



Course & Session Number	SOWK 371 S01	Classroom	Online
Course Name	Social Work and Diversity		
Dates and Time	Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: Fridays, 9:00-11:50 a.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Patrina Duhaney, PhD, RSW	Office Hours	Please email Dr. Duhaney if you wish to schedule an appointment
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Students will critically examine the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society.

COURSE DESCRIPTION

In this course, students will be exposed to issues of diversity and oppression as well as the social work professional roles and responsibilities for understanding and critically engaging in addressing them. Central to this course are learning about theories of power and developing critical understanding of social structures and relations and how they shape experiences of marginalization and oppression. Students are encouraged to critically engage with course material, class activities and discussions to examine and critically address issues of diversity and oppression in their journey to becoming professional social work practitioners seeking social justice and broader social change and transformation. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course. Also central to this course are theories and application of intersectionality as they shape social work's perceptions on issues of diversity and oppression. Students are encouraged to develop their critical understanding of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels.

COURSE LEARNING OUTCOMES

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

1. Demonstrate critical understanding of theories of power and how they shape social structures and relations;
2. Articulate their understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations;
3. Demonstrate critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation;
4. Apply critical practice knowledge and skills for working with diverse populations;
5. Apply critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth;
6. Evaluate professional identity and explain how it is consistent with the social justice mission of social work; and, how it is reflective of and adheres to the profession's Code of Ethics; and
7. Describe awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Al-Krenawi, A., Graham, J. R., & Habibov, N. (Eds.). (2016). *Diversity and social work in Canada*. Oxford University Press.

Saad, L. F. (2020). *Me and white supremacy: Combat racism, change the world, and become a good ancestor*. Sourcebooks.

Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice* (2nd ed.). John Wiley & Sons, Inc.

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

This course is foundational to all courses in the BSW program as it helps prepare students for generalist social work practice, exposes them to various critical perspectives, and provides them with tools to enhance their understanding of diversity and social justice.

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 – 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Date	Topics & Readings
<p>September 6, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Course introduction: Setting expectations and exploring key concepts</p> <p>Brydon, K. (2011). Promoting diversity or confirming hegemony? In search of new insights for social work. <i>International Social Work</i>, 55(2), 155–167. https://doi.org.ezproxy.lib.ucalgary.ca/10.1177/0020872811425807</p> <p>Sue et al. (2016). pp. 3-28. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991028056703504336</p>
<p>September 13, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Theoretical foundations: Understanding diversity through key theories</p> <p>Pon, G., Giwa, S., & Razack, N. (2016). Foundations of anti-racism and anti-oppression in social work practice. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 38-58). Oxford University Press.</p> <p>Sue et al. (2016). pp. 29-58. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4205782</p>
<p>Asynchronous Activity</p>	<p>Complete journal entry (Identify 4 relevant theories discussed in class/readings and write 4 key points of how each informs your understanding of diverse populations)</p>
<p>September 20, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Power, privilege and inequality: Exploring dynamics and implications</p> <p>Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work</i>, 35, 435-452. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bch190</p> <p>Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. <i>Journal of Social Work</i>, 6(1), 33-51. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/1468017306062222</p>
<p>September 27, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Oppression and the matrix of domination: Analyzing systems of power</p> <p>Saad. (2020). pp. 32-74.</p> <p>Sue et al. (2016). pp. 89-116. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4205782</p> <p>Young, I. M. (2014). Five faces of oppression. In S. N. Asumah, & M. Nagel (Eds.). <i>Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives</i> (pp. 3-32). State University of New York Press.</p>

