

**University of Wisconsin Milwaukee**  
**Educational Policy 114 Section 001-- Spring 2016**  
**Community Problems**

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*“We’re not fully human unless we have a social project” Rosa Martha Zarate, Transnational Organizer, Libreria del Pueblo, San Bernardino, California*

**SYLLABUS**

**Course Description:**

This course is designed to introduce you to the perspectives and study of social problems, including how problems and issues are framed as such, and will compare and contrast the different ways in which problems are perceived and addressed in urban communities throughout the United States. In particular, it will focus on the analysis of social problems in a diverse society, with emphasis on economic, racial and gender inequality, crime, poverty, education and housing issues. This course will introduce opportunities for students to think critically about social problems and to express informed ideas in an interactive online environment. This course requires students participate in a Service Learning Project that offers them an opportunity not only to analyze social problems “in the field,” but also participate in efforts to address social problems themselves. While service learning projects may not present complete “solutions” to social problems, this course equips students with the sociological theories and concepts to understand and evaluate problems, as well as the ways in which people struggle to change them.

**Texts / Required Reading:**

Dolgon, C. & Baker, C. (2010). *Social problems: A service learning approach*. Thousand Oaks, CA: Sage. 1st Edition ISBN-13: 978-0761929475

Your textbook is available through the UWM ebook system. There are many options for purchasing this textbook online, including the publisher: <https://us.sagepub.com/en-us/nam/social-problems/book226144>

And Amazon, of course! <http://www.amazon.com/Social-Problems-Service-Learning-Approach/dp/0761929479>

Additional required reading and audio-visual materials are available in the contents section of your D2L site and are listed under the appropriate weekly heading. Course readings may be modified or amended, depending on the needs of the class.

There is a service-learning-designated course. Your instructor will support you in identifying and securing a service-learning site. You are strongly encouraged to participate in a service-learning opportunity locally; if this is not possible for you, you may complete a final paper instead.

## Course Objectives:

Upon completion of the course, it is expected that learners will:

1. Analyze the interconnectedness of social problems and patterns of social inequity;
2. Understand how social institutions such as education, religion, and health both reflect and address social problems;
3. Compare and contrast various solutions to social problems, and advocate for a particular solution.
4. Using service learning projects as opportunities to apply sociological material to real world experiences.
5. Developing critical thinking and writing skills that combine the analytical tool of a sociological imagination with civic engagement.

## COURSE REQUIREMENTS OVERVIEW

<b>Introductory Group Project</b> .....	<b>5</b>
<b>Group Discussion Participation:</b> <i>(2 points for most weeks)</i> .....	<b>30</b>
<b>Most Weekly discussion requirements will follow this format.</b>	
<b>Weeks A &amp; B in module</b>	
1 350-word reflective post on readings due Wednesdays, 11:59PM) <i>(1 point/week)</i> .	
2 150-word responsive posts to colleagues (agree/disagree) due Fridays by 11:59PM <i>(2 points/week)</i>	
<b>Week C in module</b>	
1 post of 150 words reflecting on progress/activities of service-learning experience due Wednesdays	
1 post of 150 words describing resources posted on GoogleEarth map related to that module's social problem due Fridays.	
<i>(Some special weeks will have you reflecting with classmates and/or your instructor via phone or videoconferencing instead – e.g., Weeks 8 and 12)</i>	
<b>5 Short Quizzes</b> <i>(5 quizzes given)</i> .....	<b>25</b>
<b>Group activity: Social Problems Map of Milwaukee using GoogleEarth</b> .....	<b>10</b>
Bi-weekly additions to map based on designated course content <i>(8 pts)</i> + sense of place pre- and post- tests <i>(2 pts)</i>	
<b>Service-Learning Activity or Final Paper</b> .....	<b>30</b>
<b>Total:</b> .....	<b>100</b>

