



## School of Social Work

### SWK 370.41: WRITING AND TECHNOLOGY SKILLS IN SOCIAL WORK

Commerce Campus  
Room MPLX  
Wednesdays, 1:00 - 4:00pm

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

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**Office Hours:** Commerce- Tuesdays & Thursdays  
9:30-11:00am & 2:30-4:00pm  
  
Mesquite (MPLX)- Wednesdays  
11:00-1:00pm & 4:00-5:00pm

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**NOTE: Emails** will be answered within 24 hours following your initial post during weekdays. Emails received on Fridays after 3:00pm will be answered the following Monday. **Voice messages** left in my office phone will not be accessed every day; please email.

## Overview of Course

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## **COURSE DESCRIPTION:**

This course will provide the students with a generalist approach to theories, concepts and skills required to develop a methodology for writing and using technology in case management and social work practice in ever changing systems. A continuum of support systems and agency resources will be explored to allow the student to gain insight into the needs of agencies as practice based settings. The students will explore statistical basics, interdisciplinary collaborations and ethical dilemmas, as well as think critically about an array of political, social, institutional and personal issues affecting practice. These issues will be used to develop writing and technology skills that impact the student, employees and clients of Social Service Agencies. Prerequisites: Math 141, 175, or 179, 6 sh. In US Sciences, SWK 225, 250, and 275. Concurrent enrollment: SWK 322, 328, and 329. This course is restricted to social work majors.

## **COURSE OBJECTIVE(S):**

While this course is an **overview and assessment** of the writing and research methods used by Social Workers, it will build a base for the practical application of the software packages most frequently used in social services agencies. The understanding of research methods and how they are used in developing practice, ethical and practical issues, data collection and preparation, analytical techniques, and introduction to the computer and computer software, and evaluation research are some of the topics to be covered.

This course is intended to introduce the student to the field of quantitative data analysis using appropriate descriptive and inferential statistical techniques and writing in the style of the American Psychological Association (APA). The course focuses on types of data that are found in contemporary Social Work research and practice.

Overcome the “fear of writing” many students have by gaining an understanding and appreciation of basic logical deductive principles involved in the analysis of content.

1. Know the information sources available in the library and other sources.
2. Understand and use the library to obtain information from various sources.
3. Develop an understanding of writing an academic paper using the writing style specified by the Publication Manual of the American Psychological Association.
4. Develop and complete narrative/writing that is fact based and rich with assessment based on clients strengths and needs.
5. Identify and apply social work values and professionalism.

## **RELATIONSHIP TO OTHER COURSES:**

This course provides a foundation for writing competency needed in all other social coursework.

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning.
3. Develop student capability to improve human service delivery systems and promote social justice.
4. Socialize student to the profession of social work.

### **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

**Competency 2.1.1** Identify as a professional social worker and conduct oneself accordingly

**Competency 2.1.2** Apply social work ethical principles to guide professional practice

**Competency 2.1.3** Apply Critical thinking to inform and communicate professional judgments

**Competency 2.1.4** Engage diversity and difference in practice

**Competency 2.1.5** Advance human rights and social and economic justice

**Competency 2.1.6** Engage in research-informed practice and practice-informed research

**Competency 2.1.7** Apply knowledge of human behavior and the social environment

**Competency 2.1.8** Engage in policy practice to advance well-being and deliver services

**Competency 2.1.9** Respond to contexts that shape practice

**Competency 2.1.10 (a)-(d)** Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content and assessment in this course reflects the following practice behaviors:

2.1.3.3 Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues

2.1.3.4 Demonstrate effective written communication in working with individuals, families, groups, organizations, communities and colleagues

## *Course Structure*

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### **Texts and Associated Materials**

#### **Required Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Forni, P. M. (2002). *Choosing civility: The twenty-five rules of considerate conduct*. St. Martin's Press: New York, NY.

