



SWK. 370.81E: Writing and Technology Skills in Social Work

FALL 2023

Mondays, 1:00-4:00 PM

Room 2045

Dallas Campus

INSTRUCTOR INFORMATION

- Instructor: **Marta A. Mercado-Sierra (*Dr. MAMS*)**
- Office Location: 8750 N. Central Expressway/ Office 1943- Dallas Campus
- Office Hours: **Mondays, 4:00 - 5:00 PM**
- Office Phone: 214-954-3618
- University Email: **marta.mercado-sierra@tamuc.edu**
- Preferred Form of Communication: **University Email**
- Communication Response Time: The professor will respond to emails within two business days. 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* (7th ed.). <https://doi.org/10.1037/0000165-000>

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

Software Required:

Microsoft Office 365

Access FREE at:

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

Optional Texts and Materials:

Additional required and optional instructional material is 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 students 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 work courses, including information literacy, 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

The 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.

	Activity/Assessment	Dimension
Competency 1: Students will 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	Activities related to the Book Review Application activities	Knowledge Values Skills Cognitive & affective processes
Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Activities related to the Book Review Application activities	Knowledge Values Skills Cognitive & affective processes
Students will demonstrate a professional demeanor in behavior, appearance, and oral, written, and electronic communication	Activities related to the Book Review Application activities	Knowledge Values Skills Cognitive & affective processes
Students will use supervision and consultation to guide professional judgment and behavior	Activities related to the Book Review	Knowledge Values Skills

	worksheets, application activities	Cognitive & affective processes
Students will use technology ethically and appropriately to facilitate practice outcomes	Activities related to the Book Review Application activities	Knowledge Values Skills Cognitive & affective processes
Competency 4: Engage in Research Informed Practice and Practice Informed Research		
Students will apply critical thinking to engage in the analysis of quantitative and qualitative research methods and research findings	Introduction to Literature Review Paper	Knowledge Skills Cognitive & affective processes
Students will use practice experience and theory to inform scientific inquiry and research as evidenced	Introduction to Literature Review Paper	Knowledge Skills Cognitive & affective processes
Students will use and translate research evidence to inform and improve practice, policy, and service delivery	Introduction to Literature Review Paper	Knowledge Skills Cognitive & affective processes

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, students will obtain knowledge and skills using Microsoft Word, PowerPoint and Outlook. If students have any issues with using the various electronic systems or software, they 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

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 reading 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.



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 before 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 in to 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 is according to the following formula:

Assignments	Value
Introduction to a Literature Review	100 pts.
Application Activities (8)	100 pts.
Book Review	100 pts.
TOTAL POSSIBLE POINTS	300 pts.

Assessments

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

All Assignments are due in D2L by the due date. Late work will be scored with a 25% reduction for the first 24 hours it is late and then 50% for the next 24-hour period. Beyond 48 hours the work will not be scored.

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 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. Note: In case of extenuating and unforeseen circumstances students must contact the instructor. 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 7 years**. The paper must follow **APA style and format** according to the 7th edition of the *Publication Manual of the American Psychological Association*. The assignment rubric at the end of the syllabus includes the content, structure, and other specifications.

Application Activities (100 pts.)

Students will complete **8 application activities** over the semester. These activities will help students strengthen information literacy and academic and professional writing skills. Most of the application activities will facilitate and contribute to the literature review paper throughout the semester. Activities about identifying reliable sources of information; developing thesis statements, outlines, and annotated bibliographies; paraphrasing; formatting references, cites, and pages according to APA; professional communications and documentation, and others will be completed. The use of Microsoft Office and other technology tools will be a part of these activities. The instructions for each activity will be discussed in class and are available in the corresponding weekly folder 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 for the 4 Book Club sessions (15 pts. each) indicated in the course schedule. **Individual engagement and contributions to the discussions are part of the assignment grade.** Besides discussing reflections in class, students will submit a **2-page reflection paper** (40 pts.) at the end of the semester. The assignment rubric at the end of the syllabus includes the content, structure, and other specifications.