### Course Requirements and Format:

- Lecture notes on the week's text and/or online resources will be provided by the instructor every **Monday** in the contents area of the course site.
- Course announcements and weekly reminders may also be posted on Mondays in the announcements section. I will also email you when new announcements are posted.
- Planning your work schedule: You may want to consider devoting part of your  
**Weekends or Mondays:** read the required texts and supporting materials for the week  
**Tuesdays:** Check the announcements page; read any posted lecture notes;  
**Wednesday** –1 350-word reflective post in the online discussion forums on the readings (Weeks A & B) or reflection on your service-learning experience (Week C)  
**Fridays** –\_make 2 reflective posts discussion forums (Weeks A & B) or make required map posts and an a follow-up explanation on your map link in the discussion forum (Week C)  
**Thursday-Sunday:** quizzes on the weeks concluding the modules (usually Week C).

**Participation in Discussion Groups (30 points.)** You will engage in discussions with fellow students about your reactions to the readings and video and audio media as well as your service experience. You will be judged on the quality as well as the timeliness of your posts. The syllabus is organized in 5 thematic modules that typically comprise three weeks per module (one module contains only two weeks because of spring break). Weeks within a module are labelled A B or C:

### Weeks A & B– Learn from the Readings

- You are required to submit at least **one quality reflective post** that is three to five paragraphs in length (at least 350 words) at the close of the day (11:59PM) on **Wednesday** of each week. You can choose to post in-depth about one of the readings, *or* provide a synthesis of two or more of the readings or AV materials due that week. These posts are your reaction/reflection to the concepts/ideas discussed in the readings/materials. Use the questions provided in certain sections of the course schedule to guide your thinking, or just think your own thoughts! The important thing is to stay on topic and refer to the readings within the body of your post. Consider using direct quotations. You can also use the questions at the end of the chapters for this task. All class participants are expected to contribute to class every week. (Worth 1 point per week for a total of 15 points for the semester).
- Then respond to two different postings in your discussion group, one with which you are generally in agreement and one with which you disagree (no later than Friday at 11:59PM). You are free to respond to posts that cover different readings or AV materials than the ones you addressed in your reflective post. Your **two Friday response posts** must be a minimum of 150 words, but may need to be longer in order for you to state your case. *(Each agree/disagree post is worth half a point, totaling one point per week and 15 points for the semester).*

**Week C – Learn from the World!** (and reflect back on our texts too!).

- During the C weeks, you focus more on updating us on your progress in securing and participating in your service-learning site, and you will also make updates to our online map with Milwaukee resources related to the particular social problem we are studying during that module. Your 1 **Wednesday** posts should update us on your progress on your service-learning site (150 words). Here are some general questions to frame your responses: What did you do, what did you learn, what is your reaction to your experience, what surprised you? How does your experience on-site related to this module’s content? I may pose specific questions to you in the discussion forum. Your **one Friday post** should be a brief explanation of the resources or problem links you posted on our GoogleEarth map (e.g., schools or after-school resources for the module on education, for example) (150 words). There will be some “C weeks” where I will ask you to communicate with me via phone or GoogleHangout to discuss your service-learning experience (e.g., Week 8, before spring break). Alternatively, you may be asked to connect with your classmates to reflect on your service experience in lieu of posting(e.g., week 12). Check the announcements page each week for more details! If you are not doing service-learning but choose the final exam and final paper option, you may be provided with an additional reading and additional posting assignments equivalent to 1 500-word post during C weeks.
- Quizzes will most often be posted during C weeks when you have a lighter reading load. During the second half of the semester, quizzes may include essay questions asking you to reflect on how your service site relates to the social problems being studied that week.

**Criteria for Quality Contribution to Discussion Group Postings**

Your reflective posts must clearly tie back to the reading materials and/or course content. The questions in syllabus and in the lecture notes can help you craft your response but you are not required to answer these questions directly. Participants may post comments in a variety of different formats. Some may introduce scholarly references from other sources to support or highlight their perspectives. Others may discuss personal experiences, while still others may bring in professional experiences. Participants should be able to make their arguments, describe experiences, or discuss alternative perspectives within the context of the reading materials.