**IMPORTANT:** A Laptop, tablets or smart phone with word processor is required for every class during the semester.

**Other required readings for each week/unit will be available in the corresponding folder on Brightspace.**

## Class Organization: Team-based Learning

Much of what students learn in the classroom is through two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community.

Grounded on this perspective, this class is facilitated according to several pillars of the Team-based Learning (TBL) approach. In team-based learning, students are assigned strategically to a permanent team, which participate in in-class discussions and application activities throughout the semester (*Note: team meetings are not required outside of class time*). TBL also encourages a mid-term and end of term course assessments as well as a self-examination and peer assessments.

Teams of 5-6 members are formed strategically considering students' assets and liabilities in relation to the course content. The number of student assigned to a team in this course will depend on the total of students registered. The team activities are designed to foster critical thinking and instructional engagement. The permanent team strategy creates a sense belongingness and connectedness within team peers. It also offers the opportunity to learn together by learning about and from each other throughout the semester.

To guarantee an effective learning community each team member will assess their peers and complete a self-examination on their performance at mid-term up to date. Each team will also assess the development of the course at this time. The same assessment process will be repeated at the end of the semester. Further details on team-based learning will be shared the first day of class.



# Overview of Course Assignments

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## **SELF- IDENTIFICATION FORM**

Students will complete a Self-Identification form the first day of class. Students will state general information on their student status, contact information and respond to questions on writing and technology skills.

## **WRITING EXERCISE (10 points)**

Students will write a short reflection of 500 words on an assigned topic. The objective of this activity is to assess the strengths and areas of potential development of students writing skills.

## **IN-CLASS SOLO ACTIVITIES (140 points)**

Each activity is worth 20 points for a total of 140 points over the course of the semester. Students will complete AT LEAST 7 of the 8 in-class activities individually. The majority of the solo activities will prepare students for the major assignment, the Literature Review. Each activity will be worth 20 points for a total of 140 points over the course of the semester.

## **IN-CLASS TEAM ACTIVITIES (140 points)**

Students will complete AT LEAST 7 of the 8 in-class team activities in their assigned teams. The majority of the team activities will prepare students for the Literature Review. Each activity is worth 20 points for a total of 140 points over the course of the semester.

## **CHOOSING CIVILITY PROJECT (50 points)**

Students will read the course text, *Choosing civility: The twenty-five rules of considerate conduct*. Teams will present lessons learned from *Choosing civility* and how it is related to the NASW Code of Ethics. Individual contribution to the final team product will be considered. All team members will need to attend on the day scheduled to present. Individual team members who do not participate in the presentation will incur in a lower project grade. LATE PRESENTATIONS RECORDINGS WILL NOT BE ACCEPTED. NO EXCEPTIONS. Further instructions will be provided in a rubric.

## **LITERATURE REVIEW (100 points)**

Students will write an individual paper of **1,600 to 1,800** word count, providing current statistics and review of the literature on a specific social issue/problem. This is an academic paper and the expectation is to complete the paper as such. The paper must follow **APA style and format** according to the *Publication manual of the American Psychological Association (6th edition)*. Content, structure and other specifications are provided in a rubric.

Three additional exercises building up to the Literature Review Paper draft will be completed by the student as part of the course grade. These are: Thesis Statement (**10 points**), Annotated Bibliography (**20 points**) and Thesis Statement & Outline with potential cites (**25 points**). These exercises will motivate the student get started on the paper with time; receive feedback from peers and the instructor; resulting in a stronger manuscript and probably a higher grade.

