



## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>.

## **SWK. 370: Writing and Technology Skills**

Fall 2022

**Wednesdays, 4:30-7:10 PM**  
**University Hall Bldg. Room 139**  
**Frisco Campus**

### **INSTRUCTOR INFORMATION**

Instructor: **Marta A. Mercado-Sierra (Dr. MAMS)**

Office Location: **University Hall Bldg. R. 125 - Frisco Campus**

**Henderson Bldg. R. 323E - Commerce Campus**

Office Hours: **Wednesdays, 6:00 - 7:15 PM (Frisco Campus) and by appointment**

Office Phone: **(972) 377-1665 (Frisco Campus)**

Office Fax: **(903) 468-3221**

University Email Address: **marta.mercado-sierra@tamuc.edu**

Preferred Form of Communication: **marta.mercado-sierra@tamuc.edu**

Communication Response Time: **Emails will be answered within 2 business days following the initial post. Emails received Fridays after 3:00 PM will be answered the following Monday.**

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Brown, Brené. (2017). *Braving the Wilderness*. Random House.

Forni, P. M. (2002). *Choosing civility: The twenty-five rules of considerate conduct*. St. Martin's Press. **(DO NOT BUY)**

### Software Required:

Microsoft Office 365

Note: **Access free at:**

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

### Optional Texts and Materials:

Available in the course Shell

## 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. Exploring the continuum of support systems and agency resources will 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 and legal dilemmas, as well as critically think about an array of political, social, institutional and personal issues affecting practice.

## Relationship to Other Courses:

This course provides a foundation for writing competency needed in all other social coursework, including APA, academic writing skills and social work documentation.

## 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 students to the profession of social work.

## Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and cognitive and affective processes that comprise the expected outcomes for this course.

### Competency 1: Demonstrate Ethical and Professional Behavior

- Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context as evidenced **by participating and successfully completing the activities related to the book review assignment (Cognitive and Affective Processes, Values), and the worksheets/application activities (Values, Cognitive and Affective processes, Knowledge, Skills).**
- Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, as demonstrated **by participating and successfully completing the activities related to the book review assignment (Cognitive and Affective Processes, Values) and the worksheets/application activities (Knowledge, Skills).**
- Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, as evidenced **by participating and successfully completing the activities related to the book review assignment (Cognitive and Affective Processes, Values) and the worksheets/application activities (Knowledge, Skills).**
- Students will demonstrate a professional demeanor in behavior, appearance and oral, written, and electronic communication as evidenced **by participating and successfully completing the activities related to the book review**

**assignment (Cognitive and Affective Processes, Values) and the worksheets/application activities (Knowledge, Skills).**

- Students will use technology ethically and appropriately to facilitate practice outcomes **by participating and successfully completing the book review assignment (Cognitive and Affective Processes, Values) and the worksheets/application activities (Knowledge, Skills).**
- Students will use supervision and consultation to guide professional judgment and behavior **by participating and successfully completing the activities related to the book review assignment (Cognitive and Affective Processes, Values).**

#### **Competency 4: Engage in Research Informed Practice and Practice Informed Research**

- Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings as evidenced **by participating and successfully completing the worksheets/application activities (Knowledge, Skills) and the Introduction to a Literature Review assignment (Knowledge, Skill).**
- Students will use practice experience and theory to inform scientific inquiry and research as evidenced **by participating and successfully completing the worksheets/application activities (Knowledge, Skills) and the Introduction to a Literature Review assignment (Knowledge).**
- Students will use and translate research evidence to inform and improve practice, policy, and service delivery, as demonstrated by **successfully completing the Introduction to a Literature Review assignment (Knowledge).**

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, students will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting their assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email. If you have any issues with using the various electronic systems or software, you must contact support services and notify the instructor of the problem.

## Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will also consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

### Teaching Philosophy: Team-based Learning

Much of what students learn in the classroom is through the level of effort contributed by the individual (engagement) and the learning community that is created through shared ownership and contributions of the collective. 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 **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 engages in discussions and application activities throughout the semester. (*Note: team meetings might be necessary out of class time*). TBL also encourages mid-term and end-of-term course assessments as well as self-examination and peer assessments.

Teams of 4-7 members are formed strategically, considering students' assets and liabilities in relation to the course content. The number of students 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 of belongingness and connectedness among 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 of their performance at mid-term. 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 on the first day of class.



*Figure 1: Image of Teamwork with 10 person shadows linked by their hands*

## **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for engaging in active learning and reaching out to the instructor if problems or challenges interfere with your optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities, so that you can be a contributor as well as, the receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of the due date so that you are prepared to submit them on the due date.
7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.

9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, work, and ultimately growth in knowledge, skills, abilities and personal and professional attributes.

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

**Evaluation for course grades are according to the following formula:**

Assignments	Value
Introduction to a Literature Review	100 pts.
Worksheets/Application Activities	100 pts.
Book Review	100 pts.
<b>TOTAL POSSIBLE POINTS</b>	<b>300 pts.</b>

## Assessments

**Due Date:** See Course Calendar in D2L and end of this document.

**All Assignments are due in D2L by the due date. I will not be able to accept late work.**

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times, not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work understands it is for your benefit to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your success.