The quality of your ideas matter the most in these weekly posts. While correct use of grammar, spelling, and punctuation, and appropriate citation is appreciated, it is assumed that these posts will be “conversational” in nature, and therefore less formal than for a standard research paper.

Jotting down some notes or writing responses on a word processor (e.g., MS Word) may assist you in including all of the important points for your posts. This can also provide a helpful backup document in the unhappy event that your computer crashes while typing a post. **D2L will not save drafts of your work before you post it in the event that your computer crashes.**

**Introductory Group Assignment (also called Triad Paper or “It’s not about you paper!”) (5 points):** (300 – 500 words). Due **Wednesday by 11:59PM Week 3**

If you add this course late, you may not be able to make up this assignment.

You are required to conduct an interview with two or more of your colleagues in class to learn

more about them, and to help cultivate a sense of community in class. See group project outline with assignments for more details. Your paper, based on the responses of the person you interviewed/listened to as well as your reflections on this process, should be written in Word and posted in the D2L dropbox.

You arrange to talk to your colleagues using your cell phones, land lines, Skype or other telecommunications devices on your own.

All papers and essays should be double-spaced and written in the Microsoft Office Word program and submitted in the dropbox. Margins should be no more than 1 ½” in the left margin, and 1” on the other margins. Papers that are emailed to me will not be accepted.

**Quizzes (25 points):** There will be five online quizzes given based on the course readings and required links outlined in the syllabus. The quizzes may include a combination of true/false, multiple choice and/or short answer questions. They will be made available by 10:00 AM on Thursdays and they must be **completed by 11:59 PM on Sundays.**

I strongly suggest that you open the quiz at least two hours in advance of the final deadline.

**Quizzes in the D2L system are inactivated at the exact time of the deadline, meaning you will not be able to log in or complete the quiz after that time.** Unless you have made arrangements in advance, due to extenuating circumstances, quizzes and exams cannot be made up at a later date. **Quizzes are worth 5 points each:** 5 points for an A, 4 points for a B, 3 points for a C, and 2 points for a D, 1 point for an F if the quiz is taken 0 if it is not.

**Cumulative Map Assignment (10 points):** Using GoogleEarth, you will help create a map that includes important aspects of community as well as features and institutions that may provide solutions to social problems in Milwaukee. This is a cumulative project, and discussion group members will make weekly additions to their maps that are related to that week’s course content.

The City of Milwaukee will provide a foundation and focus for the purposes of this map assignment. All of the information to complete this assignment is available online, so it is not necessary to live, work or even visit Milwaukee to fulfill this requirement. **You must sign up for a gmail account in order to complete this assignment, although it is not necessary for you to use gmail as your email account.** You will be provided with a link to your group’s map, and more detailed instructions on how to complete this assignment using Google Earth will be provided during the semester. **Weekly additions to the map should made during weeks A & B weeks. You discuss your map additions in the discussion forum in C weeks on Fridays.**

This is both an individual and a group assignment because the instructor will see each person’s contribution logged onto the site and will assess the quality of the map as a whole. Your semester-long map additions are worth 8 points. A total of 2 points are awarded for taking the pre-and post sense of place quizzes (there are no wrong answers for these quizzes – points are awarded just for taking them!)

### **Service-Learning Assignment (30 points)**

The Service Learning Project requires students participate with selected campus or community groups for a total of 15 hours during the semester. Students will be expected to perform basic service and you are encouraged to maintain a journal or diary of their experiences. You will be asked to reflect on your service site in the discussion forum during the ‘C’ weeks. For each service opportunity, students should document not only what they do and what they think or feel about experiences, but also apply various sociological concepts and theories to their experiences. I will also keep an optional service-learning discussion forum open at all times for any student to share or ask questions about their experience. Feel free to email me too!

