A. Description of Course Content

Focus on American identity through the examination of immigration to the United States, past and present, and the evolution of U.S. immigration policy. Topics include U.S. attitudes and policy responses to European, Asian and Latin American immigration and to the incorporation of the descendants of African slaves and Native Americans. Emphasis is placed on a strengths-based, social justice perspective for studying the impact of immigration on communities and populations. Offered as SOCW 3320 and MAS 3320. Credit will be granted only once.

B. Student Learning Outcomes

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values and skills:

2. Illustrate how immigration policy and political actors construct legal and social categories of immigrants (e.g. undocumented, migrants, families, skilled workers, refugees, residents, and citizens) and how these categories intersect with racial and gender
3. Describe the dynamic interactions of migrants with social and economic
4. Critically analyze and discuss key issues in immigration research, policy and practice from a strengths
5. Evidence understanding of and respect for migrant family issues, including such identities and statuses as age, sex, race, ethnicity, socioeconomic status, disability status, religion, sexual orientation, culture and history.
6. Review ethical standards, cultural competency, and research-grounded approaches in working with or
studying migrants.

7. Critique immigration policies from a social justice framework, with particular attention to immigration reform and its implications for immigrants, communities and populations.

8. Develop plans for advocacy and argue on behalf of migrants at the individual, organizational and community-wide levels.

Additional Student Learning Outcomes for Social Work Majors

Educational Policy 2.1.3, part a. Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Achieved through Policy Memo, Group Debate).

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (Achieved through: Current Events, Quizzes, Application Activities, Peer Review);
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (Achieved through: Current Events, Quizzes, Application Activities, Peer Review);
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences (Achieved through: Current Events, Quizzes, Application Activities, Peer Review); and
4. View themselves as learners and engage those with whom they work as informants (Achieved through: Current Events, Quizzes, Application Activities, Peer Review).

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

1. Understand the forms and mechanisms of oppression and discrimination (Achieved through: Current Events, Quizzes, Application Activities);
2. Advocate for human rights and social and economic justice (Achieved through: Policy Memo, Group Debate); and
3. Engage in practices that advance social and economic justice (Achieved through: Policy Memo, Group Debate).

C. Required Textbooks and Other Course Materials
D. Additional Recommended Textbooks and Other Course Materials

Additional readings may be added throughout the course to respond to important developments in current policy. Any additional readings will be provided online through Blackboard.

E. Descriptions of Major Assignments and Examinations

Approach to the Classroom

My approach to teaching is to see the classroom as a representative democracy. I consider myself the President and I have the power to execute the rules of the classroom. Students within the classroom are broken up into groups, and each group can propose new rules, eliminate rules, or change rules. This can include almost anything on this syllabus, from due dates to assignments. Each group can request a class discussion at any point, but official votes will be cast by all. As the President, I can accept the vote or I can choose to veto it if I consider it to be harmful to the goals of the classroom (e.g. give everybody an “A”) or if it is simply outside of my control (e.g. change the assigned textbook halfway through class). I will provide a clear explanation for any decision, and if my decision is considered unfair, each group reserves the right to appeal my decision.

Instructional Methods

This course is inspired by the Team-Based Learning, or TBL, approach. TBL is focused on small group learning and focuses on students coming to class prepared, as well as applying the course concepts in interesting and real-world approaches. This approach is designed to enable you to come up with decisions as a team and discuss them, with the goal of understanding “why” some have a different perspective. While the course schedule provides more details, generally this means you will prepare before class by reading the material ahead of time. The instructor will then insure you have the basic concepts from the reading, fill in any of the gaps, and move into application activities.

Groups are designed to be include diverse strengths. Group members will be accountable to each other, which means a large part of your grade will be determined by your group members and their evaluation of your communication, reliability, contributions, cooperation, attitude, etc. Small groups are not without their problems, and I address this in three ways. First, small groups will be given lots of in-class time to work together on team activities and other group assignments to minimize the hassle of trying to get together. Secondly, writing assignments will be completed on an individual basis, though you can collaborate to a limited extent within your group. Third, the class will collectively agree on how to best weight the assignments. This means that, regardless of the number of points, the class will determine how much they want each assignment to impact their overall grade. See chart below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proposed Weight</th>
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<tbody>
<tr>
<td>1. Reading Quizzes-Individual (10 total)</td>
<td>5%</td>
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<tr>
<td>2. Reading Quizzes-Group (10 total)</td>
<td>15%</td>
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<tr>
<td>3. Current Events (10 total)</td>
<td>20%</td>
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<tr>
<td>4. Policy Memo</td>
<td>25%</td>
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<td>----------------------</td>
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<tr>
<td>5. Public Testimony</td>
<td>20%</td>
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<tr>
<td>6. Peer Review</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**READING QUIZZES**

