**THE UNIVERSITY OF NORTH TEXAS**

**DEPARTMENT OF COMMUNITY AND PROFESSIONAL PROGRAMS**

**Cassidy Baker, MSW, LCSW-S**

[Cassidy.Baker@unt.edu](mailto:Cassidy.Baker@unt.edu)

**Practice III (SOWK 4810)**

**Macro Practice in Communities and Organizations**

**(3 Credit Hours)**

**Spring 2015**

**Classroom: Lang 316**

**Class Time: Tuesday 2:00 pm – 4:50 pm**

**Office: Chilton 238C**

**Telephone: 940-565-2687**

**Office Hours: Mon 2:00 – 4:00, Wed 9:00 – 11:00, available most days, appointments preferred**

*The Professor for this course has the option to revise or alter the course syllabus at any time as class needs dictate.*

**COURSE DESCRIPTION**

Communities and organizations each perform unique functions as people struggle to find their niche within society and to develop satisfying and meaningful life for themselves. The purpose of this course is to help establish a framework of theory and practice for understanding organizations and communities and other social systems. Students will learn social work roles, assessment skills, and intervention strategies that will lead to effective organizational and community change, and community and personal empowerment, to help develop comfort as social work practitioners and change agents. Students will gain insight, knowledge, and skills in getting people involved in a change effort that will improve their lives and the quality of their communities and organizations, particularly vulnerable, oppressed, and at-risk populations.

Social work leadership knowledge and skills are developed through an understanding of organizational and community structure, human relations, power relationships, and cultures which promote positive change. Whether one is trying to work with a diverse cultural community, improve delivery of services to a chosen population, coping with an organization in change, or promoting neighborhood involvement, a solid framework for action is needed which clearly identifies the necessary components, strategies and resources needed for success. The interdependence of policy, research, and macro practice will be explored, using the strengths perspective as a framework for exploring the dynamic interrelationship of theory and practice.

This course, which is experiential in design, seeks to expand one’s repertoire of knowledge, ethical decision-making and critical thinking skills by presenting theoretical frameworks, intervention methods, and skills for practice in diverse community settings with people of different ages. It will increase one’s sensitivity to working with oppressed populations and confidence in the professional use of self in community and organizational practice. The course content and assignments are intended to build on practical and theoretical material by providing a safe and comfortable environment to develop and present creative solutions to actual problems and challenges faced by macro system social work practitioners. Students will embrace the challenge of taking responsibility for their education and their learning process in class, within the framework of the course objectives.

**COURSE THEMES AND CENTRAL QUESTIONS**

**Us**: Who are we, both personally and in our role as social workers? How does our life experience shape our understanding of communities and organizations? What skills and abilities do we bring to the change process? What assumptions and challenges do we bring to the change process?

**Vision for Change**: What is our vision for change? Who defines and shares this vision? What are the quality of life improvements we seek for the individuals, families and communities we care about?

**Power**: Who has power in organizations and communities? How can social workers influence power? How can residents and consumers get power? How can power be used in our change efforts?

**Community**: What are communities? What assumptions do we bring to our understanding of communities? How can communities be influenced to help make change possible? How can organizations be best structured to facilitate change?

**Strengths**: What are the strengths of organizations and communities and how can they assist in facilitating positive change? How do we recognize and mobilize the strengths of disadvantaged groups of people? How can we help to make organizations and communities stronger?

Readings, discussions, and papers will visit these themes throughout the semester. In larger systems these themes are especially important. Please remember to keep these themes in mind when completing your assignments.

**COURSE OBJECTIVES**

1. Demonstrate an understanding of generalist practice skills with organizations and communities that reflects awareness of the impact of diversity across the lifespan.
2. Demonstrate knowledge and skills necessary to the planned-change process with organizations and communities.
3. Employ leadership skills needed to improve service delivery and the quality of social work services.
4. Utilize conceptual frameworks to understand neighborhoods and communities.
5. Demonstrate effective advocacy skills.
6. Demonstrate an awareness of one’s personal strengths, values, beliefs, and prejudices that could affect the quality of the helping relationship with larger systems and identify ways to use this awareness in the service of the helping professional relationship.