Planning your service: Our service-learning sites and the people they serve need consistency. After you have finalized your arrangements for your service-learning site, try to aim for 1 ½ -2 hours every other week. You have a lighter reading load during the “C weeks,” so you might want to complete 3-5 hours then. I do not want to see cramming of hours at the end of the semester! That is a bummer for everyone.

Some logistics: Orientation and travel to and from the service experience do not count as part of the service-learning hours. And, you are probably going to be responsible for arranging and paying for transportation to and from your site. There are a couple of exceptions to this – the UWM service-learning office provides a van for students going to Freiden’s food pantry at various locations.

You must complete a service-learning agreement form that will be signed by your service-learning supervisor (**Due Week 6**), and you must also submit a documentation of hours form that is signed by your service-learning supervisor (**Due Week 15**). Additionally, you must write a thank you letter at the completion of the semester (**Due Finals Week -- Week 16**).

**OR**

### **In place of service-learning assignment: Cumulative Final Exam plus Final Paper (30 points):**

The **final exam** (15 pts) is cumulative and may include several long essays that you will write in advance. It will likely include questions that you’ve seen on quizzes. Final exams will consist of short answer questions from readings, lectures and classroom discussion, as well as one or two essay questions applying text and course materials to current events and/or community experiences. (15 points)

The **final paper** (15 pts) must be 13-15 pages in length and contain at least eight scholarly references. (Paper length excludes references, attachments and cover sheet). Your paper should outline the pros and cons of a proposed solution to a social problem, the type of sociological explanation this solution falls under, and your recommendations. It is recommended that you choose a community problem that is covered in this class, but you may also choose to cover a topic described in the Dolgon & Baker textbook. You must write an original paper for this class -- you must not use a paper that you have written for another course.

The paper must be typed in 12-point Times Roman font, be double-spaced, paginated, and include a cover sheet with your name and course number on it. All references should follow the American Psychological Association (APA) guidelines. Do not put additional spaces between paragraphs. Left-hand margins should be no more than 1 ½ inches, other margins should be no more than 1 inch.

Plagiarism is a major problem at universities these days and some of it is unintentional by students. Do not cut and paste materials you find on the web and do not copy language from any source, unless you are directly quoting it and properly citing it. All university standards regarding academic honesty, integrity and plagiarism apply (see special notes section). If your instructor finds evidence of plagiarism in your paper, it is grounds for failing the course, and you may be referred to the university committee on academic honesty.

The final paper should include the following points:

- Define the community problem your paper will address (describe the nature of the problem, the impacted population (for example, race, gender, inequity in education), etc.;
- Does society pay enough attention to this problem? Why should we care about it?
- Describe why you are interested in this problem – how are you personally impacted by it, or why do you feel this problem is critical to address?;
- What does the existing academic research say about this issue? Include at least four scholarly references;
- Propose solutions – what do you think are the best ways to solve this problem?
- Opposing viewpoints to your solution – what kinds of arguments are made against the type of solution you propose? Who makes them? Why is your argument better? Or is this just a matter of perspective.
- What local resources are there in your community for addressing this problem?

Papers should be submitted in the online dropbox on the D2L system by **11:59 PM** on the **Monday of Week 16, 2016**. Assignments must be turned in on time. Unless there is a crisis emergency, please do not ask for an extension. Should all the requisites not be completed by the end of the semester, a final grade will be tabulated on the work completed.