	https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3408886
Asynchronous Activity	Complete journal entry (Me and white supremacy workbook)
	Assignment 1: Racial autobiography Due!
October 4, 2024 9:00 – 11:50 a.m. MT Synchronous Zoom Session	The dynamics of whiteness and white supremacy Accapadi, M. M. (2007). When white women cry: How white women’s tears oppress women of colour. <i>College Student Affairs Journal</i> , 26(2), 208-215. https://files.eric.ed.gov/fulltext/EJ899418.pdf Saad. (2020). pp. 12-26. Sue et al. (2016). pp. 179-206. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4205782 Yee, J. Y., & Dumbrill, G. C. (2016). Whiteout: Still looking for race in Canadian social work practice. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 13–37). Oxford University Press.
October 11, 2024 9:00 – 11:50 a.m. MT Synchronous Zoom Session	Race, racism, and racialization Chan, W., & Chunn, D. (2014). <i>Racialization, crime, and criminal justice in Canada</i> . University of Toronto Press. (pp. 3-23). Karumanchery, L. L. (2006). Living with the traumatic: Social pathology and the racialization of Canadian spaces. In C. Teelucksingh (Ed.), <i>Claiming space: Racialization in Canadian cities</i> (pp. 173-194). Wilfrid Laurier University Press. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/407366 Saad. (2020). pp. 75-123.
Asynchronous Activity	Complete journal entry (Me and white supremacy workbook)
October 18, 2024 9:00 – 11:50 a.m. MT Synchronous Zoom Session	Intersectionality: Theoretical and practical aspects Adichie, C. N. (2009, October). <i>The danger of a single story</i> [Video], TED Conferences. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare Saad. (2020). pp. 125-170. Yan, M. C. (2016). Multiple positionality and intersectionality: Towards a dialogical social work approach. In A. Al-Krenawi, J. R. Graham, & N.

	Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 114-138). Oxford University Press.
October 25, 2024 9:00 – 11:50 a.m. MT Synchronous Zoom Session	Indigenous peoples and communities: Context and practice Davis, L., Hiller, C., James, C., Lloyd, K., Nasca, T., & Taylor, S. (2017). Complicated pathways: Settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples. <i>Settler Colonial Studies</i> , 7(4), 398-414. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/2201473X.2016.1243086 Neckoway, R., & Brownlee, K. (2016). Social work with Aboriginal families. A traditional and urban dialectic. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 139-166). Oxford University Press.
	Assignment 2: Film Analysis Presentations (Groups 1, 2 & 3)
Asynchronous Activity	Complete journal entry (Me and white supremacy workbook)
November 1, 2024 9:00 – 11:50 a.m. MT Synchronous Zoom Session	Immigrants and refugees: Challenges and opportunities Bernhard, J. K., Goldring, L., Young, J., Berinstein, C., & Wilson, B. (2007). Living with precarious legal status in Canada: Implications for the well-being of children and families. <i>Refuge</i> , 24(2), 101-114. https://doi.org/10.25071/1920-7336.21388 Dutta, D. & Klein, R. A. (2016). Adaptation and acculturation among new Canadians: Implications for intergenerational relations and social work practice. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 191-219). Oxford University Press. Montgomery, C. (2016). Narratives as tools in intercultural intervention with immigrant and refugee populations. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 220-246). Oxford University Press.
	Assignment 2: Film Analysis Presentations (Groups 4, 5 & 6)
November 8, 2024 9:00 – 11:50 a.m. MT Synchronous Zoom Session	Disability and intersectional justice El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersection of disability, immigration and social work. <i>International Social Work</i> , 60(3), 640-653. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872816651704 Beaudry, J-S. Ableism's new clothes: Achievements and challenges for disability rights in Canada. <i>University of Toronto Law Journal</i> , 74(1), 1-40. https://muse.jhu.edu/article/917654 .
November 10-16, 2024	TERM BREAK (NO CLASSES)

<p>November 22, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Sexual Diversity: Perspectives and considerations</p> <p>Brotman, S., & Lee, E.O. (2011). Exploring gender and sexuality through the lens of intersectionality: Sexual minority refugees in Canada. <i>Canadian Association for Social Work Education, 28</i>(1), 151-156. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41658841</p> <p>Ghabrial, M. A. (2017). “Trying to figure out where we belong”: Narratives of racialized sexual minorities on community, identity, discrimination, and health. <i>Sexuality Research & Social Policy, 14</i>(1), 42-55. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s13178-016-0229-x</p> <p>Walsh, C. A., Mulligan. C., & Dolcecore. G. (2016). Social work and sexual diversity: A review. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 272-293). Oxford University Press.</p>
<p>Asynchronous Activity</p>	<p>Complete journal entry (Me and white supremacy workbook)</p>
<p>November 29, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Practice implications: Applying knowledge to diverse communities</p> <p>Durst, D. (2016). Macro practice with diverse communities: New challenges for social workers. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 88-112). Oxford University Press.</p> <p>Saad. (2020). pp. 172-210.</p>
<p>December 6, 2024</p> <p>9:00 – 11:50 a.m. MT</p> <p>Synchronous Zoom Session</p>	<p>Review and Re-imagining claims of diversity: Synthesizing learnings</p>
<p>Assignment 3: Commitment to anti-racism and social justice Due December 9, 2024!</p>	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are

expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class. 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.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Racial Autobiography – Individual Assignment

Due Date: September 27, 2024, by 11:59 p.m.

