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# Enhance literacy and critical thinking among undergraduate students

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<b>QEP Evidence and Argument (E&amp;A) Project for Charrette</b>	
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<b>Department:</b>	Social Work

**Project Title.**

Enhance literacy and critical thinking among undergraduate students

**Project Objective(s). Briefly describe the intent of the project.**

The objective of this project is to assist students with increasing their ability to critically read, evaluate and synthesize information gleaned from readings, and develop a cogent argument.

**Project Description. Briefly describe intended activities, targeted courses/programs, and LIST PROJECT LEARNING OUTCOMES.**

The course I would like to use for the Charrette is a newly developed Colonnade course (Connections: Local to Global), SWRK 300: Diversity and Social Welfare.

**Relationship of the project to E&A objectives and student learning outcomes. What specific E&A priorities are addressed?**

Student Learning Outcomes for the course are:

- Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
- Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
- Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.
- Demonstrates cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally

Evidence Gathering:

Students will gather evidence about the nature and potential causes of a social welfare issue of interest to them. They will also gather evidence about how another nation of their choosing views the issue.

Sense Making:

Students will have the opportunity to review feedback from their reflection papers to aid them in this more advanced analysis. Students will analyze the assembled evidence in the cross-national comparison section of their papers.

Argumentation:

Students will logically defend their arguments regarding the efficacy of each nation's strategies designed to ameliorate the issue, especially as applies to marginalized populations. In addition, based on their synthesis of the assembled evidence, students will propose their own strategies to remedy the social policy issue.

**If this project/assignment/assessment has been used in the past, what are the strengths and weaknesses? If it has not been used and is in development, what are anticipated strengths and weaknesses?**

This is the first time I am teaching this course. I believe its major strength is the intentional scaffolding of material and assignments. I am anticipating a potential weakness is the amount of material covered in the course.

**How will this project be assessed? Include any rubrics if available.**

The final project will serve as the artifact for Colonnade Connections assessment. The following rubric will be used for assessment.

	<b>EXPERT (3)</b>	<b>PROFICIENT (2)</b>	<b>APPRENTICE (1)</b>	<b>NOVICE (0)</b>
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Ties together information from all sources. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. For the most part, ties together information from all sources. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Sometimes ties together information from all sources, but disjointedness is apparent.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>THESIS DEVELOPMENT</b>	The thesis is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The thesis is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The thesis is too broad for the scope of this assignment.	The thesis is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content. Quotations outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>SPELLING &amp; GRAMMAR</b>	No spelling or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

<b>SOURCES</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed. Not all web sites utilized are credible, and/or sources are not current.
<b>CITATIONS</b>	Cites all data obtained from other sources. APA style is used in both text and reference sections.	Cites most data obtained from other sources. APA citation style is used in both text and reference sections.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.



**Diversity and Social Welfare**  
**SWRK 300 (3 credit hours) Spring 2017**

**Professor: Gayle Mallinger, PhD**  
**Email:** gayle.mallinger@wku.edu  
**Phone: 724.816.2800**

**Office: 114E Academic Complex**  
**Office Hours: MWF 10:15-11:45 am**  
T/Th 8:30-11:15 am

**Class Meeting Times/Dates** 9:10-10:05 MWF

**Location:** Academic Complex 300

January 23, 2017-May 12, 2017

**Course Description:**

This course engages students in the analysis of the nature and impact of economics, political and social ideologies, and cultural forces that shape the development of social welfare policies impacting diverse populations in the United States and abroad. The course emphasizes comparative approaches to the analysis of welfare policies influencing service delivery locally and globally. Policies covered include those that address: poverty, public assistance, health and behavioral health care, criminal justice, child welfare, food insecurity, and homelessness. Specific attention will be paid to the implications of social welfare policies for economic, environmental, and social justice issues and their impact on marginalized populations.

THERE ARE NO PREREQUISITES TO THIS COURSE

**Required Text:**

Schiele, J. (2011). *Social Welfare Policy: Regulation and Resistance among People of Color*. Thousand Oaks, CA: Sage Publishing.

**BSW Mission Statement:**

*The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.*

**Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education**

The Council on Social Work Education defines **Generalist Practice** as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals,

families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in the ir practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates al of the core competencies (EPAS, 2008).

### **CSWE Core Competencies for BSW Education**

The core competencies taught in all CSWE accredited BSW programs are included in the **Appendix** of this syllabus.

### **Learning Outcomes**

- Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
- Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
- Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.
- Demonstrates cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally.