### **Grading**

A = 93-100+	A- = 90-92	B+ = 88-89	B = 83-87	B- = 80-82	C+ = 78-79
C = 73-77	C- = 70-72	D+ = 68-69	D = 63-67	D- = 60-62	F = 59 or below

## Course Outline

### **Module 1 Course Introduction and Overview**

A-week – *reading and writing intensive*

#### **Week 1**

1/25 - 30

#### **Introduction to the Course**

**Overview:** Cultivation of our online community; Explanation of course assignments, expectations.

**Readings/AV:** *(Available in the contents section of the D2L site)*

Listen to Do-Gooders Audio Program

#### **Week 1 Course Activities:**

- ✓ Visit the discussion group section of the course:  
Complete “free rice” post this week.  
Post (almost) anything: Consider sharing a paragraph about some aspect of yourself (e.g., your major, years in school, work, hobbies, something most people don’t know about you, something everyone knows about you, etc.).
- ✓ Submit 1 350-word reflection post related to the readings in the contents section by Friday, 11:59PM.
- ✓ Participate in Optional Video or Telephone Conference Call
- ✓ Visit GoogleEarth link, and sign up for a Gmail account.

B-week -- *reading and writing intensive*

#### **Week 2**

2/1-6

Social and Community Problems

**Readings/AV Materials:** *(from textbook)*

**Dolgon & Baker (2010) Chapter 1:** Concepts and Theories

Questions on Texts for Reflection for your Discussion Posts:

What exactly IS a social problem? What is the sociological imagination and do you think you have it? How could it this be useful in your daily life? What often happens without a sociological imagination? Where do you experience community?

#### **Week 2 Activities**

- ✓ Post 350-word reflective comment on the readings/materials by Wednesday
- ✓ Post 2 150-word comments on other students’ posts by Friday, 11:59PM. One post should be one with which you agree, and another with which you disagree.
- ✓ Take the Sense of Place Assessment (no wrong answers, I promise! 2 happy points for you for taking it as part of the Maps assignment)

C Week – *service-learning practicum and quiz week*

#### **Week 3**

2/8-13

**Make calls and set up interviews for your possible service-learning site. Be prepared to contact at least 3 organizations before you secure a site.**

**Readings/AV Materials:** Only ‘C’ Week with readings!

**Online D2L: Kendall, Chap. 18 Can Social Problems be Solved.**

#### **Week 3 Activities**

- ✓ **Submit your Introductory Group Project in Dropbox Wednesday by 11:59PM**
- ✓ Wednesday: post 350-word post about the reading, 11:59PM
- ✓ Participate in a call with professor to discuss service-learning site placement. Instructions will be posted in the announcements section.



- ✓ Post at least one of your favorite places in Milwaukee on our Google Earth map! Post your description of your favorite place in the discussion forum by Friday, 11:59PM.
- ✓ **Module 1 Quiz 1 Opens Thursday at 10:00AM; Closes Sunday at 11:59PM.**

## **Module 2 Race, Gender & Income Inequalities**

A-week – *reading and writing intensive*

- Week 4**  
2/15-21
- Readings/AV**  
**Dolgon & Baker Chap. 2: Poverty, Inequality, & Homelessness**  
**Additional AV materials on D2L**  
**Week 4 Activities**
- ✓ GoogleEarth – post a link that is related to this week’s content.
  - ✓ Post 350-word comment on the readings/materials by Wednesday
  - ✓ Post 2 150-word comments on other students’ posts by Friday

B-week – *reading and writing intensive*

- Week 5**  
2/22-28
- Readings/AV:**  
**Dolgon & Baker Chap 4: Race, Gender, Sexuality, Multiculturalism & Identity**  
(Chap 3 is not required, but recommended)  
**Additional AV materials on D2L**  
**Week 5 Activities**
- ✓ GoogleEarth – post a link that is related to this week’s content.
  - ✓ Post 350-word reflective comment on the readings/materials by Wednesday
  - ✓ Post 2 150-word comments on other students’ posts by Friday, 11:59PM. One post should be one with which you agree, and another with which you disagree.

