

SOC/SW 262 SOCIAL WELFARE POLICIES AND PROGRAMS
Section I – FALL 2022
Tuesdays and Thursday, 8 AM - 9:15 AM
In-Person in SCI B328

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Pronouns: She/her

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COURSE Website in CANVAS: Canvas login, support, and training opportunities are available at: www.uwsp.edu/canvas

OFFICE HOURS: Tuesday, Wednesday, & Thursday, 9:30- 11 AM

Stop in my office: SCI B339

Or join my virtual Office Hours:

<https://wisconsin-edu.zoom.us/j/98242853377?pwd=QnN2QjRuRHpVL2NNTmxSVTNNMVF0dz09>

Meeting ID: 982 4285 3377

Passcode: 224759

REQUIRED TEXT:

DiNitto, D. (2016). *Social Welfare: Politics and Public Policy, 8th ed.* University of Texas.

Please select one (1) of the following books to read and critique. ****Please note** the books listed below are not available in text rental. You can obtain a copy of these books at the UWSP library, local library, or for purchase on thriftbooks, amazon, barnes and noble, etc. Please see me if you need assistance obtaining a copy of one of the books listed below. You will be required to submit four reflection papers on your selected book. The reaction paper assignments are outlined on page 11 in the syllabus.

Cantú, Francisco. *The line becomes a river: Dispatches from the border (2018)*. For Francisco Cantú, the border is in the blood: his mother, a park ranger and daughter of a Mexican immigrant, raised him in the scrublands of the Southwest. Haunted by the landscape of his youth, Cantú joins the Border Patrol. He and his partners are posted to remote regions crisscrossed by drug routes and smuggling corridors, where they learn to track other humans under blistering sun and through frigid nights. They haul in the dead and deliver to detention those they find alive. Cantú tries not to think where the stories go from there. Plagued by nightmares, he abandons the Patrol for civilian life. But when an immigrant friend travels to Mexico to visit his dying mother and does not return, Cantú discovers that the border has migrated with him, and now he must know the whole story. *The Line Becomes a River* makes urgent and personal the violence our border wreaks on both sides of the line.

Desmond, Matthew. *Evicted: Poverty and profit in the American city* (2016). In Milwaukee, Desmond moved into a trailer park and then to a rooming house on the -poverty-stricken North Side and diligently took notes on the lives of people who pay 70 to 80 percent of their incomes for homes that, objectively speaking, are unfit for human habitation. He takes readers into the poorest neighborhoods of Milwaukee, where families spend most of their income on housing and where eviction has become routine—a vicious cycle that deepens our country’s vast inequality. Based on years of embedded fieldwork and painstakingly gathered data, *Evicted* transforms our understanding of extreme poverty and economic exploitation while providing fresh ideas for solving a devastating, uniquely American problem.

Elliott, Andrea. *Invisible Child: Poverty, survival, and hope in an American City* (2021). *Invisible Child* follows eight dramatic years in the life of a girl whose imagination is as soaring as the skyscrapers near her Brooklyn shelter. In this sweeping narrative, Elliott weaves the story of Dasani’s childhood with the history of her family, tracing the passage of their ancestors from slavery to the Great Migration north. As Dasani comes of age, the homeless crisis in New York City has exploded amid the deepening chasm between rich and poor. Dasani must guide her siblings through a city riddled by hunger, violence, drug addiction, homelessness, and the monitoring of child protection services. By turns heartbreaking and inspiring, *Invisible Child* tells an astonishing story about the power of resilience, the importance of family, and the cost of inequality. Based on nearly a decade of reporting, *Invisible Child* illuminates some of the most critical issues in contemporary America through the life of one remarkable girl.

Land, Stephanie. *Maid: Hard work, low pay, and a mother’s will to survive* (2019). While the gap between upper middle-class Americans and the working poor widens, grueling low-wage domestic and service work--primarily done by women--fuels the economic success of the wealthy. Stephanie Land worked for years as a maid, pulling long hours while struggling as a single mom to keep a roof over her daughter's head. In *Maid*, she reveals the dark truth of what it takes to survive and thrive in today's inequitable society. While she worked hard to scratch her way out of poverty as a single parent, scrubbing the toilets of the wealthy, navigating domestic labor jobs, higher education, assisted housing, and a tangled web of government assistance, Stephanie wrote stories of overworked and underpaid Americans. *Maid* explores the underbelly of upper-middle class America and the reality of what it's like to be in service to them.