### **PEER ASSESSMENTS (15 points)**

Complete a Peer Assessment form for each team member at the end of the semester. You may receive up to 15 points based on the average of all the evaluations received from team peers. If you do not submit the assessments on your peers, you will not receive the corresponding points. The assessment form is available in Brightspace for your review. You will also complete an assessment form as your self-examination of your performance in the team; however, this assessment will not be averaged to the peer assessment points.

| <b>Assignments</b>  | <b>Value</b> |
|---|--------------|
| Self- Identification Exercise                             | -            |
| In-class Solo Activities (7)                              | 140          |
| In-class Team Activities (7)                              | 140          |
| Thesis Statement Exercise                                 | 10           |
| Annotated Bibliography Exercise                           | 20           |
| Thesis Statement & Outline with potential cites Exercise  | 25           |
| Literature Review 1 <sup>st</sup> Draft                   | -            |
| Literature Review Paper (Final Paper)                     | 100          |
| Choosing Civility Project:<br>Team Presentation/Recording | 50           |
| Team Peer Assessments                                     | 15           |
| Extra credit (mid and final term course assessments)      | (10)         |
| <b>TOTAL POINTS</b>                                       | <b>500</b>   |

### **Grading Scale**

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

Below 60% = F

# *Student Rights and Responsibilities*

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### *As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### *Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903)886-5150 or (903) 886-5853

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Website:

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>



## Students Responsibilities

### Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom activities, discussions, role-plays, guest speakers and other experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two times being late to class or two early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered as follow:

|   |  |   |   |  |
|---|--|---|---|--|
| <b><u>Weekly</u></b><br><b><u>(class meets</u></b><br><b><u>1X week)</u></b>    | <b><u>Up to 2</u></b><br><b><u>absences: No</u></b><br><b><u>Penalty</u></b> | <b><u>3 absences: 1</u></b><br><b><u>letter grade</u></b><br><b><u>drop</u></b> | <b><u>4 absences: Class grade of "F"</u></b>                                    |  |
| <b><i>Bi-Weekly</i></b><br><b><i>(class meets</i></b><br><b><i>2X week)</i></b> | <b><i>Up to 3</i></b><br><b><i>absences: No</i></b><br><b><i>Penalty</i></b> | <b><i>4 absences: 1</i></b><br><b><i>Letter grade</i></b><br><b><i>drop</i></b> | <b><i>5 absences:</i></b><br><b><i>1 Letter</i></b><br><b><i>grade drop</i></b> | <b><i>6 absences:</i></b><br><b><i>Class grade of</i></b><br><b><i>"F"</i></b> |
| <b><i>Summer 10-week</i></b>  | <b><i>Up to 1</i></b><br><b><i>absence: No</i></b><br><b><i>Penalty</i></b>  | <b><i>2 Absences: 1</i></b><br><b><i>Letter grade</i></b><br><b><i>drop</i></b> | <b><i>3 absences: Class grade of "F"</i></b>                                    |  |

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via Brightspace, students must log in and complete assignments as required in the course. Not logging onto Brightspace (monitored by the instructor) and completing assignments online during the required time is the equivalent

of an absence for each week in this occurs.

*Final Evaluation and Grade Depends on both Classroom Attendance and Participation*

Inadequate participation or lack of required time commitment in class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both face-to-face classes and those with online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers' (NASW) Code of Ethics*.

The **University Code of Conduct** is *located in the Student Guide Book*, under Campus Life Documents (pp. 34-66) at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf>

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Social Work Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences will be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p.35)*

Social work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of the *NASW Code of Ethics* located

on the NASW website at <https://www.socialworkers.org/pubs/code/code.asp>.

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event

organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy.

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal

from the program and from the University.

*A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work (See Graduate School Catalog p.36)*

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### **Desktop Support**

| <b>Browser</b> | <b>Supported Browser Version(s)</b> | <b>Maintenance Browser Version(s)</b> |
|----------------|-------------------------------------|---------------------------------------|
|----------------|-------------------------------------|---------------------------------------|

|                               |             |     |
|-------------------------------|-------------|-----|
| Microsoft® Edge               | Latest      | N/A |
| Microsoft® Internet Explorer® | N/A         | 11  |
| Mozilla® Firefox®             | Latest, ESR | N/A |
| Google® Chrome™               | Latest      | N/A |
| Apple® Safari®                | Latest      | N/A |

### Tablet and Mobile Support

| Device   | Operating System | Browser               | Supported Browser Version(s)   |
|----------|------------------|-----------------------|--|
| Android™ | Android 4.4+     | Chrome                | Latest   |
| Apple    | iOS®             | Safari, Chrome        | <p>The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p> |
| Windows  | Windows 10       | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR.   |

- You will need regular access to a computer with a broadband Internet connection.