It is important to keep up with the readings in order to facilitate your understanding of the concepts discussed in this class. As an alternative to midterms and final exams, and to facilitate this taking place on a consistent basis, various quizzes will be given during the semester. Each quiz will only cover material from the readings. Questions are all multiple choice. There will be 11 in-class, electronic quizzes administered during the semester and I will drop the lowest score at the end of the semester.

You take each quiz two different times, and each attempt is graded. You will complete the first attempt by yourself at the beginning of class and receive immediate feedback through an individual score. Immediately after your individual quiz, you will work with a group to complete the quiz a second time and receive immediate feedback again. On the second attempt, the entire group will receive the same score.

Following the second attempt, we will discuss the answers as a class. This will be an opportunity to explore whether there were any questions that were unclear, that had more than one possible answer, or that were misleading. Groups will have the opportunity to argue their case and the class as a whole will vote on whether to accept alternate answers. I will use the results of this discussion to guide a mini-lecture or subsequent discussion about the topic. *You must have access to an electronic device (smartphone, tablet, laptop, etc.) in order to complete the reading quizzes. Please contact the instructor as soon as possible if you anticipate any concerns with this.*

**CURRENT EVENTS**

Immigration policy can change on a day-to-day basis, so students are expected to keep up with reliable news sources about immigration policy through weekly current event posts from at least one major media news outlet (see Required Course Materials). This not only helps everybody become a more knowledgeable citizen, but also helps in contributing actively to the classroom content. You will search for a news story each week and follow the three steps below to share it on Blackboard as an online discussion board post by the end of the day on Friday.

1. **Do you have a current and reliable media source?** Your Current Event should be a story from the last 1-2 weeks. It should also be from a major news outlet as listed in Required Course Materials (the New York Times, Los Angeles Times, Washington Post, USA Today, or the Wall Street Journal). Reference your story by providing an APA citation as follows:


2. **What is the story about?** In your own words, provide the basic facts of the story (who, what, when, where, why and how). Cutting and pasting directly from your media source is considered plagiarism. This is NEVER acceptable and is an automatic “0” for the week.

3. **What does this story have to do with immigrants and the module topic?** Each Current Event post must relate to the readings for that module. For example, if the topic of the week is Healthcare, you might pick a story related to DACA and then talk about the types of issues that people with DACA might experience in accessing healthcare. Alternately, you could pick a story that is focused on changes in the Affordable Care Act and discuss how these changes might or might not benefit immigrants.
By the end of the day on Sunday, you will select two other posts. Consider the policy that is being described in the news article and think about potential strengths/weaknesses. These might be social (how does this impact society as a whole?), political (how does it affect public officials and their influence?), administrative (the rules and regulations required to implement the policy, usually reflected in paperwork, people to process paperwork, etc.), economic (the overall impact on the economy through jobs, purchases, etc.), and equity (fairness to immigrants or other groups). Then address the following in your response:

1. What is at least one strength of the policy being described in the article?
2. What is at least one weakness of the policy being described in the article?
3. Considering the strengths and weaknesses you listed, what is a better alternative to the policy being described?

In total, you will post 15 Current Events, which correspond with the 15 course sessions for the semester. It does not count if you post more than once in the same week. In order to accommodate for unexpected challenges that may occur throughout the semester, the instructor will drop your 5 lowest Current Event grades at the end of the semester. Extra credit may be provided for posting more than 10 Current Events. If you come across a song, poetry, video, or other type of media and wish to use it for a Current Event, please email the instructor ahead of time for approval.

Sample Current Event Post:


The article is about DACA recipients and allies blocking a vehicle entrance to Disneyland with signs asking to keep DACA at 10 am Monday morning. The protesters were removed by law enforcement. They were peacefully protesting the government deal following the government shut down. This reopening would affect dreamers because their future would be undetermined because there is a lack of consensus on what will happen to the DACA proceedings set in 2014.