Press, Eyal. *Dirty Work: Essential jobs and the hidden toll of inequality in America*. (2021). In *Dirty Work*, Eyal Press offers a paradigm-shifting view of the moral landscape of contemporary America through the stories of people who perform society’s most ethically troubling jobs. As Press shows, we are increasingly shielded and distanced from an array of morally questionable activities that other, less privileged people perform in our name. *Dirty Work* examines a less familiar set of occupational hazards: psychological and emotional hardships such as stigma, shame, PTSD, and moral injury. These burdens fall disproportionately on low-income workers, undocumented immigrants, women, and people of color. Press reveals fundamental

truths about the moral dimensions of work and the hidden costs of inequality in America.

COURSE DESCRIPTION:

This course introduces students to policy practice in public and private organizations and in community and legislative arenas. Students will learn to analyze social policy, understand policy implication, and research and analyze a policy for proposed change or implementation. This course will also emphasize the development and implementation of political strategy, policy formation, as well as the policy evaluation in historical context of social welfare policies in the U.S., and the negotiation of policy changes.

COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

COURSE OBJECTIVES:

Students who successfully complete this course will be able to:

1. Understand that policies define the context within social service delivery systems from micro to macro levels. (Social Work Competency 5)
2. Analyze a specific social welfare policy to assess its effectiveness at combating social injustice and inequality (Competencies 1, 2, 3, 4, & 5).
3. Understand the value base of social policy practice, including value for diversity, and develop skills in cultural competence when analyzing policy (Competencies 2, 3, 5, 7, & 9).
4. Understand the value of and skills necessary to engage in political action and policy practice (Competencies 5, 6, 8 and 9).
5. Demonstrate the ability to utilize the results of evaluation and research to build effectiveness in understanding policy effectiveness (Competencies 4, 5, & 9).
6. Understand and implement negotiation techniques to affect policy advocacy or changes in policy (Competency 5).

CLASS FORMAT:

Classes will include lecture, discussion, media clips, individual and group exercises.

Etiquette Tips/Reminders:

- Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. Please put laptops and cellphones away during class unless this is prearranged with the instructor.
- One participation point will be awarded per class during the semester based on attendance and participation.
- Occasionally this class will meet synchronously in Zoom (ex. During hazardous weather or other circumstances). Students will be alerted to this change as soon as possible and Zoom meetings will be scheduled in CANVAS and outlook.
- Acknowledge one's own optionality; intersectionality and connects to the social problems we will discuss; develop multicultural and intersection lens

CLASSROOM CULTURE:

One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc.

LAND ACKNOWLEDGEMENT:

We recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. As a university community, it is important to acknowledge and honor this ancestral Ho Chunk and Menomonee land and the sacred lands of all indigenous peoples.

INCLUSIVITY STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's SafeZone training on: 4/19/21.

CONFIDENTIALITY:

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Much of this class will be spent discussing situations that involve real people-clients, agency personnel, community members, and ourselves. It is important that students refrain from utilizing actual client names and other identifying information during the course of discussion, in presentations, and in correspondence with the instructor.

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Location: 108 Collins Classroom Center (CCC), 1801 4th Ave.,
Phone: 715-346-3365 • Email: drc@uwsp.edu

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science 234 Collins Classroom Center (CCC), ext 3568	Academic and Career Advising Center, 209 Collins Classroom Center (CCC), Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Other Campus Policies

FERPA:

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX:

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the Title IX page for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act:

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

EMERGENCY PROCEDURES:

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet in the lobby of the DUC. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

WRITING ASSIGNMENTS:

- ◆ All assignments should be submitted in Canvas on or before their due date. All written assignments must adhere to APA guidelines. Students are responsible for obtaining guideline information. Please see the instructor if you need assistance in doing this.
- ◆ Papers will be graded on accuracy, breadth of content, and development of ideas, spelling, and grammar.
- ◆ Spelling and grammar should be checked. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ When references are used, ALL references must appear in a reference list at the end of the paper in APA formatting. In text citations must be used when citing information from outside sources.
- ◆ All assignments are posted on assignment module of CANVAS, in the Syllabus, and in the course calendar.