C Week – *service-learning practicum and quiz week*

- Week 6**  
2/29-3/5
- Service-learning practicum and quiz week**  
**Week 6 Activities:**
- ✓ Submit your signed service-learning agreement form in the Dropbox.
  - ✓ Begin orientation or service hours this week. – The expectation is that you will spend 3-5 hours this week on-site.
  - ✓ Wednesday: Post 1 short comment in the discussion forum about your service experience.
  - ✓ Friday: Post 1 short comment in the discussion forum about your map posts for this module (weeks 4, 5 & 6)
  - ✓ **Module 2 Quiz 2 Opens Thursday at 10:00AM; Closes Sunday at 11:59PM.**

### **Module 3 – Education and the Family**

A-week – reading and writing intensive

#### **Week 7**

3/7-12

#### **Readings/AV**

**Dolgon & Baker Chap 7 Why can't Johnny Read? Education in Crisis**

**Delpit excerpts in the contents section**

Questions on Texts for Reflection:

What are some of your most memorable experiences in K-12 education, either positive or negative? How do race, gender and class considerations impact the experiences of children in K-12 schools in different parts of Milwaukee and the surrounding suburbs? (or other urban/suburban areas).

#### **Week 7 Activities**

- ✓ GoogleEarth – post a link that is related to this week's content.
- ✓ Post 350-word reflective comment on the readings/materials by Wednesday
- ✓ Post 2 150-word comments on other students' posts by Friday 11:59PM. One post should be one with which you agree, and another with which you disagree.

#### **Week 8**

3/14-19

***Spring Break- no classes***

***You may wish to complete 3-5 hours at your service-learning site this week.***

B-week – reading and writing intensive, plus quiz!

#### **Week 9**

3/21-26

#### **Readings/AV:**

**Dolgon & Baker Chap 5: Families in a Changing World**

**Additional AV materials on D2L**

#### **Week 8 Activities**

- ✓ GoogleEarth – post a link related to this week's content.
- ✓ Wednesday, 11:59PM. 350 word post. Special discussion forum posting this week since we are closing in on 2/3 of the semester! Instructor may pose specific questions in the discussion forum asking you to reflect on what you've learned so far.

**Module 3 Quiz 3 Opens Thursday at 10:00AM; Closes Sunday at 11:59PM.**

### **Module 4 Crime and Health**

A-week – reading and writing intensive

#### **Week 10**

3/28-4/2

#### **Readings/AV:**

**Dolgon & Baker Chap.8 -- What Price Justice: Deviance, Crime & Building Community**

AV: Audio Program online

Optional: New York Times Article: "Out of Jail, Into Temptation: A Day in a Life"

<http://query.nytimes.com/gst/fullpage.html?res=9C05E3DD1231F93BA15751C0A9649C8B63>

Questions on Texts for Reflection:

Why are so many people imprisoned in this country? What are the racial, gender and class components to this problem? What is the role of private industry in this problem? What is the role of political institutions? How likely is it that people can start a new life after having been in prison? Should prisoners have their voting rights restored once released?

### **Week 10 Activities**

- ✓ GoogleEarth – post a link that is related this week’s content.
- ✓ Post 350-word reflective comment on the readings/materials by Wednesday, 11:59PM
- ✓ Post 2 150-word comments on other students’ posts by Friday, 11:59PM. One post should be one with which you agree, and another with which you disagree.

B-week – *reading and writing intensive*

### **Week 11**

4/4-9

#### **Readings/AV**

#### **Dolgon & Baker Chap 9: An Apple a Day: Health and Health Care for All**

### **Week 11 Activities**

- ✓ GoogleEarth – post a link that is related to this week’s content.
- ✓ Post 350-word reflective comment on the readings/materials by Wednesday
- ✓ Post 2 150-word comments on other students’ posts by Friday, 11:59PM. One post should be one with which you agree, and another with which you disagree.

