



Course & Session Number	SOWK 305 S08	Classroom	Online
Course Name	Diversity and Oppression Portfolio Course		
Day(s) & Time	Zoom tutorial sessions on Tuesdays from 6:30-7:30pm MT – see schedule for specific dates		
Instructor	Linda Fehr, PhD, MSW, RSW		
U of C E-mail	fehr@ucalgary.ca	U of C Phone	403-329-2795

SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student's own critical analysis of diversity, oppression, and social justice in relation to the local context. SOWK 305 is intended to honour the student's prior learning experiences by acknowledging and incorporating aspects of that learning in the development of the project.

COURSE DESCRIPTION

Drawing from prior learning and life experiences as well as the content from SOWK 304 and the course text, students will collaboratively explore oppression, diversity, and allyship as experienced individually and collectively. Students will be challenged to further develop their approach to anti-oppressive social work practice within the personal, professional, and political realms. This course will consist of online learning activities and conclude with a portfolio project to enhance the integration of their learnings throughout the semester.

COURSE LEARNING OUTCOMES

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

1. Identify 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.
2. Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
3. Demonstrate knowledge of social inequalities, injustices, and barriers and work towards changing oppressive social conditions.
4. Demonstrate an understanding of the Francophone and Metis realities in Canadian society.

- Engage in collaborative and cooperative learning processes, and demonstrate the ability to create respectful, open, and safe learning environments which ensure that each student has a voice and everyone is treated with respect and dignity.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bishop, Anne. (2015). *Becoming an ally: Breaking the cycle of oppression in people*. (3rd ed). Halifax, NS: Fernwood Publishing.

It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework.

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>

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 and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 305 must be completed concurrent with Social Work 304: Diversity and Oppression Theme Course.

CLASS SCHEDULE (tentative and subject to change)

This Portfolio Course will be delivered in a series of online activities supported with Zoom Tutorial sessions on Tuesday evenings from 6:30-7:30pm – see schedule below.

Dates	Activities & Assignments	Readings
Sept. 11	Introduction to SOWK 304 & 305	-----
Sept. 14	SOWK 305 Zoom tutorial 6:30-7:30pm	-----
Sunday, Sept. 19	Exploring the Francophone & Metis Realities Posting DUE	Posting directions and readings available in D2L
Sept. 27-Oct. 1	Book Discussions Begin	Bishop Chapters 1 & 2
Sept. 28	SOWK 305 Zoom tutorial 6:30-7:30pm	-----
Oct. 4-8	Book Discussions	Bishop Chapters 3 & 4
Oct. 12	SOWK 305 Zoom tutorial 6:30-7:30pm	-----
Oct 11-15	No Book Discussions due to holiday weekend	-----
Oct. 18-22	Book Discussions	Bishop Chapters 5 & 6
Oct. 25-29	Book Discussions	Bishop Chapters 7 & 8
Oct. 26	SOWK 305 Zoom tutorial 6:30-7:30pm	-----
Nov. 1-5	Final Book Discussions	Bishop Chapters 9 & 10
Nov. 7-13	Term Break – no classes	-----
Sunday, Nov. 14	Book Discussion Self-Evaluation DUE	-----
Nov. 30	SOWK 305 Zoom tutorial 6:30-7:30pm	-----
Sunday, Dec. 12	Final Portfolio Project DUE	-----

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS - Assignments

Assignment 1. Exploring the Francophone and Metis Realities Assignment - Weight 15%

Due Sunday, Sept. 19

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

The purpose of this assignment is to provide an opportunity to explore and to develop a deeper understanding of the Francophone and Metis realities in Canadian society through various online activities further described and completed in the D2L course site.

Assignment 2. Book Discussion & Self-Evaluation (45%) – Due Sunday, Nov. 14

Aligned Course Learning Outcome: 1, 2, 3, 5

In discussion groups within the SOWK 305 D2L Course site, students will engage in five weeks of conversations exploring the book, *Becoming an Ally* by Anne Bishop, and self-evaluate their experience with the process.

Phase 1. Chapter Discussions

During the first module, students will sign up to be a chapter facilitator for one week and be assigned to participate during the other weeks as discussion group members. All students are expected to actively participate in the book discussions and should be well prepared by advance reading and reflective thought.