LATE PAPERS/MISSED EXAMS/INCOMPLETES

Students are expected to complete course work by the date that it is due. Students are responsible to contact me to negotiate for any alternate date and this must be done **BEFORE THE DUE DATE**. The same process is necessary to request an incomplete. Requesting an extension does not automatically mean that you will receive one. If assignments are turned in late without an extension request, partial credit will be given. No late assignments will be accepted two weeks past their due date. Please attend office hours or arrange an appointment to discuss any assistance you may need.

PLAGIARISM

Plagiarism—using words or ideas of another person without citation—will result in lost points and could lead to a failing grade on an assignment. Any quotation, fact, or major idea taken from a book, article, or other source, must be cited within the text of your paper, as well as being included in your reference list at the end of the paper using APA formatting.

RIGHTS AND RESPONSIBILITIES

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

***Changes in assignments and class schedule will be announced as far ahead of time as possible.**

CLASS TOPICS AND ASSIGNMENTS

Week 1- (9/6/22 & 9/8/22)

- Topic: Introduction to Social Welfare Policy
- Please review course syllabus and “Getting Started” Module in CANVAS
- Read: Chapter One: Politics and the Policy Making Process
- Content Focus: CSWE competency 5

Week 2- (9/13/22 & 9/15/22)

- Topic: Politics and Policy Making
- Please review content in “Intro to Social Welfare Policy Module”
- **Assignment:** Choose and obtain paperback book from list above and post your book selection in the discussion post by midnight on 9/15/22.

Week 3- (9/20/22 & 9/22/22)

- **Topic:** Politics and Policy Making
- **In-class discussion of policy analysis project**
- **Monday 9/20 meet in CCC 307 for library research session**
- Content Focus: Social Work Competencies 5, 7, and 9
- **Assignment:** Complete Policy Analysis project worksheet by midnight on Monday, 9/19/22

Week 4 (9/27/22 & 9/29/22)

- **Topic:** Policy Evaluation
- **Read:** Chapter Two: Analyzing, Implementing, and Evaluating Social Welfare Policy
- **Assignment:** Read from your chosen book
 - Cantú: p. 1-62
 - Desmond: Part 1: RENT
 - Elliott: Prologue, Parts I & II
 - Lamb: p. 1-63
 - Press: Introduction and Part I: Behind the Walls p.3-96
- **Assignment: Reaction paper I due by midnight on 9/27/22**
- Content Focus: Social Work Competencies 1, 3, and 4

Week 5 (2/21/22 & 2/23/22)

- **Topic:** History of Social Welfare Policy
- **Read:** DiNitto, Chapter 3: History of Social Welfare Policy
- Content Focus: Social Work Competencies 1, 2, 3, and 4

Week 6 (10/11/22 & 10/13/22)

- **Topic:** Ways to Define Poverty
- Content Focus: Social Work Competencies 1, 3 and 5

- **Policy Analysis Paper I-** Services, benefits, and eligibility paper- due by midnight on 10/11/22

Week 7 (10/18/22 & 10/20/22)

- **Topic:** TANF/W2
- **Read:** DiNitto, Chapter 7: Helping Needy Families
- **Exam Review on 10/20/22**
- Content Focus: Social Work Competencies 2, 3, 5, 6, and 7

Week 8 (10/25/22 & 10/27/22)

- **Topic:** Social Insurance
- **Read:** DiNitto, Chapter 5: Preventing Poverty and Social Insurance
- **MIDTERM EXAM at 8 AM on Thurs. 10/27-** No in-person class. Students will complete exam online in CANVAS under Quizzes.