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

Zoom Technical Requirements: <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-forWindows-macOS-and-Linux>

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.

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 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>

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](#) webpage and [Procedure 13.99.99.R0.01](#).

<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>

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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 reasonable accommodation for 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

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

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.

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 instructors, 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 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 behavior, both in and out of the classroom. Student conduct is to reflect the tenets of the [NASW Code of Ethics](https://www.socialworkers.org), located on the NASW website: <https://www.socialworkers.org>.

University Code of Conduct

This Code is located in the *Student Guidebook* at [Student Guidebook](#) or on Campus Life & Student Success University website: [Student Code of Conduct](#)

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



**Texas A&M-Commerce
College of Education and Human Services
School of Social Work**

SWK 370: Writing and Technology in Social Work

**Rubric
Literature Review Paper
(100 pts.)**

Criteria	Points Earned
<p>Wrote a strong introduction. (10 pts.)</p> <ul style="list-style-type: none"> Identified the phenomena using objective data. (2 pts.) Included a thesis statement. (2 pts.) Explained the purpose and importance of studying and learning about the phenomena. (3 pts.) Introduced the themes and organization of the paper. (1 pts.) 	
<p>Described and discussed social problem/issue/need. (20 pts.)</p> <ul style="list-style-type: none"> Described the phenomena studied. (5 pts.) Described population(s) impacted. (5 pts.) Included how widespread, prevalence (statistics), and implications of the phenomena. (5 pts.) Described the causes of the phenomena from different perspectives or approaches. (5 pts.) 	
<p>Synthesized previous research and other relevant information. (25 pts.)</p> <ul style="list-style-type: none"> Discussed and evaluated the sources of information selected. (5 pts.) Demonstrated logical and related links between previous studies and the phenomena you are learning and understanding. (5 pts.) Presented diverse and different points of view on the phenomena. (5 pts.) Compared authors' perspectives, approaches, methodology, results, implications, and conclusions. (10 pts.) 	
<p>Wrote a strong conclusion. (10 pts.)</p> <ul style="list-style-type: none"> Reinstated the thesis statement. (2 pts.) Summarized the body of the paper. (2 pts.) Identified gaps of information in the literature. (3 pts.) Suggested future areas of study to fill in the gaps in the body of literature. (3 pts.) 	
<p>Followed APA style to organize and format the paper. (5 pts.)</p> <ul style="list-style-type: none"> Title page (.5 pts.) Margins and Line spacing (.5 pts.) Page numbers, font type, and size (1 pt.) Headings and sub-headings (organized paper around key themes related to the subject of study) (2 pt.) Saved the paper in Microsoft Word and uploaded the paper in D2L as: <u>Last Name First Name Literature Review Paper</u> (1 pt.) 	
<p>Wrote clearly and concisely using correct grammar, spelling, acronyms punctuations, and academic tone. (15 pts.)</p> <ul style="list-style-type: none"> Wrote in 3rd person consistently. (1 pt.) Used proper sentence structure and length with correct punctuation (i.e., commas and apostrophes). (3 pt.) Wrote strong and appropriate length paragraphs. (3 pt.) 	

<ul style="list-style-type: none"> • Practiced thoughtful transitions between paragraphs and sections creating a sense of understanding. (3 pt.) • Wrote with minimum spelling errors/typos. (2 pt.) • Avoided colloquial and biased expressions. (2 pt.) • Stayed within the range of 5 to 6 pages (excluding title and reference pages). <i>Note: The instructor will not read past 6 pages impacting the points of different areas. (1 pt.)</i> 	
<p>Cited and referenced relevant and reliable sources of information according to APA 7th ed. (15 pts.)</p> <ul style="list-style-type: none"> • Referenced at least 5 relevant and reliable sources of information less than 7 years old and formatted them and reference page accordingly (5 pts.) • Paraphrased and quoted adequately, not over-quoting. (5 pts.) • Cited the sources of information accurately using different citing structures (<i>parenthetical and narrative citations</i>). (5 pts.) 	
TOTAL POINTS	



**Texas A&M-Commerce
College of Education and Human Services
School of Social Work**

SWK 370: Writing and Technology in Social Work

**Book Review
Guideline and Rubric
(100 points)**

Students will read *Braving the Wilderness* by Brené Brown throughout the semester.