- Chapter facilitators will provide an overview of the main themes they gathered from their chapters; bring to the discussion information from one or more outside resources that pertains to the themes and/or concepts in the chapters; ask thoughtful questions about the chapters that will encourage discussion; and lead the discussion on the themes within the chapters and the related material for the week. Chapter facilitators must have their materials posted by the Monday of the week that they are facilitating and conclude their discussions on the Friday.
- Chapter group members will come to the discussions prepared by reading the chapters, will post their responses to the leader's questions, and will be involved throughout the week as the discussions unfold. It is expected that students will also bring relevant resources to support the conversations.
- It is expected that all students will appreciate and respect diverse perspectives as they are shared in the discussions and will treat each other with the utmost respect and dignity.
- Discussion forum postings should be timely, offer high quality, well thought out, articulate responses and replies, and provide resources that are relevant, available, and accessible. All resource and reference materials must be clearly cited and a referenced in APA style.

Book Discussion Schedule:

Chapters	Dates
1 & 2	Sept. 27-Oct. 1
3 & 4	Oct. 4-8
*****	No discussions Oct. 11-15 due to the holiday weekend
5 & 6	Oct. 18-22
7 & 8	Oct. 25-29
9 & 10	Nov. 1-5

Phase 2. Self-Evaluation & Evidence

Students will provide a self-evaluation of their experience with the book and the chapter discussions which reflects on the following:

- role of chapter facilitator (including preparation and resource materials as evidence), written overview of the discussion and participant input, and reflection on facilitation (leadership) process;
- participation as a discussion member for each chapter (including chapter notes as evidence), learnings from the chapter discussions, contributions to the discussions, and resource materials added to the conversations (as evidence);
- an analysis of how their experience with the book and the discussions have further informed their understanding of oppression and becoming an ally, and will enhance their approach to social work practice from a social justice perspective;
- recommend a grade, or a descriptor from the grading grid, for your overall performance and participation in the book discussion process. A grading guide will be provided by the Instructor to support this process. While the instructor will consider the grade recommendation, the final decision on the grade rests with the instructor.

The self-evaluation should be 5-6 pages in length (double-spaced). Evidence to support the self-evaluation, including facilitation preparation and resource materials, chapter notes, resources added to the conversations, and any highlights from the discussions, will also be included as appendices in the assignment. It is strongly recommended that students keep a weekly log/journal of their book discussion activities in this course to assist in their self-evaluation process. Check with instructor for further details.

Submit the assignment using the D2L Drop Box by Sunday, Nov. 14

Assignment 3. Final Portfolio Project (40%) – Due Dec. 12

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

Students will explore and articulate their experiences within the Diversity and Oppression Theme and Portfolio courses with a final portfolio project. The final portfolio is a representation of all that students

have come to know/learn during the semester and would like to share with others. Students will put it all together with:

- a collection of 10-12 artifacts that they have gathered over the semester from each of the first seven modules of the SOWK 304 theme course and activities within SOWK 305 which demonstrate their key learnings. Examples of artifacts include an article (or section of an article) or other reading, a class presentation (or an aspect of it), a quote or phrase from class or another source, a photo, a video, a news item, charts, diagrams, and/or a group activity/discussion. Each of the artifacts are to be accompanied with a paragraph (150 words) describing the significant to their learning process.
- a reflexive conclusion which discusses student's evolving social work identity, approach to anti-oppressive social work practice, and approach to Reconciliation and social justice within their practice area/interest. This conclusion should be 2-3 pages double spaced (500-750 words).

The portfolio project will be in a format that can submitted to D2L Drop Box such as a word document, power point, website, or other format as discussed with the instructor. It is strongly recommended that students keep a log/journal of their activities over the semester to assist with their portfolio. Criteria for grading will also include comprehensively addressing the assignment criteria; organization of portfolio; relevance and depth of conclusion; ability to integrate modules and content; demonstration of critical thinking; effective professional communication; and the use of APA format for referencing of all resources and materials used in the portfolio.

Submit the assignment using the D2L Drop Box by Sunday, Dec. 12

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, 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

Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

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 7th edition 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 in order 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.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 unauthorised 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