Week 9 (11/1/22 & 11/3/22)

- **Topic:** Social Security
- Please review information in “Social Security” Module
- **Assignment: Read:**
 - Cantú: p. 62-123
 - Desmond: Part 2: OUT
 - Elliott: Parts III & IV
 - Lamb: p. 64-132
 - Press: Part II: Behind the Screens, p. 99-152
- **Assignment: Reaction Paper II Due by midnight on 11/3/22**
- Content Focus: Social Work Competencies 1 and 2

Week 10 (11/8/22 & 11/10/22)

- **Topic:** Healthcare
- **Read:** DiNitto, Chapter 8: Financing Healthcare: Can all Americans be insured?
- Content Focus: Social Work Competencies 3 and 5

Week 11 (11/15/22 & 11/17/22)

- **Topic:** Education and Employment
- **Read:** DiNitto, Chapter 9: Preventing Poverty: Education and Employment Policy
- Content Focus: Social Work Competencies 3 and 5
- **Assignment: Policy Analysis Paper II- Evaluation due by midnight on 11/15/22**

Week 12 (11/22/22) No Class on 11/24

- **Topic:** Creating Policy within a diverse society
- **Read:** DiNitto, Chapter 11: The Challenges of a Diverse Society: Gender and Sexual Orientation
- **Read: chosen paperback book:**
 - Cantú: p. 123-178

- Desmond: Part 3, AFTER
- Elliott: Part V
- Land: p. 133-209
- Press: Part III: On the Kill Floors, p. 155-208
- **Assignment: Reaction Paper III due by midnight on 11/22/22**
- Content Focus: Social Work Competences 1, 2, 3, and 5

Week 13 (11/29/22 & 12/1/22)

- Topic: Creating Policy within a Diverse Society
- **Read:** DiNitto, Chapter 12: The Challenges of a Diverse Society: Race, Ethnicity, and Immigration
- **Assignment: Policy Advocacy Assignment Due by midnight on 12/1/22**
- Content Focus: Social Work Competencies 1, 2, 6, 7 and 8

Week 14 (12/6/22 & 12/8/22)

- Topic: Politics and the Future of Social Welfare Policy
- Read: DiNitto: Conclusion: Politics, Rationalism, and the Future of Social Welfare Policy
- **Extra Credit Assignment: Policy Advocacy Outreach due by midnight on 12/8/22**
- Content Focus: Social Work Competencies 1,2, 3, and 5

Week 15 (12/13/22 & 12/15/22)

- **Topic:** Course wrap up
- **In Class Exam Review 12/15/22**
- **Read: chosen paperback book:**
 - Cantú: p. 178-247
 - Desmond: Epilogue: Home and Hope; About this Project
 - Elliott: Parts VI, VII, and afterward
 - Land: p. 209-270
 - Press: Part IV: The Metabolism of the Modern World & Epilogue, p.212-270
- **Assignment: Reaction Paper IV due by midnight on 12/13/22**
- Content Focus: Social Work Competencies 2, 3, 5, and 9

Week 16 (12/20/22)

FINAL EXAM – 8-10 AM on Tuesday, 12/20/22

- The exam will be located on the home page in CANVAS in the first module labeled "Final Exam". On the day of the scheduled final, the exam will be unlocked at 8 AM. You will have two hours to complete it.

EXAMS:

Students will complete two online exams in the course of the semester.

- A **midterm exam (50 pts)** will be unlocked in CANVAS at **8 AM until 9:15 AM on 10/27/22**. Students will have 90 minutes to take this test.
- The **final exam (50 pts)** will be opened for a 2-hour period at our scheduled final exam time from **8-10 AM on Tuesday, 12/20/22**

- Questions will be multiple choice and true/false. Study guides are posted in Canvas to help students prepare. Additionally, an exam review will take place during weeks 7 and 15.
- Please note, students are unable close in and out of the exam, so they must be completed at one time.

ASSIGNMENT DETAIL:

SUPPLEMENTAL BOOK REACTION PAPERS: (S. Work Competencies 3 and 5) **Several times in the course of the semester, you will submit brief reaction papers on your chosen paperback book.** These should be submitted on the class Canvas website by midnight on 9/27/22, 11/3/22, 11/22/22, 12/13/22

Topic ideas may include (but are not limited to):

- What forms of oppression and discrimination are identified in your book? Does the book change your perspective on these issues?
- What barriers due the characters in the book experience to achieving social and economic equality?
- What suggestions do you have for policy development and/or changes that could improve the situations for the individuals in the book?
- What are your thoughts on the government's response to the social problems discussed in your book? (**20 points each**)

*These papers should be written in APA format. Please do not simply summarize the chapters. I am interested in your perspective and reflection on the ideas presented in your book.