This module talks about proceedings to become a legal permanent resident or a short term resident. DACA is also mentioned when it talks about allowing people allowed to stay here in special circumstances. DACA was set in place in 2014 which would allow children who would brought here illegally by their parents to stay in the US which could be renewed in 3 year intervals. The indecision that we have now with what will happen with the deferred action for childhood arrivals (DACA) causes stress for those thousands affected with the outcome of discussions.

Sample Response:

This is an interesting post! The article is focusing on the recent decision to remove DACA. It seems like this article highlights one of the social costs of removing DACA, which is the social frustration and protests that have resulted from that. Because of all of the stress that has resulted from this, I can also imagine that there will be a lot of economic consequences from people losing their jobs or being too stressed to really be productive.

If I had to find a strength in the decision to remove DACA, I guess some people (not me necessarily) could argue that from an equity perspective it is fair because it supports people who entered the country “legally” and not “illegally.” Administratively it is also easier because it doesn’t require the government to process as much paperwork for all the people that were receiving DACA.

I think a better alternative policy to this would be to look at a way for everybody to become permanent residents. This would end all the protests and help people keep their jobs. It would still require work to process all the paperwork, though, and people should be required to pay a fine and get in line behind people who entered the country “legally.”

• APPLICATION ACTIVITIES

Following readiness quizzes and class discussion of current events, groups will participate in team activities.
Team activities may be interactive, interesting, real-world applications of class content or in-class activities. Through these activities, you will gain the skills necessary to complete the policy memo and public testimony.

Team activities are designed to move students away from thinking of answers as “right” and “wrong” and more toward thinking about how to present facts strategically and ethically to influence your audience. In support of this, I will not be grading team activities (although this is subject to change based on class discussion and vote). Instead—you will be grading each other. Your participation in application activities will be a critical part of your Peer Review (explained further down), and poor participation in these activities can and will affect your final grade.

**POLICY MEMO**

Policy memos are different than research papers. The purpose of a policy memo is to help a specific audience understanding the rationale for choosing a specific course of action. Memos are designed for non-academic audiences, geared toward the needs of the audience, and synthesize research in a way that results in you advocating for a specific type of change or action. A good policy memo will usually have the following characteristics:

- Short, focused, and to the point without excessive explanations
- Specific, clear and professionally written
- Avoids academic or disciplinary jargon
- Points are clearly supported by evidence that show consequences of each alternative
- Visually appealing and clearly organized with clear and descriptive headings and sub headings, use of capitalization, bold text, bulleted items, etc.
- Practical and feasible recommendations that are likely to occur and don’t seem unrealistic
- Explicit and honest in describing strengths and weaknesses of your recommendations

The following is a tentative list of topics. You will select your topic as a group, but will write the paper as an individual. I will work to accommodate your group’s first choice, but you may have to settle for a lower choice. You may also suggest an alternate topic from the readings and submit that topic for approval. Instructor approval is required if you wish to write your policy memo on a topic different than the one assigned to your group.

- Access to health care by undocumented residents
- Medical deportations of chronically ill immigrants
- Public funding for mental health treatment of immigrants
- Gender-based violence and sexual exploitation of women based on immigration status
- Federal asylum for transgender immigrants based on past or future persecution
- Paths to citizenship for immigrants who entered the U.S. as children
- Eligibility for public welfare benefits
- Access of immigrant students to financial assistance/in-state tuition rates for higher education
- Availability of culturally competent and responsive services for older adult immigrants
- Enforcement of federal immigration laws by local law enforcement
- Rights of local government to create “sanctuary city” policy
- Rights of states to refuse refugee resettlement
- Use of detention centers to house immigrations prior to deportation hearing
- Criminalization of concealing or assisting immigrants

The policy memo will be completed in various steps (see due dates listed in course schedule).

1. **Select a Topic**: Individuals will select their top preferences from the list of issues provided and submit to the instructor. The instructor will group you based on your preferred topic. The following steps are completed individually, although you may discuss and share resources with your group.
2. **Problem Statement**: You will develop a statement, based on your selected topic, that you want a policy maker to address. In the first sentence, you must specify which policymaker you are addressing and explain
why you selected the policy maker and the issue. The second and third sentences should clarify your problem and describe the main points that the decision-maker should know. This will serve as a roadmap for your paper. Brevity and strategy are key for this assignment. You will have the opportunity to revise your statement once before final submission.