The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader: <https://get.adobe.com/reader/>
  - Adobe Flash Player (v. 17 or later): <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player: <https://get.adobe.com/shockwave/>
  - Apple Quick Time: <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they

have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace (D2L) Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the [Live Chat](#) or click on the words “click here” to submit an issue via email. Browser Support: [https://documentation.brightspace.com/EN/-/-/-/welcome\\_page.htm](https://documentation.brightspace.com/EN/-/-/-/welcome_page.htm)



### **System Maintenance**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about

setting up your myLeo email account. You may also access information at myLeo.

<https://leo.tamuc.edu>

### **Need Help?**

Learner Support The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

If you have any questions or are having difficulties with the course material, please contact your instructor.

## **Links to Social Work Writing Sources**

### **Web links:**

[APA Style](#) [APA Website](#)

[Perdue OWL APA Online Writing Lab](#)

### **Books:**

[The Columbia Guide to Social Work Writing](#)



Writing Clearly for Clients and Colleagues: The Human Service Practitioner's Guide

Professional Writing for Social Work Practice (2<sup>nd</sup> Ed.)

Professional Writing Skills for Social Workers

Writing Skills for Social Workers

Social Work Documentation: A Guide to Strengthening Your Case Recording

# Course Outline and Schedule

| Weeks/<br>Dates  | Content  | In-class<br>Activities  | Major<br>Assignments                        |
|--|--|---|---|
| <b>Week 1</b><br>8/28  | <b>Intro to the Course:</b><br>Description, Objectives,<br>Structure, Policies,<br>Assignments & Schedule<br><br><b>Required readings:</b> <ul style="list-style-type: none"> <li>Syllabus</li> <li>Team-based Learning</li> </ul><br><i>Note: Bring laptops or tablets to every class</i> | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>Introductions</li> <li>Course Expectations Activity</li> <li><b>Complete Self-ID</b></li> <li><b>Writing Exercise</b></li> <li>Assign Teams</li> </ul>               |   |
| <b>UNIT 1: ACADEMIC WRITING &amp; INFORMATION LITERACY</b>   |  |   |   |
| <b>Week 2</b><br>9/4   | <b>Topic:</b> Writing Process & Academic Writing   | <b>In-class activities:</b> <ul style="list-style-type: none"> <li><b>Solo Activity 1:</b> What &amp; Why</li> <li><b>Team A.A. 1:</b> Team Name and Collaborative Agreement</li> </ul>   | Thesis Statement<br>September 8,<br>11:59pm |
| <b>BSW ASSEMBLY</b><br><b>Commerce Campus</b><br><b>Sam Rayburn Student Center</b><br><b>September 5, 10am-3pm</b> |  |   |   |
| <b>Week 3</b><br>9/11  | <b>Topics:</b> Searching, Evaluating & Selecting Reliable Sources of Information & Data Bases  | <b>In-class activity:</b> <ul style="list-style-type: none"> <li><b>Team A.A. 2:</b> Share and offer feedback on thesis statement</li> <li><b>Solo Activity 2:</b> Identifying reliable and effective sources of information</li> </ul> |   |
| <b>Week 4</b><br>9/18  | <b>Topic:</b> Writing Strategies and   | <b>In-class activities:</b>   | Annotated Bibliography                      |