**DEPARTMENT OF COMMUNITY AND PROFESSIONAL PROGRAMS POLICIES**

**STUDENT CONDUCT**

Any student behavior that interferes with an instructor’s ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor. Examples of unacceptable behavior include, but are not limited to:

* Private conversations with other students during lecture or class discussions;
* Disrespectful treatment of other students such as verbal or written harassment or name-calling;
* Use of profane or other inappropriate language or gestures in class, in written assignments, on discussion boards, or in email communications, with the instructor or other students;
* Disrespectful email communication with the instructor and/or other students;
* Inappropriate use of electronic devices during class, including but not limited to any use of a cell phone. Use of tablets or personal computers for anything other than taking notes or other approved class activities is not allowed.
* Tardiness that disrupts class.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting. The instructor may also elect to refer the student to the Dean of Students to consider whether his/her conduct violates UNT’s Student Code of Conduct. Poor behavior may result in a reduction of a certain number of points up to a full letter grade in the course irrespective of the student’s performance on exams, quizzes, or other assignments. This action may be taken separate and apart from any sanction administered by the Dean of Students.

**ACADEMIC DISHONESTY**

Academic dishonesty is a student’s failure to do his or her own work in a course. It also includes providing any type of unauthorized assistance to other students, or engaging in activities that prevent other students’ success. Academic dishonesty will not be tolerated in any instructional setting including traditional face-to-face classrooms, electronic classrooms (online or blended courses), labs, and discussion groups or boards. Academic dishonesty includes, but is not limited to:

* Cheating: The use of unauthorized assistance in any academic exercise. Specific examples include:
  + *Improper use of phones*: The use of phones during exams administered in traditional face-to-face classes or online classes is expressly prohibited. If a cell phone is in a student’s hand or on his or her desk during a face-to-face exam, it will be assumed that the student is cheating and he or she will automatically receive a zero.
  + *Discussion with other students:*  Students may not communicate with other students during an exam in either a traditional face-to-face or online class. Any student caught communicating with another student during the administration of an exam will automatically receive a zero irrespective of the content of the communication.
* Plagiarism: The use of another person or organization’s thoughts, ideas or words without proper attribution in any academic exercise regardless of intent. Specific examples of plagiarism include:
  + *Copying material verbatim* from websites, articles, books, or another student and failing to cite the source. Directly copied material must be delineated from the student’s work through the use of quotation marks.
  + *Passing off the idea of another as your own* by failing to provide credit to the source.
* Forgery: Altering a score or official academic university record or forging the signature of an instructor or other student. A specific example of forgery includes, but is not limited to:
  + Signing an attendance roster for another student or having another student sign for you.
* Fabrication: Falsifying or inventing any information, data or research as part of an academic exercise unless explicitly permitted by the instructor.
* Facilitating academic dishonesty: Helping or assisting another in the commission of academic dishonesty. Specific examples of this type of academic dishonesty include, but are not limited to:
  + Telling another student(s) specific exam questions and/or answers.
  + Taking screen shots of quiz or exam questions in an online course and providing them (or information about them) to another student(s) or utilizing them at a later date.
  + Making or reviewing an unauthorized copy of all or any portion of a quiz or exam.
* Sabotage: Acting to prevent another student from completing his or her work or willfully disrupting the academic work of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. Moreover, at the instructor’s discretion, students suspected of cheating on an exam may be requested to re-take the exam in an alternative form or setting. Students who refuse this request will receive a “zero” on the exam. This applies in any course setting, online or otherwise. Students are encouraged to report suspected academic dishonesty to the instructor. If a student has any question about whether or not conduct constitutes academic dishonesty, the student should consult with the instructor before engaging in that conduct.