POLICY ANALYSIS RESEARCH ASSIGNMENTS: (Social Work Competencies 1, 2, 3, 5, and 9)

By 9/19/22, students will choose a specific social welfare policy to research and analyze over the course of the semester.

1. Students will complete the **Policy Analysis Survey (link in Canvas)** to identify their policy selection by **9/19/22** (5 points).
2. **Policy Analysis Paper I- Services, Benefits, and Gaps (40 pts) Due 10/11/22:**
 - a. Examine Program Information provided through government and agency websites, brochures, social service agencies, etc.
 - b. Provide an overview and goals of the policy.
 - c. Describe eligibility criteria and the clientele served.
 - d. Outline the services and benefits provided.
 - e. Use Headings to organize your paper; write in APA format. This paper should be approximately 3-4 pages in length in addition to the reference page. Use a minimum of three government, organizational or peer-reviewed sources for this paper.
3. **Policy Analysis Paper II- Evaluation (50 pts) Due 11/15/22**

- a. Describe your **personal perspective** on the policy. Use some of the questions below as a guide to your evaluation.
 - b. Outcomes Evaluation
 - i. Are intended services being delivered to the intended persons?
 - ii. Identify any service gaps. Are there persons the program may not be reaching? What barriers to services exist?
 - iii. Are the outcome goals being achieved?
 - iv. Is the problem made better?
 - c. Strengths of the Policy
 - i. Are resources being used efficiently? Is the cost reasonable to the benefits?
 - ii. Is this policy doing its job at combating poverty and inequality? Other social problems?
 - d. Policy Recommendations
 - i. How could the policy be improved? Would alternative approaches yield benefits at a lesser cost?
 - ii. What general recommendations or suggested changes to the policy would improve the outcomes?
- ** Use Headings: Including Outcomes evaluation, Strengths of the Policy, Policy Recommendations and Personal Perspective
- **Write this paper in APA format, and include a reference page. This paper should be approximately 4 pages in length. Use a minimum of 4 peer reviewed sources for this assignment.

4. Policy Advocacy Assignment- Letter to Editor/Legislator (25 pts) Due 12/1/22

According to my favorite social work professor, Melinda Gushwa, “Political Action is one of the most important things you can do as a citizen. Not only is it your right, but it is your responsibility. Choosing to not engage in political action is also political action.” It is critical that your voice is heard in policy issues and the political process. For this assignment, you will be contacting your legislator or writing a letter to a newspaper about a social welfare policy issue that is important to you.

- a. For this assignment, you will write a letter to the editor or a letter to your legislator advocating for policy change related to the specific social welfare policy you researched for the policy analysis assignments. You will submit your letter to CANVAS by 8 AM on 12/1/22. This assignment will be discussed during class, and examples will be provided. This assignment is worth 25 points.
- b. Your letter will be evaluated on the following criteria:
 - i. Did you clearly identify a social welfare policy issue?
 - ii. Were you concise and clear with your main ideas and points?
 - iii. Did you provide specific suggestions for improvement or change to this policy?
 - iv. Did you write in a professional manner with attention to grammar and punctuation? Your letter should be well written and articulate.

5. **EXTRA CREDIT: Policy Advocacy Outreach (5 pts) Due 12/8/22**

- a. You will submit a screen shot, photo, or some other confirmation that your letter was sent to your legislator or publication.

COURSE POINTS

Discussion Post	=	5 pts.
Policy Analysis Survey	=	5 pts.
Reflection Papers	=	80 pts.
Policy Analysis Papers	=	90 pts.
Policy Advocacy letter	=	25 pts.
Attendance	=	30 pts
Midterm Exam	=	50 pts.
<u>Final Exam</u>	=	<u>50 pts.</u>
Total		335 pts.

GRADING SCALE

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 & below