### **Introduction to Literature Review (100 pts.)**

This assignment will introduce students to the types of papers required in many undergraduate and graduate social work courses. A literature review is an academic paper result of an examination of existing knowledge of a topic in scholarly articles, books, and other relevant and reliable sources. A literature review provides background information about a topic synthesizing what you learned about the subject by critically analyzing, comparing, and integrating the sources of information identified. Each student will select and research a social problem and will write a **5-page** (excluding the title and reference pages) literature review with **at least SIX reliable sources** of information **published in the last 10 years**. The paper must follow **APA style and format** according to the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association*. The assignment rubric will include the content, structure, and other specifications.

### **Worksheets & Application Activities (100 pts.)**

Students will complete **10 worksheets/application activities** individually or in teams over the semester. These activities will help students strengthen information literacy and writing skills in the academic and professional arenas. Many of the activities will facilitate the literature review process throughout the semester. Activities pertaining to identifying reliable sources of information; developing thesis statements, outlines, and annotated bibliographies; paraphrasing; formatting references, cites, and pages according to APA; writing case notes, and others will be completed. The use of Microsoft Office and other technology tools will be a part of these activities. Specific instructions for each activity are in D2L.

### **Book Review (100 pts.)**

Students will read a book related to social work principles and values, and civility, throughout the semester. The class will share reflections on the major themes of the chapters assigned according to the session indicated in the course schedule. **Individual engagement and contributions to the discussions are part of the assignment grade**. Each student will also submit a **2-page reflection paper** on the book referring to the following prompts:

- Which elements, concepts, or perspectives has the book primarily impacted your worldview (values, beliefs, perspectives) and why?
- What beliefs, attitudes, or actions are you now more aware of that impact your personal and professional relationships?
- Understanding of what you will need to continue working on to align your values/beliefs/attitudes with social work values and the NASW Code of Ethics.
- How will you develop those areas that still need transformation?
- Your transformation after reading the book, if any.



# TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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 coursework in a timely and satisfactory manner. Each student needs 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

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

### Technical Support

If you have technical difficulty with Brightspace, please get in touch with Brightspace Technical Support at 1-877-325-7778. Other support options can be found in the link below:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The instructor will respond to email queries within two business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>.

#### **TAMUC Attendance**

For more information about the attendance policy, please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other measures, 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

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

Website: [Office of Student Disability Resources and Services](#)

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

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom and online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

### **School of Social Work and Council on Social Work Education Specific Policies**

#### **Course Engagement**

*Final Evaluation and Grade Depends on Classroom attendance and Participation.*

Inadequate participation or lack of required time commitment in each 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 the course material. To earn a level of competency within a specific course, students must demonstrate mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, and outside stakeholders

as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

## **Student Conduct**

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

### **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 the Department Head. More serious offenses by be referred to the University Police Department and the Judicial Affairs Office for disciplinary action" (Student Guidebook p. 35).*

Social Work students conduct themselves in an ethical and professional manner. The social worker's compliance with the profession's ethical standards is closely linked with professional recognition. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain 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 at <https://www.socialworkers.org/pubs/code/code.asp> on the NASW website: <https://www.socialworkers.org>.

### **University Code of Conduct**

This Code is located in the *Student Guidebook* at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp. 34-66). On the University website, under Campus Life Documents.

To become aware of university policies related to student academic and behavioral expectations for students, refer to the *Student Guidebook*.

## COURSE OUTLINE / CALENDAR

Weeks	Content Topics and Materials	In-Class Activities	Major Assignments Due Dates
<b>Week 1</b> Aug. 31	<p><b>Intro to the Course:</b> Description, Objectives, Structure, Policies, Assignments &amp; Schedule</p> <p><b>Required reading and prep work before class:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <p><b>Use of Technology/Software/Apps:</b></p> <ul style="list-style-type: none"> <li>• Bring tablet or laptop to class</li> <li>• Access D2L</li> <li>• Access Microsoft Office 365</li> </ul>	<p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Introductions &amp; Course Expectation</li> <li>• Self-ID Form</li> <li>• Writing Exercise</li> </ul>	
<b>Week 2</b> Sept. 7	<p><b>Topic:</b> Writing Process &amp; Academic Writing</p> <p><b>Required reading and prep work before class:</b></p> <ul style="list-style-type: none"> <li>• See Week 3 Folder in D2L</li> </ul>	<p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Writing a Thesis Statement</li> </ul>	
<p><b>BSW ASSEMBLY (required)</b>  <b>Thursday, September 8<sup>th</sup></b>  <b>10:00 AM - 2:00 PM</b>  <b>Sam Rayburn Student Center at the Commerce Campus</b></p>			
<b>Week 3</b> Sept. 14	<p><b>Topics:</b> Information Literacy &amp; SW Ethical Responsibilities and Dilemmas in Communication and the Use of Technology</p> <p><b>Required reading and prep work before class:</b></p> <ul style="list-style-type: none"> <li>• See Week 2 Folder in D2L</li> </ul>	<p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• IL Pre-test</li> <li>• What does the NASW Code of Ethics have to do with writing, communication, and technology?</li> <li>• 1st Book Club Gathering</li> </ul>	
<b>Week 4</b> Sept. 21	<p><b>Topics:</b> Searching, Selecting &amp; Evaluating Reliable Sources of Information and Use of Data Bases</p> <p><b>Required reading and prep work before class:</b></p> <ul style="list-style-type: none"> <li>• See Week 4 Folder in D2L</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Dissecting an Academic Journal Article</li> <li>• Identifying Reliable Sources of Information</li> </ul>	