### **Course Outline**

- I. Introduction
  - A. Overview of the Course and Review of Syllabus
  - B. Definitions of Social Welfare Policy
  - C. Discussion of Critical Thinking Skills
    - a. Evidence Gathering
    - b. Sense Making
    - c. Argumentation
- II. Politics, Rationalism, and Social Welfare
  - A. Stages Model
  - B. Public Choice
  - C. Rational Choice
  - D. Social Construction
  - E. Policy Diffusion
  - F. Environmental Context
- III. Historical, Economic, Political, Social, and Cultural Contexts of Social Welfare Policies in the US and Abroad
  - A. Residual and Institutional Approaches
  - B. Private Troubles to Public Issues
  - C. Value Analysis
  - D. Global Comparisons
- IV. Poverty in the US and Abroad:

- A. Definitions in US and Other Nations
- B. Relationship between Economic Policy and Oppression
- C. Impact of Economics on Environmental and Social Policies
- D. Strategic Policies
  - a. Social Insurance
  - b. Means Tested
- V. Health and Behavioral Care in the US and Abroad
  - A. Cost Containment
  - B. Community Based Care
  - C. Managed Care
  - D. Deinstitutionalization
  - E. Environmental Degradation
  - F. Global Comparisons
- VI. Children and Youth in the US and Abroad
  - A. Who is responsible for the safety of children?
  - B. Substitute Care v. Family Preservation
  - C. Child Labor
  - D. Juvenile Justice
  - E. Environmental Degradation
  - F. Global Comparisons
- VII. Disability and Aging Policies in the US and Abroad
  - A. Foundations of Disability and Aging Policies
  - B. Employment
  - C. Accessibility
  - D. Income Support
  - E. Long Term Care
  - F. Global Comparisons
- VIII. Racial Inequities in the US and Abroad
  - A. Historical Trends
  - B. Impact of Civil Rights Policy in US
  - C. Global Comparisons
- IX. Gender Inequities in the US and Abroad
  - A. Theoretical Perspectives
  - B. Feminist Policy Analyses
  - C. Work and Family
  - D. Violence
  - E. Reproductive Rights
  - F. Global Comparisons
- X. LGBTQI Inequities in the US and Abroad
  - A. Nature, Nurture, and Theories of Prejudice
  - B. Employment
  - C. Marriage
  - D. Global Comparisons
- XI. Immigration Policy
  - A. Regulating Entry
  - B. Regulating Residence

- C. Refugees
- D. Global Comparisons
- XII. Intersectionality
- XIII. Strategies for Change

## **Course Assignments**

### **PROFESSIONALISM (100 points)**

#### **Professionalism and Performance Expectations**

1. ***Attendance is required*** in this course. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss one class without penalty. ***Absences subsequent to the third absence*** will result in a **5 percent deduction (50 points) from the final grade for the course**. If students are absent on a day when a take-home assignment is given to students, they are responsible for obtaining the assignment from a colleague. ***Students missing 6 or more class sessions will automatically receive an "F" for the course***. The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.
2. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a **5 percent deduction (50 points) from the final grade for the course**.
3. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Reading magazines and whispering/talking to others is not appropriate in class.
4. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
5. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is **written at the college level**. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the ***instructor reserves the right to heavily penalize written work that is of poor quality***.
6. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). ***These behaviors WILL result in a zero for the assignment and/or failure for the course***. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the

reference page and the reference page should not have authors who are not cited in the text of the paper.

7. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted. Most of the assignments are submitted electronically.
8. An exam may only be taken once and there are no makeup exams. Exams are given on Blackboard. ***Exams are to be taken individually, not as a group.***
9. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade (Rubric posted on Bb).

### **REFLECTION PAPERS (2@150 points each)**

You will complete **two** brief assignments requiring you to respond to text and supplemental readings for the unit. These papers will assess your integration of readings, class discussions, and personal thought about some of the complex issues addressed in this course. Thus, you will be graded on your ability to synthesize (not simply summarize) the material and comment on themes or arguments central to the readings. A detailed rubric for these assignments will be posted on Bb. The instructor will provide detailed feedback on each of these papers. Please make certain that you review and understand comments, as this will assist your successful completion of your final paper.

### **EXAMS (2 @ 150 points each)**

Two exams will include a variety of true/false and multiple-choice questions (150 points each). Students are expected to ***study*** the course text, supplemental readings, and in-class notes in preparation for exams.