4 Book Club Sessions (15 pts. X 4 sessions= 60 pts.)

Instructions: Team(s) will discuss the assigned chapters and share their reflections on the major themes and their relation to the NASW Code of Ethics for the first 35-45 minutes of each (4) class session, according to the Course Calendar. **Individual contributions in each discussion will be considered for the assignment grade and class engagement.** Students who do not engage in the discussion will impact the assignment grades. The prompts for each session are available in the corresponding weekly folder.

Reflection (40 pts):

Instructions: Upload in D2L a **2-page reflection paper** on the Book. The prompts below can spark your reflection process for this assignment. **Note: Do not** structure your paper with the prompts below; use the criteria in the rubric to write your reflection.

- Which parts, concepts, or perspectives in the book mainly 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?
- What will you need to continue working on to align your values/beliefs/attitudes with the NASW Code of Ethics?
- How will you develop those areas that still need transformation?
- Your transformation after reading the book, if any.

RUBRICS

Team Book Review

Criteria	Needs Development 0-1	Average 2	Excellent 3
Presented and discussed significant concepts/content of the chapters read			
Engaged in identifying common grounds on a contested social/political issue/condition/problem			
Identified the principles and values in the NASW Code of Ethics that apply in the reading and discussed how it applies in our professional practice with examples			
Shared how they can develop those areas that need alignment with the NASW Code of Ethics			
Participated, presented, discussed, and debated perspectives respectfully			
Total (15 pts.)			

Book Review Reflection Paper

Criteria	Points Earned
Introduction: Included a strong statement to catch the readers' attention; explained the purpose of the paper; and introduced the themes addressed in the body of the paper.	
Critical Thinking: Reflected in-depth by analyzing the selected themes of the chapters, described and justified interpretations based on personal experience, and at least 1 evidence-based source of information addressing the issue in discussion.	
Connections: Articulated connections and fractures between personal values and social work ethical principles and value; and compared past learning and life experiences with the readings.	
Conclusion: The conclusion summarizes the themes deliberated; presents a solid position on arguments; presents strategies to pursue lifelong reflections on personal values and professional principles/values and ethical dilemmas.	
Length & Format: Wrote 1 page (excluding cover and reference pages); wrote in first person; followed APA style to organize and format the paper (i.e. margins, line spacing, font, page numbers, cites); and saved document in Word format and uploaded the to D2L named: <i>Last Name_First Name_Reflection Paper</i>	
Total Points (40 pts.)	

COURSE OUTLINE / CALENDAR

Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
1 Aug. 28- Sept. 3	<p>Intro to the Course, Description, Objectives, Structure, Policies, Assignments and Schedule</p> <p>Topic: SW Ethical Responsibilities and Dilemmas in Communication on the Use of Technology</p> <p>Required reading and prep work before class (See Week 1 folder in D2L):</p> <ul style="list-style-type: none"> • Review: Syllabus & D2L Course Shell • Read: NASW Code of Ethics (Purpose and Sections 1 & 5) <p><i>Note: Bring tablet or laptop to all class</i></p>	<ul style="list-style-type: none"> • Introductions & Course Expectation • Form Teams • Complete: Self-ID Form 	
2 Sept. 4-10	<p>Topics: Use of Writing Software Programs and the Ethical use of Artificial Intelligence in Education</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read or watch the instructional materials in Week 2 Folder in D2L 	<ul style="list-style-type: none"> • Writing Exercise: Cheating AI 	
<p>BSW Assembly Tuesday, September 12 10:00 AM - 2:00PM Sam Rayburn Student Center, Commerce Campus</p>			
3 Sept. 11-17	<p>Topic: Information Literacy: Searching, Identifying and Evaluating Reliable Sources of Information</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read or watch instructional materials in Week 3 Folder in D2L 	<ul style="list-style-type: none"> • Team Act.: Dissecting an Academic Journal Article 	<p style="color: green;">Reliable Sources of Information</p> <p>Sept. 17th; 11:59 PM</p>
4 Sept. 18-24	<p>Topics: The Art of Writing Academic Papers & Using Bias Free Language</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read and highlight APA Ch. 2 & Ch. 5 • Watch instructional materials in Week 4 Folder in D2L 	<ul style="list-style-type: none"> • Team Act.: Writing a Thesis Statement 	<p style="color: green;">Thesis Statement</p> <p>Sept. 24th; 11:59 PM</p>

Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
5 Sept. 25-30	<p>Topics: Referencing and Organizing Sources of Information & Using Electronic Writing Tools</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read APA Ch. 9 • Review Chs. 10 & 11 • Read or watch the instructional materials in Week 5 Folder in D2L 	<ul style="list-style-type: none"> • Team Act.: Reference List Exercise 	<p>References Sept. 30th; 11:59 PM</p>
6 Oct. 2-8	<p>Topics: Developing Outlines & other Academic Writing Strategies</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read or watch instructional materials in Week 6 Folder in D2L 	<ul style="list-style-type: none"> • Team Act.: Developing an Outline • 1st Book Club (Chapters 1-2) 	<p>Outline Oct. 8th; 11:59 PM</p>
7 Oct. 9-15	<p>Topic: Using Annotated Bibliography to Facilitate Writing</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read or watch instructional materials in Week 7 Folder in D2L 	<ul style="list-style-type: none"> • Team Act.: Developing an Annotated Bibliography • Mid-term Course Assessment 	<p>Annotated Bibliography Oct. 15th; 11:59 PM</p>
8 Oct. 16-22	<p>Topics: Avoiding Plagiarism: Crediting Sources of Information by Citing</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read APA Ch. 8 • Read or watch instructional materials in Week 8 Folder in D2L 	<ul style="list-style-type: none"> • Revise Thesis Statement • 2nd Book Club (Chapters 3-4) 	
9 Oct. 23-29	<p>Topics: Paraphrasing and Using Tech Apps</p> <p>Required reading and prep work before class:</p> <ul style="list-style-type: none"> • Read or watch instructional materials in Week 9 Folder in D2L 	<ul style="list-style-type: none"> • Team Act.: Paraphrasing 	<p>Paraphrases Oct. 29th; 11:59 PM</p>
10 Oct.30- Nov. 05	<p>Topic: Literature Review Paper Working Session</p>	<ul style="list-style-type: none"> • 3rd Book Club (Chapters 5-6) • Work on Literature Review 	
11 Nov. 6-12	<p>Topic: Literature Review Paper Working Session</p>	<ul style="list-style-type: none"> • Work on Literature Review 	<p>Lit. Review Draft (optional) Nov. 12th;</p>

Weeks	Content Topics and Materials	In-Class Activities	Assignments & Due Dates
			11:59 PM
12 Nov. 13-19	Topics: Proofreading, Editing and Using Tech Apps Required reading and prep work before class: <ul style="list-style-type: none"> Read or watch instructional materials in Week 12 Folder in D2L 	<ul style="list-style-type: none"> 4th Book Club (Chapter 7) Team: Peer Review 	Book Review Reflection Paper Nov. 19th; 11:59 PM
13 Nov. 20-26	Topic: Literature Review Paper Working Session <p style="text-align: center;">THANKSGIVING RECESS November 23-26</p>	Zoom Class (M/T) <ul style="list-style-type: none"> Work on Literature Review 	
14 Nov. 27- Dec. 03	Topic: Literature Review Paper Working Session	<ul style="list-style-type: none"> Work on Literature Review 	Literature Review Paper Dec. 3rd; 11:59 PM
15 Dec. 4-10	Topics: Professional Writing & Social Work Documentation Required reading and prep work before class: <ul style="list-style-type: none"> Read or watch instructional materials in Week 15 Folder in D2L 	<ul style="list-style-type: none"> Writing a Professional Email End of Term Course Assessment 	Peer Assessments Dec. 10th; 11:59 PM
16 Dec. 11-15	Finals Week		