3. First Draft: You will bring a rough draft of your policy memo along with a list of your key references. Your outline should be structured with headings and sub-headings, and you will discuss your progress with your peers as part of an in-class activity.


Final papers are limited to no more than three pages (using APA format). Detailed guidelines and a grading rubric will be provided on Blackboard and discussed in class.

1. PUBLIC TESTIMONY

Each student will be asked to give a testimony based on their policy memo. The goal is to try and convince their designated decision-maker to take the action that they want them to take. Importantly, you must be able to communicate a lot of information effectively in a short amount of time, use facts to make a convincing point, and incorporate the perspective of your decision-maker.

The testimony will last 1.5 minutes (90 seconds) and must be written out and presented. The testimony must cover the following points.

1. What your problem is?
2. Why it is important?
3. What are you asking them to do?

Before your testimony you will have 15 seconds to explain who your decision-maker is and what title/position is and why you chose them to convince to make a change. Your public testimony will be presented in class, and will be scored by your peers.

Detailed guidelines and a grading rubric will be provided on Blackboard and discussed in class.

• PEER REVIEW AND REFLECTION

You will complete a review of your peers and their contributions. You will have 100 points to divide among your group members. You can distribute the points however you wish. However, you must have a clear and solid explanation for how you distributed points, and it must appear to be fair. You will also be required to describe what each of your team members did well, as well as how they could improve in the future. I will calculate a Peer Review Score for you based on the sum of all the scores received from your group members. If for any reason a group member does not complete their Peer Review, then I will take their 100 points and divide them evenly among ALL group members. You will not get to know the specific score or comments that each of your group members gave you—you will only get to see the aggregate score and comments. As part of this assignment, you will reflect on your experience in completing the Public Testimony. Detailed guidelines and a grading rubric will be provided on Blackboard and discussed in class.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or
presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

I will not take attendance. However, attendance will be considered with any requests to make up assignments. **Good communication** is the secret key to minimizing the impact of being absent from class. Even if you only THINK you might have an authorized absence (i.e. you have a family member who is very ill, you are in the midst of serious family problems), it is advisable to reach out to me and your group members. Consider that, in the workplace, when someone is gone, the group has to pick up the slack but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, and does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to “freeload” or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers and I know in advance and make sure that you do your best to make up for it. Otherwise, you are at risk.

**G. Grading**

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric before submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback in how to structure the grading criteria. If a student is confused or disagrees with how a score was calculated, they are encouraged to email the instructor or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If a student can provide evidence of critical thinking, even if they do not have the “correct answer,” they might be able to earn back some of the points for an assignment.

A: 900-1000 points

B: 800-899 points

C: 700-799 points

D: 600-699 points

F: < 599 points

Grades that fall right on the edge of the next letter grade (e.g. if you have 899 points) will be rounded up at the professor’s discretion. Important factors that will be considered in this situation include regular Blackboard access, timely submission of assignments, submission of all course assignments, communication with instructor and respectful interactions/communication with peers in the course.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**H. Make-Up Exams**

Students who anticipate being absent from class on the day of the reading quiz are strongly encouraged to contact me to make arrangements to take the individual reading quiz early. This allows me to give the rest of their team access to their individual answers during the group reading quiz. I drop the lowest quiz score at the end of the semester, and make-up quizzes are not an option.
You do not have the option to make up a Current Event post. Instead, I will automatically drop your 5 lowest Current Event grades at the end of the semester. If you work ahead and post consistently at the beginning of the semester, you can avoid having to post toward the last few weeks of the semester.

Policy memos submitted late will be automatically marked down 10% for each day past the due date. Under certain circumstances, students may be able to resubmit their policy memo for a higher grade. This will be discussed in class.

Each group will set up its own guidelines about how to handle the absences of one of its members during a group assignment. Generally, these guidelines require a student to provide a good reason for being gone, explain the reason to the group, and do their best to make amends. Students that miss a group assignment may receive the team score so long as they comply with the guidelines set forth by the group. The chair of each group should email the instructor with permission to extend the group score to the absent student.

Issues with web access may occur, due to weather or circumstances such as travel, which severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access.

Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.

I. Course Schedule

Each week you will focus on a different topic, as outlined in the table below. Below is a tentative schedule for how I plan to approach each topic, although this is subject to change.