### **COMPARATIVE POLICY ANALYSIS FINAL PAPER (300 points)**

Each student will prepare a comparative policy analysis paper on a topic of her/his choice. The topics include issues covered in the course. This paper should present an analysis of the social welfare policy issue under study based on a careful review of the relevant empirical literature, with data and research evidence that documents the pros and cons of the issue. You will be graded on the quality of the evidence, analysis, and your ability to present a cogent argument, not on the position taken. Specifically, the paper should include the following content and be approximately 12-15 pages in length.

- I. Nature of the Issue
  - a. Provide a concise statement about the policy issue.
  - b. How is the issue defined and by whom?
  - c. Who are the key decision-makers that control the resources affecting the issue?
- II. Causes of the Issue
  - a. What social structures impact this issue (for example, political perspectives, power, wealth, and status, societal values and norms)?
  - b. What does the empirical literature indicate about the causes of the problem?
  - c. Provide background information about the global dimension of the problem and its relevance to social welfare and sustainability.
  - d. What is the impact of this issue on vulnerable populations in the United States and abroad?
  - e. Assess this issue using a social, economic, and/or environmental justice

- lens.
- III. Cross-national Comparisons
    - a. Identify and summarize the response to this issue to the United States and another country of your choosing.
    - b. Provide background information about the dimensions of the issue (number of individuals involved, etc.) in the US and your selected country.
    - c. Compare and contrast the types of strategies (including policies and programs) used in each country to ameliorate the issue.
    - d. Are these strategies effective?
      - i. Are these interventions being evaluated?
      - ii. If not, why not?
      - iii. If so, are the findings being utilized?
  - IV. Strategies for Change
    - a. Based on your analysis, propose a policy you think would be effective in improving the issue.
    - b. Would this strategy be effective in the United States and your selected county? Why or why not?
    - c. How would you evaluate its effectiveness?

### **Evaluation & Grading**

Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

Course grading is based on the following criteria:

#### Points

Professionalism	100
Reaction Papers (2 @ 150 points per paper)	300
Exams (2 @ 150 points per Exam)	300
Comparative Policy Analysis (Final Paper)	300
 Total Points Possible:	 1000

Final Grade based upon:

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = Below 600

### **COURSE SCHEDULE WITH READING AND ASSIGNMENT DUE DATES WILL BE AVAILABLE ON Bb**

#### **Academic Integrity**

The Undergraduate Catalog provides the following information in the section on Student Life Policies.

**Academic Offenses**—The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of

plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses; such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure.

Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

**Academic Dishonesty**—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

**Plagiarism**—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

**Cheating**—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

**Other Type of Academic Dishonesty**—Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

### **Academic Support**

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- **STUDENT DISABILITY SERVICES**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Accessibility Resource Center in DSU 1074 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

- **WRITING CENTER ASSISTANCE**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to

provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of [The Writing Center](#) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

**Regional Campus Library Support**

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: [http://www.wku.edu/library/dlps/extended\\_campus/index.php](http://www.wku.edu/library/dlps/extended_campus/index.php). Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

**Registration Dates**

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: [http://www.wku.edu/registrar/documents/regguide\\_fall.pdf](http://www.wku.edu/registrar/documents/regguide_fall.pdf).

**Disclaimer**

*The professor reserves the right to make announced changes in the course due to extenuating circumstances.*

**QEP RUBRIC**

	<b>EXPERT</b>	<b>PROFICIENT</b>	<b>APPRENTICE</b>	<b>NOVICE</b>
<p><b>INTEGRATION OF KNOWLEDGE</b></p> <p>QEP 2</p>	<p>The paper demonstrates that the author fully understands and has applied concepts learned in the course. Ties together information from all sources. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p>	<p>The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. For the most part, ties together information from all sources. Some of the conclusions, however, are not supported in the body of the paper.</p>	<p>The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Sometimes ties together information from all sources, but disjointedness is apparent.</p>	<p>The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.</p>
<p><b>THESIS DEVELOPMENT</b></p> <p>Colonnade SLO #3: Evaluate how system-level thinking informs decision-making, public policy, and/or</p>	<p>The thesis is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a</p>	<p>The thesis is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.</p>	<p>The thesis is too broad for the scope of this assignment.</p>	<p>The thesis is not clearly defined.</p>

the sustainability of the system itself.	position or hypothesis.			
<b>DEPTH OF DISCUSSION</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content. Quotations outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>SPELLING &amp; GRAMMAR</b>	No spelling or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
<b>SOURCES</b>  QEP #1	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed. Not all web sites utilized are credible, and/or sources are not current.
<b>CITATIONS</b>	Cites all data obtained from other sources. APA style is used in both text and reference sections.	Cites most data obtained from other sources. APA citation style is used in both text and reference sections.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