Weight: 30%

Aligned Learning Outcomes: 1, 2, 4, 5

This assignment aims to deepen students' racial consciousness by reflecting on their own racial identities and experiences. Through this reflection, students will critically engage with course readings to explore how they are implicated in perpetuating racism and consider actions to dismantle everyday racism and racist power structures.

Students are asked to write a reflective racial autobiography that integrates personal experiences with critical engagement of course readings. This assignment requires specificity in reflections, critical analysis of experiences, and integration of academic perspectives.

Awareness and Influences: Reflect on when you first became aware of race and racial differences. Describe a specific experience that made you conscious of race and analyze who or what influenced your early understanding of race (e.g., family, community, Canadian media, or the education system). How did this awareness manifest in your life, and how did these influences shape your perceptions? Critically engage with readings on racial socialization and relevant academic theories to contextualize your experience within broader societal norms in Canada.

Impact on Self and Others: Discuss how your experiences with race have informed your understanding of yourself and others. Provide a specific instance where your awareness of race affected your interaction with others. Reflect on the meanings you've attached to these experiences over time and how they have evolved as you've been exposed to anti-oppressive theories. Engage with course readings

to analyze how your understanding aligns or conflicts with concepts like systemic racism, power dynamics, and intersectionality.

Pivotal and Intersectional Experiences: Identify a pivotal experience that significantly shaped your views on race and racism. Describe how this experience has influenced your values, beliefs, and behaviours. Reflect on how other aspects of your identity (e.g., gender, class, sexuality) intersect with race in shaping your experiences. Provide specific examples and analyze these experiences using readings on racial identity development, intersectionality, and anti-racism.

Personal Reflection and Professional Implications: Consider how your understanding of race has been challenged or reinforced by recent social movements in Canada (e.g., Black Lives Matter, Indigenous rights movements). Reflect on a personal experience where you witnessed or confronted racism and discuss how this has influenced your views on the responsibility of social workers in addressing racism. How has your racial identity influenced your academic and professional aspirations within the context of Canadian social work?

To demonstrate critical engagement, students must reference a minimum of six academic sources, including at least four Canadian sources. Draw direct connections between your personal reflections and the theories, concepts, and discussions presented in the readings and class. Marks will be deducted for grammatical and spelling errors, as well as improper citation. Please refer to the rubric posted in D2L for additional grading details.

Formatting Requirements:

Length: 6 double-spaced pages (excluding cover page and references)

Font & Margins: 12-point font, 1-inch margins

Citation Style: APA (7th Edition)

Assignment 2: Film Analysis Presentation – Group Assignment

Due Dates for Film Selection: September 20th and October 27th, 2024

Dates for Presentations: October 25th and November 1st, 2024

Weight: 25%

Aligned Learning Outcomes: 1, 2, 4, 5, 6

This assignment engages students in a critical analysis of a film that depicts key themes from the course. The aim is to deepen understanding of social justice issues by examining how these themes are represented in media, analyzing their implications, and reflecting on personal and professional perspectives.

Choose a film that critically depicts one of the following themes: gender identity/sexual identity, race, class, mental health, or disability. Prior to the presentation, each group must submit a paragraph detailing the film selection, reasons for choosing it, and how it relates to the chosen theme. Submit this paragraph to D2L by September 28th (Groups 1, 2, & 3) or October 5th (Groups 4, 5, & 6).

Presentation Content:

Film Overview: Provide a brief overview of the film, including a summary and a trailer if available.

Contextual Analysis: Identify and discuss the social and historical context within which the film is set. How does this context shape the film's portrayal of the chosen theme?

Thematic Analysis: Analyze how the film informs or expands understanding of equity issues related to the chosen theme. Discuss specific scenes, characters, or narratives that highlight key issues.

Personal and Social Context: Reflect on how each group member's social location and lived experiences influence their interpretation of the film. Discuss how these perspectives contribute to the group's analysis and the knowledge shared with peers.

Future Practice: Explain how the insights gained from the film can inform future social work practice. Consider how the film's depiction of the chosen theme might impact your approach to social work.

Presentation Requirements:

Each presentation should adhere to the allotted time of 25 minutes (20 minutes for content and 5 minutes for Q&A) to ensure all aspects of the presentation are covered. Use direct quotes from the film and course readings to support arguments. Ensure that the presentation aligns with course themes and demonstrates critical engagement with both the film and academic content. Refer to the rubric posted in D2L for additional grading criteria.