- Tuesday: Individual and group reading quizzes; Mini-lecture and discussion based on readings and Current Events discussion
- Thursday: Application Activity
- Friday: Current Event Due

<table>
<thead>
<tr>
<th>Module &amp; Week</th>
<th>Topic</th>
<th>Preparation</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro August 23</td>
<td>Syllabus and Overview of Course</td>
<td>Review syllabus</td>
<td>Syllabus Overview</td>
</tr>
</tbody>
</table>
| 1 Week of Aug 27 | Module 1: Profile of Immigrants in the U.S. | Chapter 1 | Current Event #1  
Practice Quiz  
Team Formation and Group Expectations  
Due 08.30.18: Policy Memo Topic Selection |
| 2 Week of Sep 3 | Module 2: Legal Classification and Policies | Chapter 2 | Reading Quiz A  
Current Event #2  
Application Activity |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Chapter(s)</th>
<th>Activity Details</th>
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<tbody>
<tr>
<td>3</td>
<td>Module 3: Migration Theories and the Migrant Experience</td>
<td>Molina - Ch. 3</td>
<td>Reading Quiz B</td>
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<td>(in Blackboard)</td>
<td>Current Event #3</td>
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<td>Ch. 4</td>
<td>Application Activity</td>
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<tr>
<td>4</td>
<td>Module 4: Children and Families</td>
<td>Chapter 9 &amp; 11</td>
<td>Reading Quiz C</td>
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<td>Application Activity</td>
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<td><strong>Due 09.23.17: Policy Memo Problem Statement</strong></td>
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<td>5</td>
<td>Module 5: Health, Healthcare and Healthcare Access</td>
<td>Chapter 5</td>
<td>Reading Quiz D</td>
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<td>Current Event #5</td>
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<td>Writing Workshop</td>
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<td>6</td>
<td>Module 6: Mental Health and Treatment</td>
<td>Chapter 6</td>
<td>Reading Quiz E</td>
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<td>Application Activity</td>
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<td><strong>Unit III: Barriers to Safety, Employment and Freedom</strong></td>
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<td>7</td>
<td>Module 7: Women, Human Trafficking and Domestic Violence</td>
<td>Chapter 10</td>
<td>Reading Quiz F</td>
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<td>Current Event #7</td>
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<td>Review of Rough Draft (Bring rough draft to class)</td>
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<td>8</td>
<td>Module 8: Refugee Resettlement and Employment</td>
<td>Chapter 8</td>
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<td>Application Activity</td>
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<td><strong>Due 10.21.17: Policy Memo</strong></td>
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<td>9</td>
<td>Module 9: Crime and Detention</td>
<td>Chapter 7</td>
<td>Reading Quiz H</td>
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<td><strong>Unit IV: Immigrants, Social Services and the Future</strong></td>
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<td>10</td>
<td>Module 10: Social Welfare and Public Benefits</td>
<td>Chapter 13</td>
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<td>Application Activity</td>
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</tbody>
</table>
| Week of Nov 5 | Module 11: Aging Migrants & Future of Immigrants | Chapter 12 | Current Event #11
Reading Quiz J
Application Activity: Public Testimony Preparation Workshop (Bring outline)

*Policy Memos Returned* |
|-----------------|-----------------------------------------------|------------|----------------|
| Week of Nov 12 | Module 12: Politics and Advocacy              | Chapter 14 | Current Event #12
Reading Quiz K
Application Activity: Public Testimony Preparation Workshop (Bring draft)

*Due Nov 18: Final Policy Memo* |
| Week of Nov 19 | Public Testimony Preparation                  |            | Current Event #13

*No class on Thursday, November 22 due to Thanksgiving Holidays* |
| Week of Nov 26 | Public Testimonies                            |            | Current Event #14 |
| Week of Dec 3  | Debrief and Wrap-Up                           |            | Current Event #15

*Due 12.09.17: Peer Review* |
| Week of Dec 10 | NO FINAL EXAM – Have a great Holiday break!   |            | |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses.
Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page...................... http://www.uta.edu/library
Subject Guides............................ http://libguides.uta.edu
Subject Librarians....................... http://library.uta.edu/subject-librarians
Course Reserves.......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ........................ http://library.uta.edu/how-to
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian........................... http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/faq/).
P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials.
http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.