Weeks	Content Topics and Materials	In-Class Activities	Major Assignments Due Dates
<b>Week 5</b> Sept. 28	<b>Topics:</b> Overview APA Style & Format Organizing, Citing & Referencing Sources of Information & using electronic writing tools  <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 5 Folder in D2L</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>APA Scavenger Hunt</li> <li>Reference List</li> </ul>	Submit: <b>Reference List</b> <b>Due: October 2; 11:59 PM</b>
<b>Week 6</b> Oct. 5	<b>Topics:</b> Avoiding Plagiarism: Crediting Sources of Information & Use of Annotated Bibliography to Facilitate Writing  <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 6 Folder in D2L</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Developing an Annotated Bibliography</li> </ul>	Submit: <b>Annotated Bibliography</b> <b>Due: Oct. 9; 11:59 PM</b>
<b>Week 7</b> Oct. 12	<b>Topic:</b> Developing Outlines and other other strategies  <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 7 Folder in D2L</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>Developing an Outline</li> <li><b>2<sup>nd</sup> Book Club Gathering</b></li> </ul>	Submit: <b>Outline</b> <b>Due: Oct. 9; 11:59 PM</b>
<b>Week 8</b> Oct. 19	<b>Topic:</b> Quoting and Paraphrasing  <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 8 Folder in D2L</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li><b>Paraphrasing Exercise</b></li> <li>Mid-term Course Assessment</li> </ul>	Submit: Paraphrases <b>Due: Oct. 23; 11:59 PM</b>
<b>Week 9</b> Oct. 26	<b>Topics:</b> Paraphrasing  <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 9 Folder in D2L</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li><b>Paraphrasing Review</b></li> <li>Revise Thesis Statement</li> </ul>	
<b>Week 10</b> Nov. 2	<b>Topic:</b> Work on Literature Review  <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 10 Folder in D2L</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Work on Literature Review</li> <li><b>3<sup>rd</sup> Book Club Gathering</b></li> </ul>	



Weeks	Content Topics and Materials	In-Class Activities	Major Assignments Due Dates
Week 11 Nov. 9	<b>Topics:</b> Proofreading and Editing <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 11 Folder in D2L</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>Work on Literature Review</li> </ul>	<a href="#">Submit Lit. Review Draft</a> <b>Due: Nov. 6; 11:59 PM</b>
Week 12 Nov. 16	<b>Topics:</b> Work on Literature Review <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 12 Folder in D2L</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>Work on Literature Review</li> </ul>	
Week 13 Nov. 21-25	<b>THANKSGIVING RECESS</b> <b>November 23-25</b>		<a href="#">Literature Review Paper</a> <b>Due: Nov. 27; 11:59 PM</b>
Week 14 Nov. 30	<b>Topic:</b> Presenting Research Data <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 14 Folder in D2L</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Developing Charts, Graph, &amp; Tables</li> </ul>	
Week 15 Dec. 7	<b>Topic:</b> Professional & Administrative Writing <b>Required reading and prep work before class:</b> <ul style="list-style-type: none"> <li>See Week 15 Folder in D2L</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li><a href="#">Writing a Professional Email</a></li> <li><a href="#">4<sup>th</sup> Book Club Gathering</a></li> <li>End of Term Course Assessment</li> </ul>	<a href="#">Peer Assessments</a> <b>Due: Dec. 4; 11:59 PM</b>
Week 16 Dec. 10-16	<b>Finals Week</b>		

**IMPORTANT DATES:**

Sept. 8 <sup>th</sup>	BSW Assembly
Sept. 14 <sup>th</sup>	Last Day to Drop, 100% Reimbursement
Sept. 26 <sup>th</sup>	Census Day
Sept. 26 <sup>th</sup> - Oct. 7 <sup>th</sup>	Early Intervention
October 13 <sup>th</sup> - 15 <sup>th</sup>	NASW-Texas Annual Conference
October 24 <sup>th</sup>	Midterm Grades Due
November 3 <sup>rd</sup>	Last Day to Drop
November 10 <sup>th</sup> - 13 <sup>th</sup>	CSWE Annual Conference
December 2 <sup>nd</sup>	Last Day to withdraw
December 9 <sup>th</sup>	Last Class Day
Dec. 10 <sup>th</sup> - 16 <sup>th</sup>	Finals Week
December 19 <sup>th</sup>	Grades Due