Assignment 3: Social Justice Learning Portfolio and Commitment to Anti-Racism

Due Date: December 9, 2024, by 11:59 p.m.

Weight: 45%

Aligned Learning Outcome: 1, 2, 3, 4, 5, 6, 7

This assignment integrates your ongoing reflections and analysis from the *"Me and White Supremacy"* workbook into a comprehensive Learning Portfolio and Action Plan. The portfolio will include multimedia reflections, peer feedback, and a final written reflection, capturing your journey toward a deeper understanding of anti-racism and social justice.

Portfolio Components

Ongoing Reflections:

- Throughout the course, you will complete five reflective journaling activities focused on the following themes:
- understanding diverse populations
- privilege and its impact
- conflicting emotions and intersecting identities
- shifts in understanding whiteness
- actionable steps against systems of oppression

Each reflection should respond to specific prompts provided and be supported by relevant course readings and theories. These reflections will be submitted at designated points throughout the course, but they will not be graded individually. Instead, they will form the basis of your final portfolio, where you will synthesize and expand upon your insights.

Multimedia Reflections

- Convert each of your ongoing reflections into a multimedia format such as a video, podcast, digital collage, or infographic. These should encapsulate your key insights and analyses from each reflection.
- Each multimedia reflection should be 3-5 minutes long (for videos/podcasts) or 1-2 digital slides and should clearly connect to the themes of race, privilege, systemic oppression, and anti-racism.

Peer Feedback Integration

After creating each multimedia reflection, exchange and discuss your work with a peer. Incorporate their feedback into your portfolio by creating a brief response video (1-2 minutes) or writing a paragraph explaining how the feedback influenced your understanding and future reflections.

Action Plan and Commitment

- Develop an action plan outlining concrete steps you will take to challenge systems of oppression and dismantle white supremacy. This should be informed by your reflections, multimedia work, and peer feedback.
- The action plan should include specific, achievable goals and detail how you plan to implement them in your personal and professional life.
- Write a 2-page reflection that ties together your learning throughout the course. Focus on how your understanding of race, privilege, and systemic oppression has evolved over time.
- Reflect on how the multimedia elements, peer feedback, and the "Me and White Supremacy" workbook have deepened your analysis and commitment to anti-racism and social justice.

Formatting Requirements

- The written reflection should be 2 pages, double-spaced, with 1-inch margins and a 12-point font.
- The visual depiction of your action plan should be 1 page.
- A minimum of 10 references are required to strengthen your analysis.
- Submit all components (multimedia files, peer feedback integration, action plan, and written reflection) via D2L by the due date.

Grading

- The portfolio will be graded based on the quality and depth of your reflections, the creativity and clarity of your multimedia presentations, the integration of peer feedback, and the thoughtfulness and feasibility of your action plan.
- While the ongoing reflections are not graded individually, they are essential for building your final portfolio and will be assessed in the context of your overall submission.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the respective Dropbox in D2L, as Word documents. File names should follow this format: 'Last name, first name, and assignment name' (e.g., Williams, Taraji, Assignment 2_Op-Ed). Assignments must be submitted by 11:59 p.m. on their due date. Late submissions are any assignments uploaded after 11:59 p.m. It is the student's responsibility to ensure the correct version of their assignment is submitted to the appropriate Dropbox folder and to keep a copy of each submission.

LATE ASSIGNMENTS

Assignments submitted after the deadline will incur a 5% grade reduction per day, for up to 7 days. After 7 days, assignments will no longer be accepted. Exceptions may be granted at the instructor's discretion in exceptional cases. Requests for extensions should be submitted to the instructor at least 24 hours before the assignment's due date. Please note, should a make-up quiz be granted, it will differ from the original quiz.

GROUP PRESENTATIONS

All students are expected to fully contribute to group work and actively participate in the presentation. Students should have their cameras on and be in an environment free of distractions. Only in exceptional cases, and at the instructor's discretion, will students be allowed to submit an alternate assignment for missed presentations. The details of this exception will be discussed with the affected students as needed.

EXPECTATIONS FOR WRITING

All assignments will be assessed in part on writing skills, which include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also overall 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 and written specifically for this course. Assignments created using ChatGPT or other AI technology will not be graded. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as outlined in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

Only the final grade will be rounded up to the nearest whole number. For example, if a final course numeric grade is 84.5%, it will be rounded up to 85%.

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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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