| Weeks/<br>Dates         | Content   | In-class<br>Activities   | Major<br>Assignments  |
|-------------------------|---|--|---|
|                         | Tools   | <ul style="list-style-type: none"> <li>• <b>Team A.A. 3:</b><br/>Dissecting a Journal Article</li> <li>• <b>Solo Activity 3:</b><br/>Annotated Bibliography</li> </ul>                 | <b>October 6,<br/>11:59pm</b>   |
| <b>Week 5</b><br>9/25   | <b>Topic:</b> cont. Writing Strategies and Tools  | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• <b>Solo Activity 4:</b><br/>Paper Outline</li> <li>• <b>Team A.A. 4:</b><br/>Feedback on Outline</li> </ul>       | Thesis Statement & Outline including potential cites<br><b>September 29<br/>11:59pm</b> |
| <b>Week 6</b><br>10/2   | NASW Annual Conference<br><b>NO CLASS MEETING</b>   | Write 1 <sup>st</sup> Draft Literature Review  |   |
| <b>Week 7</b><br>10/9   | <b>Topics:</b> Crediting Sources of Information: Avoiding Plagiarism, Citing & Referencing            | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• <b>Team Activity 5:</b><br/>Quote or Paraphrase?</li> <li>• <b>Solo Activity 5:</b><br/>Reference List</li> </ul> |   |
| <b>Week 8</b><br>10/16  | <b>Topic:</b> APA Style & Format and Use of Academic and Professional Software                        | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• <b>Solo Activity 6:</b><br/>Formatting Draft</li> </ul>   | Submit 1 <sup>st</sup> Draft<br><b>October 18<br/>11:59pm</b>                           |
| <b>Week 9</b><br>10/23  | <b>Topics:</b> Diversity & Difference in Writing and Ethical Responsibilities and Dilemmas in Writing | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• <b>Team Activity 7:</b><br/>Non-bias language</li> <li>• Mid-term Course Assessment</li> </ul>                    |   |
| <b>Week 10</b><br>10/30 | <b>Topic:</b> Presenting Qualitative and Quantitative Information/Data                                | <b>In-class activity:</b> <ul style="list-style-type: none"> <li>• <b>Team Activity 8:</b><br/>Tables, Diagrams &amp; Graphs/Charts</li> </ul>   |   |

| Weeks/<br>Dates                        | Content   | In-class<br>Activities   | Major<br>Assignments                                    |
|--|---|--|---|
| <b>UNIT 2: PROFESSIONAL WRITING</b>    |   |  |   |
| <b>Week<br/>11</b><br>11/6             | <b>Topics:</b> Professional & Administrative Writing    | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Solo Activity 7: Professional Email</li> </ul>                          |   |
| <b>Week<br/>12</b><br>11/13            | <b>Topic:</b> Documenting Micro and Mezzo Interventions | <b>In-class activities:</b> <ul style="list-style-type: none"> <li>• Solo Activity: 8 Case Note</li> </ul>                                   |   |
| <b>Week<br/>13</b><br>11/20            | <b>Topic:</b> Macro Practice Documents                  | <b>In-class activity:</b> <ul style="list-style-type: none"> <li>• Proofread Literature Review Paper</li> </ul>                              | Lit. Rev. Paper<br><b>December 1,<br/>11:59pm</b>       |
| <b>Week<br/>14</b><br>11/27            | <b>THANKSGIVING RECESS</b><br>November 27-29            |  |   |
| <b>Week<br/>15</b><br>12/4             | <b>Topic:</b> Choosing Civility                         | <b>In-class activity:</b> <ul style="list-style-type: none"> <li>• <b>Team Project:</b> Choosing Civility Presentation/ Recording</li> </ul> | Team Peer Assessments<br><b>December 8,<br/>11:59pm</b> |
| <b>Finals<br/>Week<br/>16</b><br>12/11 | <b>Topic:</b> Course Wrap-up                            | <b>In-class activity:</b> <ul style="list-style-type: none"> <li>• End of Term Course Assessment</li> </ul>                                  |   |