Penalties for academic dishonesty range from a verbal or written warning to a grade of “F” in the course. The student may also be reported to UNT’s Office for Academic Integrity. Further university issued sanctions may apply to incidents involving major violations.

More about the UNT’s academic integrity policies and students’ right to appeal may be found at <http://vpaa.unt.edu/academic-integrity.htm>.

**DISABILITY ACCOMODATION**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation website at [http://www.unt.edu/oda](https://webmail.unt.edu/owa/redir.aspx?C=394dTSeurUqu4t2t4xcZeMy9UNmByNAI1ATMEC2ePIGtOAPf77MIgdTSCixF_brcgS5fg1VDzR4.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact that office by phone at [940.565.4323](tel:940.565.4323). Specific information on UNT’s policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

**PROFESSIONAL ETIQUETTE**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

* Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor’s last name
* Master’s degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor’s last name
* Law degree (J.D.) you should address them as: Professor Instructor’s last name

If you are not certain about an instructor’s education credentials, you should address them as “Professor.” It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (*e.g.,* Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.

**REQUESTS FOR AN INCOMPLETE**

A grade of incomplete ("I") may be given to a student only during the last quarter of a semester and only if he/she meets all of the following conditions:

* The student is passing the course;
* There is a justifiable and documented reason beyond the control of the student (*e.g.*, serious illness or military service) for not completing the course on schedule; and
* The student has the approval of his/her instructor and the department chair.

The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the student, instructor, and the department chair.

# CLASS POLICIES

**ATTENDANCE POLICY**

Attendance and Punctuality **COUNT** in this class.

In order for students to achieve the course objectives, this class will depend heavily on the use of guest speakers, videos, and class/group discussion. There are activities done during class that will be important for you to participate in as part of your learning. Absenteeism will negatively impact your grade. Class attendance is required every class period for the entire class period.

**Students with more than four excused or unexcused absences will be dropped from this course by the instructor. Two absences are permitted without penalty for unforeseen circumstances (provided no assignments are due that day). One letter grade will be deducted from your final grade on the third absence and for each additional absence thereafter. This could be the difference between you passing and failing this class. Furthermore, arriving late and/or leaving early may also negatively impact your grade. I will take roll at the beginning of each class. If you come in late, be sure to talk to me after class so I can note that you are present. If you are more than fifteen minutes late, you will be counted as absent for the day. Regular attendance is expected, as is punctuality**. **Absences may be excused with documentation in accordance with UNT attendance policy 15.2.5.**

As any professional social worker should do in the workplace, if you know you are going to miss a class or are going to be significantly tardy, you must contact your instructor via e-mail in advance to alert her of your situation. In advance means before the class period starts, not during or after the class is over.

**ASSIGNMENTS AND MAKE-UP POLICY**

If you miss one of the scheduled classes for any reason, you are expected to get copies of notes and handouts from your colleagues. Any work that was due that day will be considered late and will receive an automatic five point deduction. The assignment will then be graded with an additional deduction of **five points a day for each day it is late starting the day after the assignment was due**. All assignments are due at the beginning of class. WEEKLY LOGS MAY NOT BE TURNED IN LATE.

Make-up exams will only be given in circumstances approved in advance by the instructor. Students who no-show for an exam without advance approval from the instructor will not be allowed to make it up and will receive a grade of zero. There will be no exceptions.

**E-MAIL COMMUNICATION**

From time to time, I may need to communicate with the entire class or contact you individually. If/when those occasions arise, I will only email your UNT account. You are responsible for the information in that email. Failing to check it or have the address in the proper format will not be excused. Information may also be posted on Blackboard but if you need to get in touch with the instructor, do not expect her to respond to messages you post on Blackboard because she doesn’t check it regularly.

**REQUIRED READING:**

Kirst-Ashman, K., & Hull, G. (2015). *Generalist Practice with Communities and Organizations.* Stamford, CT: Cengage.

Recommended Texts:

Rivas, R. & Hull, G. (2004). *Case Studies in Generalist Practice.* Stamford, CT: Cengage.

Kirst-Ashman, K., & Hull, G. (2001). *Macro Skills Workbook.* Belmont, CA: Cengage.

Additional readings from other books and journal articles may be assigned and will be available or on UNT Blackboard.

**METHODS OF INSTRUCTION**

This class will be taught using a variety of methods including lecture by the instructor, presentations by guest speakers who actively work in the macro social work field, viewing and discussing relevant videos, participation in classroom activities, participation in group projects that will be worked on inside and outside of the classroom, as well as two exams.

**CRITERIA FOR STUDENT EVALUATION**

Students’ progress will be evaluated utilizing the following criteria:

Your final grade will be based upon completion of a macro-news article paper and presentation, an organizational interview/assessment, a legislative advocacy outline and summary, a community intervention project and two exams. All papers should be written using APA style. Your attendance, participation, and professionalism through the semester may also affect your final grade.

Assignments include:

1. Macro News Article Paper and Presentation – 50 points
2. Organizational Interview and Assessment Paper – 50 points
3. Legislative Advocacy Planning Outline – 25 points
4. Legislative Advocacy Summary and Follow-up – 25 Points
5. Weekly Goal Logs – 10 points each – 100 Points
6. Community Intervention Project Reflection Paper – 50 Points
7. Two Exams – 100 points each – 200 Points
8. Optional final exam (If you choose to take the optional final exam, the grade you receive will replace your lowest exam grade for the semester).

Point Breakdown

A = 450 - 500, B = 400 - 449, C = 350 - 399, D = 300 - 349, F = 300 or below

**COURSE OUTLINE AND READINGS**

It is expected that readings will be done **prior** to class discussions. Guest speakers may be scheduled throughout the semester and will be announced in advance, if possible. The instructor reserves the right to modify the schedule as class needs dictate.

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DATE** | **GENERAL TOPIC** | **ASSIGNMENT** |
| **1** | 1/20 | **Class Introduction** **Syllabus Review - Text and Assignments** | **Sign up for Macro News Article Presentations** |
| **2** | 1/27 | **Introduction to Generalist Practice with Organizations and Communities**  **Activity: Macro Social Work Roles**  **Introduction to Community Intervention Project:**  **Dr. Maureen McGuinness, Dean of Students,**  **University of North Texas** | **Read Chapter 1**  **Sign up for Advocacy Groups** |
| **3** | 2/3 | **Using Micro Skills and Group Skills For Organizational and Community Change**  **Group Work: Establishing Goals, Objectives and**  **Action steps** | **Read Chapter 2 and 3**  **Sign up for Community Project Groups**  **Legislative Advocacy Outline Due** |
| **4** | 2/10 | **Training on Sexual Assault and Intimate Partner Violence:**  **Hillarye Hightower, MA**  **Director of Community Education, Denton County Friends of the Family**  **Group Work on Project** | **Weekly Goal Log #1 Due**  **(Minutes Only – Goals, Objectives and Action Steps)** |
| **5** | 2/17 | **Understanding Organizations/PREPARE: Decision Making for Organizational Change**  **Group Work** | **Read Chapter 4 and 5**  **Weekly Goal Log #2 Due** |
| **6** | 2/24 | **IMAGINE: Implementing Macro Intervention**  **Activity: Case Study Discussion**  **Group Work on Project** | **Read Chapter 6**  **Read The Evergreen Boys Ranch: A Story about Jack and Diane**  **(On Blackboard)**  **Weekly Goal Log #3 Due** |
| **7** | 3/3 | **Social Work Advocacy Day** | **STATE CAPITOL: AUSTIN, TEXAS** |
| **8** | 3/10 | **Exam #1 - Chapter 1 – 6**  **Understanding Neighborhoods and Communities**  **Speaker: Leah Jordan, United Way of Denton County**  **Group Work on Project** | **Read Chapter 7**  **Weekly Goal Log #4 Due**  **Legislative Advocacy Summary and Follow-up Due** |
| **9** | 3/17 | **SPRING BREAK** | **SPRING BREAK** |
| **10** | 3/24 | **Macro Practice in Communities**  **Activity: Case Study Discussion**  **Group Work on Project** | **Read Chapter 8**  **Read Transitional Homes for Young Street Mothers**  **(On Blackboard)**  **Weekly Goal Log #5 Due** |
| **11** | 3/31 | **Using Supervision**  **Film: Citizen King**  **Group Work on Project** | **Read Chapter 12**  **Organizational Interview Due**  **Weekly Goal Log #6 Due** |
| **12** | 4/7 | **Advocacy and Social Action with Populations at Risk**  **Activity: Case Study Discussion**  **Group Work on Project** | **Read Chapter 10**  **Read From Case to Cause: My Name is Jess Overton**  **(On Blackboard)**  **Weekly Goal Log #7 Due** |
| **13** | 4/14 | **Developing and Managing Agency Resources**  **Speaker: Michelle DeGrate, MSW, Grants Coordinator, Christian Community Action**  **Group Work on Project** | **Read Chapter 13**  **Weekly Goal Log #8 Due** |
| **14** | 4/21 | **Exam #2: Chapters 7, 8, 10, 12 and 13**  **Group Work on Project** | **Weekly Goal Log #9 Due** |
| **15** | 4/28 | **Ethics and Ethical Dilemmas in Macro Practice**  **Activity: Applying Ethical Principles to Solve Dilemmas in Macro Practice**  **Group Work on Project** | **Weekly Goal Log #10 Due** |
|  | 4/30 | **TAKE BACK THE NIGHT** | **6 PM** |
| **16** | 5/5 | **Evaluation of Macro Practice/**  **Stress and Time Management**  **Reflection and looking forward** | **Read Chapter 11**  **Read Chapter 9 and 14**  **Community Project Reflective Paper Due** |
| **17** | 5/12 | **Optional Final** | **Optional Final 1:30 – 3:30 PM** |
|  |  |  |  |

**ASSIGNMENTS**

***Macro News Article Paper and Presentation: Due throughout the semester***

2-3 pages – APA Style

In order to practice effectively with clients, social workers must maintain an awareness of policy changes and program initiatives in the communities they are a part of, whether that is local, national or even global. Students will locate a news article from a reputable news source that describes an issue they feel could impact clients. Examples of news articles can be located on Blackboard. Students should include the following:

* Summarize the central issue discussed in the article
* Describe the population and how they have been or could be affected by what is discussed
* Identify some macro-level systems that are impacting the issue
* Brainstorm possible next steps you could take as a social worker upon learning the information in your article with a focus on macro-level intervention.

Students will sign up for a presentation date during the first week of class and their papers will be due on the date of their presentation. Students will be expected to share what they learned with the rest of the class in a short five-minute presentation. Please attach the article to your written paper.

***Organizational Interview and Assessment: Due March 31st***

4 - 5 pages – APA Style

Students will submit a paper analyzing the organizational structure of a **social service agency** or organization. In order to do so, students will conduct a verbal (preferably face to face) interview of an agency director or an individual in a leadership position (students are **not** to email questions to a professional and ask them to type out the answers). Students will collect any available organizational documents that may be helpful to include with the written assignment. An organizational chart must be attached.

At the completion of the interview, students must email the person they interviewed and thank them for their time, this is a professional courtesy. A copy of this email is to be attached to the paper. **A deduction of ten points will be assessed if this is not completed.**

For this written assignment, students are expected to identify and include the following information. Please use the below bullet points as subheadings in your paper.

* Type of organization
* Name, title, and background/education of the individual interviewed
* Target population of organization
* Mission and goals of the organization
* Organizational structure and design
* Hours of service, location(s)
* Intake process
* Board of Directors
* How does the organization utilize volunteers?
* How is power distributed and exercised (formal and “understood”)
* Evaluation mechanisms (how are evaluations at all levels carried out?)
* Funding sources (Profit or Non-profit)
* Consumer/client involvement in operations or organization
* Collaboration with other agencies/organizations
* Primary channels of communication
* Readiness to accommodate employee and client diversity (e.g., social class, racial and ethnic, disability, age, sexual orientation)
* Legal constraints on agency work

***LEGISLATIVE ADVOCACY PROJECT***

The class will be advocating for vulnerable populations and/or the social work profession through research and legislative meetings during **Social Work Advocacy Day in Austin March 3, 2015.** Students will work in groups of three. This trip is mandatory for students. If you cannot attend, you will schedule a meeting in a local legislative office, but this must be approved in advance by your instructor.

***Legislative Advocacy Planning Outline: Due February 3rd***

1 Page

Students will individually brainstorm a specific issue or population they would like to advocate for on the legislative level. Examples could include homelessness and hunger, child protection, juvenile justice, mental health, family violence/sexual assault, education, health care, substance abuse, immigration, social work reinvestment, etc. Students should consult information provided by the instructor on Blackboard as well as advocacy websites.

Students will also research Texas legislators they would like to meet with and locate three possibilities. The second portion of the outline should include contact information for the legislative office, what area of the state they represent and a list of committees they serve on.

***Legislative Advocacy Summary and Follow-up: Due March 10th***

2 pages

Prior to meeting with the legislative staff, groups should devise an outline or script that can be used when discussing the particular issue or population. After meeting with the staff, each group will compose and send a thank you letter to the legislators summarizing their priority points. Students will submit one copy of each per group by the due date.

***COMMUNITY INTERVENTION PROJECT***

The class will brainstorm to help plan, develop, and execute campus-wide events for Sexual Assault Awareness Month in April. They will partner with the *UNT Dean of Students* office as well as the *UNT Committee on the Prevention and Education of Sexual Assault and Intimate Partner Violence* to implement the first Take Back the Night event on UNT campus. As part of this campaign, **students are required to attend Take Back the Night on April 30th at 6 pm.** Class members will elect committee chairs who will lead task groups in specific activities related to the project. Students will communicate effectively with partner groups and committees while utilizing social work skills and knowledge acquired through participation in the social work program to effectively implement this macro-level advocacy project.

***Community Project Weekly Goal Logs - Agendas and Minutes: Due each week***

1 copy of the agenda and minutes per group per week

Task groups are to keep a detailed compilation of their progress on the community project throughout the semester. Just as you would develop a treatment plan with your client, you will do the same for yourself and your group in this macro intervention.

During the first meeting, your group will determine a goal or goals, underlying objectives and possible action steps. Each week you will reflect on these items and make changes as necessary. Groups will create an **agenda** of what items will be discussed each week during their group meeting time. The groups will also be responsible for taking **minutes** on what was discussed, including progress on goals, objectives and action steps.

**For the first weekly log, the group will only be responsible for submitting documentation of the goals, objectives and action steps determined during this meeting.**

You will decide as a group how this responsibility will be divided among the team members.

***Community/Legislative Advocacy Project Participation and Reflective Paper: Due May 5th, 2015***

4 - 5 Pages – APA Style

The purpose of the reflection paper is to look back on the semester, the community intervention project, the legislative advocacy project, and your commitment and focus in social work. The paper should include information about what you learned from the assignments, group work, communication and macro practice. You should also reflect on what micro, mezzo and macro skills you applied to the project throughout the semester, how you can improve on those skills and explain how the community benefitted from your efforts. Lastly, you should include feedback about what was useful about assignment and what you would change.

**C. *Exams***

Two exams will be given during the semester. Questions will be taken primarily from the readings in the assigned text. The test will consist of 50 multiple choice questions taken from the study guides posted in Blackboard. An optional final exam will be offered to replace the lowest exam grade.