C Week – *service-learning practicum and quiz week*

### **Week 12**

4/11-16

#### ***Service-learning practicum and quiz week***

**The expectation is that you will spend 3-5 hours this week on-site.**

### **Week 12 Activities**

- ✓ Wednesday: Post 1 short comment in the discussion forum about your service experience.
- ✓ Friday: Post 1 short comment in the discussion forum about your map posts for this module (weeks 10,11 & 12)
- ✓ **Module 4 Quiz 4 Opens Thursday at 10:00AM; Closes Sunday at 11:59PM.**

## **Module 5 – Globalization, Immigration and the Environment**

A-week – *reading and writing intensive*

### **Week 13**

4/18-23

#### **The Environment and Globalization**

#### **Readings/AV**

#### **Dolgon & Baker, Chap 6: Who Breathes Easy?**

Additional AV materials online

### **Week 13 Activities**

- ✓ GoogleEarth – post a link that is related to the environment, global inequality and food security in the Milwaukee area.
- ✓ Post 350-word reflective comment on the readings/materials by Tuesday
- ✓ Post 2 150-word comments on other students’ posts by Thursday 5:00PM. One post should be one with which you agree, and another with which you disagree.

B-week – *reading and writing intensive*

**Week 14**  
4/25-5/1

**Globalization and its Discontents**

**Readings/AV:**

**Dolgon & Baker, Chap 10**

**Additional AV materials on D2L: Saskia Sassen and the Immigration Problem**

**Week 14 Activities**

- ✓ GoogleEarth – No new posts required, but appreciated!
- ✓ Post 350-word reflective comment on the readings/materials by Wednesday
- ✓ Post 2 150-word comments on other students' posts by Friday, 11:59PM. One post should be one with which you agree, and another with which you disagree.

C -week – *service-learning practicum and quiz week*

**Week 15**  
5/2-5/7

**Course Summary**

- ✓ Review our Maps! Reflect on maps in discussion forum, Sense of Place post-test opens this week.
- ✓ Special Wednesday posts --reflection pairs assignment reflecting on the service experience and the course overall.
- ✓ Maps Post-Test must be completed by SUNDAY 11:59PM  
**Module 5 Quiz 5 Opens Thursday at 10:00AM; Closes Sunday at 11:59PM**  
(Module 5 quiz includes a letter you will write to future EDPOL 114 students)

**Week 16**  
5/9-5/10

**Service-Learning Hours Confirmation Due**

**Thank you letter to Service Site Due**

**Discussion Forum: Tuesday 11:59PM, 1 post: Final reflections on the course.**

**Or**

**Final Paper Due**

**Final Exam – opens Monday at 10:00am and closes Tuesday at 11:59PM**

in discussion forum due Tuesday at 11:59PM

## Notes

### **Special Learning Needs**

Please inform me if you have special learning needs as soon as possible so I can adjust the course to meet those needs.

### **Accommodation for Religious Observances**

I will work with you to create an alternative schedule to complete examinations or other requirements that must be missed because of religious observances. Please inform me of schedule conflicts as soon as possible.

### **Sexual Harassment**

Sexual harassment in any form will not be tolerated in this class.

### **Academic Misconduct**

The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

### **Scholarly Decorum**

I hope that all participants in this course will find it a welcoming, challenging environment in which to deepen their understanding of the subject matter at-hand while cultivating connections with their fellow students as well as with me, the instructor. The subject matter of this course can be highly charged, and differences in opinion can make for lively debates in the discussion forums. I encourage that. In the interest of providing a genuine learning community, however, I will not tolerate students who are blatantly disrespectful of other members of the class and may opt to administratively drop any student at any time for this reason.

### **Complaint Procedures**

You may direct complaints to the head of the Administrative Leadership department. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

### **Grade Appeal Procedures**

You may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in

writing from the respective department chairperson or the Academic Dean of the College/School.

A more detailed description of the grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

### **Sexual Harassment**

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

### **Incomplete**

A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. A more detailed description of the Incomplete Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of this policy may be found in UWM Schedule of Classes.