

**CARLETON UNIVERSITY
SCHOOL OF SOCIAL WORK¹**

SOWK 6405 Directed Study

Name of Course:

Professor:

Student:

Description of the Course

This course explores

Learning Outcomes: At least four

Participation

Meetings and conditions (expected that 6 seminar meetings will be hel).

Seminar Dates (tentative):

Assignments – carefully delineate details of each assignment and their weight, length, etc

Assignment 1:

Due:

Description:

Assignment 2:

Due:

Description:.

Assignment 3:

Due:

Description:

Grading Guidelines:

An **A** essay has a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

¹ This course outline is subject to change.

A **B** paper displays a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C essay and the text will be relatively free of grammatical and stylistic errors.

A **C** essay is average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way and other the essay has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.

A **D** paper is fair. It shows a weak comprehension of the concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

An **F** essay has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer's words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction.

Student Conduct

*Students at Carleton University have a clear set of rights and responsibilities that can be found at: <http://www6.carleton.ca/secretariat/policies/student-rights-and-responsibilities-policy/>
Students in the school of social work are expected to behave in accordance with this document.*

Social work is a profession. Social workers are educated to exercise judgement in the face of complex and competing interests and claims (CASW, 2005). The educational programs of the School of Social Work at Carleton University have been developed to prepare students to become members

of the social work profession. As such, students must conduct themselves in a professional manner both in class and in the community. Students must be familiar with and adhere to the CASW Code of Ethics. They must also treat everyone in the school including staff, professors, field supervisors, and each other professionally.

The rights and responsibilities document and the code of ethics outline, among other things, the foundation upon which we have developed processes to deal with conflict. If conflicts arise, it is expected that people will address their concerns or complaints directly with the person(s) involved in a constructive, respectful and professionally congruent manner. If the matter is a conflict between students, students should deal with each other. If the matter is between a student and an Instructor or faculty member the student should deal with the Instructor.

If the conflict cannot be resolved following direct and face-to-face efforts, and it is between students, only then would it be appropriate to involve the graduate supervisor who will either deal with the situation or refer it on to the most appropriate person in the university.

If the conflict is between the student and a faculty member or instructor, the student is expected to first bring the matter to the faculty member or instructor involved. After the student has spoken directly and face-to-face with the faculty member, and if the problem remains unresolved only then is it appropriate for the student to speak to the Director of the School.

At no time is it acceptable to post details of the concerns on-line or on a social media website.

General Information

University Accommodation Statement

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity

Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable). <http://www2.carleton.ca/equity/accommodation/academic/course-outline-wording/>

Deadlines

*Papers are due **at the beginning** of the class the day that they are assigned. If they are handed in later that day, they will already be considered late and will be penalized as such.*

Work submitted after the final date, without prior discussion and approval of the instructor, will be deducted 5% for each day the paper is overdue (including weekends).

Papers handed in after the due date, are to be given to the people who work in the main social work office, where they will be date-stamped. Please do not slip the paper under my door. I do not accept papers by e-mail except in extenuating circumstances.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- *Reproducing or paraphrasing portions of someone else' published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;*
- *Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;*
- *Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;*
- *Using another's data or research findings;*
- *Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;*
- *Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."*

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the

student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Instructional Offences

Regulations

The Senate of the University has enacted the following regulations for instructional offences:

Any student commits an instructional offence who:

- cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
- submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment;
- contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
- commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
- disrupts a class or other period of instruction if he or she:
- is a registered member of the class or period of instruction;
 - b) is warned to discontinue any act or behaviour reasonably judged by the instructor of the course or period of instruction to be detrimental to the class.

Outline of Weekly Sessions

Week 1

Topic:

Readings and/or Exercises/Experiential Learning:

Week 2

Topic:

Readings and/or Exercises/Experiential Learning:

Week 3

Topic:

Readings and/or Exercises/Experiential Learning:

Week 4

Topic:

Readings and/or Exercises/Experiential Learning:

Week 5
Topic:
Readings and/or Exercises/Experiential Learning:

Week 6
Topic:
Readings and/or Exercises/Experiential Learning:

Week 7
Topic:
Readings and/or Exercises/Experiential Learning:

Week 8:
Topic:
Readings and/or Exercises/Experiential Learning

Week 9
Topic:
Readings and/or Exercises/Experiential Learning:

Week 10:
Topic:
Readings and/or Exercises/Experiential Learning:

Week 11
Topic:
Readings and/or Exercises/Experiential Learning

Week 12
Topic:
Readings and/or Exercises/Experiential Learning