment details and Grading Rubrics available on course D2L)*	Aligned Learning Objectives
Learning Contract	10%	Submit an individual learning plan detailing activities related to oppression & diversity	1,2,3,
e-learning Progress Report	10%	Submit e-learning elements and progress report	1,2,6
E-portfolio Presentation	30%	Prepare a professional presentation of eportfolio items related to completion of learning contract goals & activities	1,2,3,4,5,6
Portfolio Report	10%	Submit photos and documentation of work in progress toward Artefact	1,2,6
Portfolio Artefact	30%	Create an original, three dimensional artefact metaphorically representing thematic learning of diversity and oppression in relation to the learning contract. Submit photos and explanation of artefact	4,5,6

Discussion Forum	10%	Share photograph of portfolio artefact and participate in student forum	1,2,3,4,5,6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend class with *both video and audio* and be fully present and visibly engaged in online class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
Students are expected to submit all assignments by the due date indicated in the D2L schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR instructor approval however the 25% penalty shall still be applied.

EXPECTATIONS FOR WRITING
 All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT
"It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k.html

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL AND GENDER-BASED VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk