**KENNESAW STATE UNIVERSITY**

**WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES**

**DEPARTMENT OF SOCIAL WORK AND HUMAN SERVICES**

**HS3400**

**COMMUNITY INTERVENTION, FALL 2020**

**Instructor:** Dr. Cameron Greensmith

**Class Time:** 09/17/20 – 12/06/20

**Location:** D2L

**Semester Credits:** 3 Credit Hours

**Email Address:** [cgreensm@kennesaw.edu](mailto:cgreensm@kennesaw.edu)

**Phone Number:** 1-470-578-6634

**Office:** Prillaman Health Sciences, Room 3309

**Office Hours:** Online using Collaborate Ultra, Teams, or Phone Call; meetings are to be made by appointment

A close up of a person

Description automatically generated

## COURSE DESCRIPTION

As agents of social change, it is crucial that human service professionals are able to enter a community or organization and identify how individuals influence and are influenced by their environment. This course examines the theories, research, and methods of intervention that human service workers utilize in and with diverse and complex communities. Moreover, as prospective human service professionals, our work and advocacy efforts are deeply impacted by social justice. As a result, this course offers students opportunities to consider the larger structures (macro) impacting communities in an effort to develop and hone our relational skills with(in) communities.

## COURSE OBJECTIVES

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

## APPROACH TO TEACHING AND LEARNING

**This is an ONLINE course** and will meet exclusively online. However, this is a asynchronous course. You will participate in the course using Collaborate Ultra, KSU’s web-based conferencing tool. We will have a weekly meeting on **Fridays at 10:30 AM (starting 08/21/20).**

During the online sessions, we will learning goals and objectives for each weekly module, as well as answer any questions you may have. You will also gain knowledge that should inform later assignments and activities. The online modules will run on a weekly schedule (each module will begin on Mondays at 12:00 AM). Your schedule will outline the topic for each module. Your quizzes, course content, and assignments are visible in the course room.

## THE SYLLABUS

This syllabus acts as a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course.

Additional Course readings and supplemental readings are found on [Desire to Learn Brightspace (D2L)](http://d2l.kennesaw.edu/). To log in you will need your current KSU NetID. The D2L course site will be used to provide you with an opportunity to monitor your grades, engage in enriched discussion, post newspaper articles or blog posts regarding policy changes occurring in real time, and access additional course materials (e.g., supplementary readings, assignment rubrics and examples). I will also be using D2L to communicate with the entire class—either through your email or the announcements tab.

## COMMUNICATION WITH THE PROFESSOR

**Assignment and Discussion Post Turn Around:** I strive to return your graded assignments within 14 business days of receipt.

**Collaborate Ultra:** Collaborate Ultra is an interactive collaboration tool that integrates into D2L Brightspace. With Collaborate Ultra, you can have live, two-way interaction with your professor and classmates, share media, and give presentations.

**Desire to Learn Brightspace:** D2L is an essential component of this course. It also serves as a resource where you can communicate with your classmates and the professor about course content and any related questions. It will include postings on all the class assignments, lecture notes, and helpful guides.

**Email Policy (you must follow all guidelines below):**

1. All emails must include in the subject line: 1) the course number; and, 2) a concise statement of purpose (e.g., **<insert course name> Appointment**). Otherwise, your email will likely be deleted. ***I will not respond to emails through D2L. Please use my @kennesaw.edu email.***
2. Please, also, include a salutation (**e.g., Hi <Instructor First Name>, or Dear Dr. Professor’s Last Name>**), so I know the email is meant for me, and a closing signature (**e.g., Thank you, or Regards, <insert name here>**). It is good practice to write your emails respectfully and I will return the same courtesy to you.
3. Please make sure you consult the course syllabus and any other handouts BEFORE submitting inquiries by email.
4. Email communications should not be seen as an alternative to meeting with the professor. It is not permissible to use emails as a mechanism to receive private tutorials or to receive information on any material that was covered in classes that you have missed.
5. I will do my best to respond to emails of immediate need within 48 hours. This only applies Monday to Friday during business hours (9am – 5pm). In an effort to cultivate a work-life balance, I will not respond to student emails in the evenings or on weekends. If you do not receive a reply after 48 hours, please resubmit your inquiry.

**Feedback:** I love getting feedback on my teaching and how the class is going. I value your input and I am often willing to make changes to enhance your learning. Please share with me any comments, suggestions, and ideas you may have. If you would like to do so anonymously, you can submit a note (typed or hand written) in my mailbox.

**Grading Inquires:** All inquiries/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.

Requests for re-grade should be submitted to the professor within 7 days of the assignment being returned. Students will take 24 hours to review their assignment, the assignment expectations, and feedback given before submitting email inquiries. Students should submit a one-page explanation detailing the reason as to why a re-grade is required and the original assignment. In writing this explanation, students must refer to the feedback they have already been given on the assignment, the assignment examples provided by the professor, and the assignment expectations outlined in the syllabus. Students must note that any re-grade has the potential to increase or decrease the overall mark of the assignment in question.

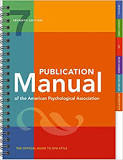
## COURSE MATERIALS

**Required Text:**

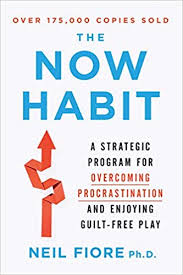
A picture containing drawing, device

Description automatically generatedStaples, L. (2016). *Roots to power: A manual for grassroots organizing.* ABC-CLIO.

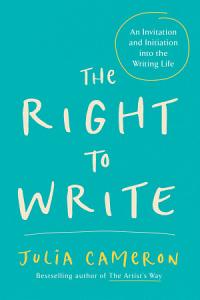
# Recommended: *APA Citation Style*

American Psychological Association. (2019). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, DC: American Psychological Association.

# Recommended: *Procrastination*

Fiore, N. A. (2007). *The now habit: A strategic program for overcoming procrastination and enjoying guilt-free play*. Penguin.

**Recommended:** ***Writing***



Cameron, J. (1999). *The right to write: An invitation and initiation into the writing life*. Penguin.

## ASSIGNMENTS

**Assignment Breakdown Due Date Percentage**

Information Sheet 08/17 – 08/23 5%

Discussion Post #1 08/31 – 09/06 5%

Discussion Post #2 09/14 – 09/20 5%

Discussion Post #3 09/21 – 09/27 5%

Discussion Post #4 10/05 – 10/11 5%

Discussion Post #5 10/19 – 10/25 5%

Community Profile First Draft 10/26 – 11/01 P/F

Community Profile Final Draft 11/16 – 11/22 35%

Take Home Exam 11/30 – 12/06 30%

Reflection 11/30 – 12/06 5%

**Total 100%**

**Grading:** A total of 100 percent is possible in the course and will be assigned on the basis of:

A = 90 points

B = 80-89 points

C = 70-79 points

D = 60-79 points

F = Below 60 points

**Rounding:** There will be no rounding of individual assignment grades during the semester; however, the final grade will be rounded, with grades .5 or above rounded up. For example, a 74.5 is 75, and a 74.4 is 74.

**Late Assignments:** The professor expects that all assignments will be submitted by their posted due date. Late assignments will receive a late penalty of 5% per day, including weekends (Saturday, Sunday, and Holidays). Please make arrangements for an alternate due date, if required, by communicating directly with me. Decisions regarding the acceptance of late assignments will be made at the discretion of the professor. **Assignments handed in late will not receive any written feedback**

## ASSIGNMENT EXPLANATION

**1. Student Information Sheet (5%)**

Fill out the student information sheet survey available through D2L by **08/17/20** at 11:59pm.

**2. Discussion Posts (5% x 5 = 25%):**

Beginning **Module 3**,you will have an opportunity to contextualize and synthesize your learning and readings within an online discussion format. The online discussion will occur for a seven-day time period, ending on Sunday at 11:59pm. Late submission that occurs outside of this **weekly time frame *will not be considered or graded***. Discussions and responses should be reflective of the course themes, module materials, readings and be a chance for you to work toward your final project submission. As our learning progresses, it is strongly encouraged to make connections across the weeks by attending to perspectives, theories, or ideas that are contradictory and/or complementary to the discussion board theme. Discussion post rubric is available on D2L.

**Discussion Board Themes:**

1. Developing Critical Thinking, Applying Social Justice (5);
2. Defining Community (5);
3. Who Are You? Creating a Community Map (5);
4. Developing a Research Question (5);
5. Thinking About Stakeholders (self, organization, funders, communities, societies) (5).

***In evaluating your discussion posts, I will be looking for:***

1. Critical and effective engagement with course readings (Use of a minimum of 2 readings, concepts, ideas, etc., required). (3.5)
2. Proper spelling, grammar, punctuation, and APA (7th edition). (0.5)
3. Responds to at least two of your colleagues (1).

**Note:** Responses must move beyond being positive or affirming. Instead, you might: ask a question or make a significant connection to a concept or idea from a reading, video, podcast, or website.

**3. Community Profile Assignment (35%)**

The community profile assignment is divided into **TWO** parts **and can be completed as a group assignment (with no more than 3 members).** To complete the assignment you must draw on the concepts, ideas, and arguments presented in the course. Your assignment will include a title page and bibliographic references, in addition to the required page length of **10-12 pages**. Your team must refer to a minimum of **eight course materials. Please note that the course textbook chapters can only count as half of the cited materials and no more.** No outside materials are allowed. The assignment must follow the proper formatting guidelines set out in the syllabus. Draft assignment is to be submitted on **11/01 at 11:59 PM** and the final draft is due **11/22 at 11:59 PM.**

Part A: Based on information provided on the website (e.g., about us, publications, programs, resources, projects) address the following questions:

1) What is the purpose of the organization?

2) What does the organization do to achieve its mission/mandate and goals?

3) Discuss and analyze how well the organization addresses the needs of diverse community members.

4) Discuss how the organization advances the achievement of social justice.

To answer Part A, you might consider the following:

* How does the mission of the organization advance social justice?
* Does the organization adequately fulfill its mission/mandate? Are there better ways in which the organization can achieve its mission/mandate?
* Why is the organization important? And, what is the organization responding to?
* What are the social, economic, and political contexts in which the organization was formed and now works within?
* How useful is the website as an resource for communities?
* How does the organization receive funding?
* Who are its employees, board members, and committee members? Are various groups represented?

Part B: Read the assigned website publications (below) with your selected website and address the following:

1) Write a short summary of the article, which will include:

a) A brief statement of what social justice issues are discussed in the article;

b) The main argument(s) of the article; and,

c) How the author(s) supports the main argument(s).

2) Discuss the social justice issues raised in the article. As part of your discussionof the issues raised in the article, you **must** discuss and critically analyze the extent to which the article advances social justice. **Note:** you must intersect course material for this section.

To answer question two you might consider:

* How well does the article support its argument(s)?
* Does the article/text/podcast include recommendations for change? If so, how do these recommendations support communities in need? Are there any communities left out/erased?
* Does the article effectively challenge macro level injustice and oppression? If so, how? And, in what ways? If not, explain.
* Does the article reinforce oppression? If so, how? What communities are impacted?

**Organization 1:** [Alternate ROOTS](https://alternateroots.org/)

**Publication:** [Creating Place Podcast: Art2Action](https://alternateroots.org/creating-place-podcast-art2action/)

**Organization 2:** [Atlanta Community Food Bank](http://www.acfb.org/)

**Publication:** [Hunger In America 2014: Report for Atlanta Community Food Bank](http://www.acfb.org/sites/default/files/hunger-in-america-ACFB-2014-summary.pdf)

**Organization 3:** [Georgia Budget and Policy Institute](https://gbpi.org/)

**Publication:** [People-Powered Prosperity](https://gbpi.org/wp-content/uploads/2018/02/GBPI-People-Powered-Prosperity.pdf)

1. **Take Home Exam (30%):**

You will have a cumulative exam at the end of term. The exam will consist of 5 terms to define (**2 marks** each), 1 essay question (**20 marks**).

I welcome working together and brainstorming on how to best approach the questions; however, it is unadvisable to write the exams together. Take Home Exams are to be submitted on D2L on **12/06** **at 11:59pm.**

1. **Student Reflection (5%)**

**After completing your take home exam, you are to submit an individual reflection responding to the following prompts:**

1. How has the human services program/classes (prior to this class) aided in your success in ***this*** class?
2. Were there any course materials, readings, guest lectures, or discussions that were particularly helpful in applied research in the human services?
3. What community organizing or other skills did you develop? Did your current knowledge on a particular phenomenon, issue, research method, or context get stretched or expanded?
4. How might the knowledge, skills, etc., you develop in this class aid in the profession, workforce, or graduate school?
5. Were there any pitfalls, issues, or concerns that prohibited your learning?
6. Is there anything else you would like to share?

Reflections should be approximately 1-2 pages single spaced. are to be submitted on D2L on **12/6/20 at 11:59pm.**

## WRITING SUPPORT

**Formatting and Referencing:** Please ensure assignments have been edited for grammar, spelling, and readability. Assignments need to follow proper APA formatting: 12-point Times New Roman font, double-spaced text, 1-inch margins, page numbers, and a title page. Referencing in all assignments for this course should follow the APA author-date style (7th edition).

***In-Text Paraphrasing Example:*** [text] (Author’s Last Name, 2015) or Author’s Last Name (2015) stated, [text].

***In-Text Quoting Example:*** “direct quote” (Author’s Last Name, 2015, p. #) or Author’s Last Name (2015) stated, “direct quote” (p. #).

**Writing Support: Kennesaw State University has a** [Writing Centre](http://writingcenter.kennesaw.edu/) **that offers writing support and workshops. We all, even the most skilled of writers, can use support with our writing. Please plan ahead when writing and make use of this valuable (and FREE!) resource:**

## WEEKLY CONTENT

**Module 1: 08/17- 08/23**

**Course Introductions and Overview**

***Due: Student Information Sheet (5%) and Introduce Yourself***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the five steps of constructively engaging our classroom through the deployment of social justice.

2. Describe how calling in can positively shape our experiences in this classroom and our goals in becoming human service workers.

3. Discuss how different mindsets can shape students approach to individual and community learning.

***Required Reading:***

DiAngelo, R., & Sensoy, Ö. (2014). [Leaning in: A student’s guide to engaging constructively with social justice content](http://www.radicalpedagogy.org/radicalpedagogy.org/Leaning_In__A_Students_Guide_To_Engaging_Constructively_With_Social_Justice_Content.html). *Radical Pedagogy*, Winter, *11*(1).

Popova, M. [Fixed vs. Growth: The Two Basic Mindsets that Shape Our Lives](https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/?fbclid=IwAR30x8Bymg6tHzy1QAYgwIQJs8fOF7MlhSAMjfr4P60j9R5vDB_n5AI1vFg). *brainpickings*.

Trần, N. L. (2013, December 18). [Calling IN: A Less Disposable Way of Holding Each Other Accountable](http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/). *Black Girl Dangerous.*

**Module 2: 08/24 – 08/30**

**Understanding Oppression**

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways freedom and oppression impact individuals and communities.

2. Describe how social, economic, pollical, and cultural barriers to community organizing.

3. Discuss how institutions, such as education, can facilitate or contribute to normalizing systemic oppression.

***Required Reading:***

Freire, P. (2018). [Chapters 1 and 2. *Pedagogy of the oppressed*](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06545a&AN=ken.997825575502954&site=eds-live&scope=site&custid=ken1). Bloomsbury publishing USA.

**Recommended Reading:**

McLaren, P., & Jaramillo, N. (2007). [Critical Pedagogy Latino/a Education and the Politics of Class Struggle](https://journals.sagepub.com/doi/pdf/10.1177/1532708605282815). In *Pedagogy and Praxis in the Age of Empire* (pp. 91-120). Brill Sense.

**Module 3: 08/31 – 09/06**

**Social Justice and Community Organizing**

***Due: Discussion Post #1: Applying Social Justice (5%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the differences between rights and justice in the human services.

2. Describe how community organizers and human service workers can utilize social justice in their work.

3. Discuss how social justice can address social, political, cultural, and economic conditions in communities and organizations.

***Required Reading:***

Choules, K. (2007). [The shifting sands of social justice discourse: From situating the problem with “them,” to situating it with “us.”](https://www.tandfonline.com/doi/full/10.1080/10714410701566348) *The Review of Education, Pedagogy, and Cultural Studies, 29,* 461–481.

Drew, N. M., Bishop, B. J., & Syme, G. (2002). [Justice and local community change: Towards a substantive theory of justice](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=aqh&AN=11771886&site=eds-live&scope=site&custid=ken1). *Journal of Community Psychology*, *30*(6), 623-634.

Staples, L. (2016). “Analyze, Strategize, and Catalyze:” Issues and Strategy. *Roots to power: A manual for grassroots organizing*. ABC-CLIO.

**Module 4: 09/07 – 09/13**

**Conceptualizing Community Change**

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the tenants of Alinkey’s *Rules For Radicals.*

2. Describe how community organizers engage in civic engagement.

3. Discuss how different scholars (e.g., feminist, anti-racist) understand community organizing.

***Required Reading:***

Sen, R. (2003). Introduction: Community organizing—yesterday and today. In [*Stir it up: Lessons in Community Organizing and Advocacy*](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06545a&AN=ken.997813590002954&site=eds-live&scope=site&custid=ken1)*.* (pp. xlii – lxv). San Francisco: Jossey-Bass.

Staples, L. (2016). “Power to the People:” Basic Organizing Philosophy and Goals. *Roots to power: A manual for grassroots organizing*. ABC-CLIO.

**Recommended Reading:**

Hill Collins, P. (2010). [The new politics of community](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=57425888&site=eds-live&scope=site&custid=ken1). *American Sociological Review*, *75*(1), 7-30.

Stall, S., & Stoecker, R. (1998). [Community organizing or organizing community? Gender and the crafts of empowerment.](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.190515&site=eds-live&scope=site&custid=ken1)*Gender & Society*, *12*(6), 729-756.

**Module 5: 09/14 – 09/20**

**Conceptualizing Community Change II**

***Due: Discussion Post #2: Defining Community (5%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways community organizing can benefit from relational organizing.  
2. Describe how social capital, neoliberalism, and faith impact communities and organizations.   
3. Discuss the role of community organizers within the human services field.

**Required Reading:**

Kivel, P. (2007). [Social Service or Social Change?](https://www.racialequitytools.org/resourcefiles/SocialServicesorSocialChange.pdf). In *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex.* (pp. 129 – 150). Duke University Press.

Putnam, R. D., Feldstein, L., & Cohen, D. J. (2004). Valley Interfaith: The Most Dangerous Thing We Do Is Talk To Our Neighbors. In *Better together: Restoring the American community*. (pp. 11 – 33). Simon and Schuster. [available in D2L as an attachment]

**Module 6: 09/21 – 09/27**

**The Role of the Organizer**

***Due: Discussion Post #3: Who Are You?: Mapping Community (5%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways you, as a future human service worker, can utilize community organizing strategies.

2. Describe how our past experiences and individual biographies inform human service work and community organizing.

3. Discuss strengths and benefits of a community map in recognizing inequality within communities.

***Required Reading:***

Staples, L. (2016). “Locate and Relate. Motivate and Integrate. Facilitate and Educate. *ACTIVATE!*” The Role of the Organizer. *Roots to power: A manual for grassroots organizing*. ABC-CLIO.

**Module 7: 09/28 – 10/04**

**Organizing Models and Methods**

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways human service workers can utilize divergent research techniques to address disparities within communities and organizations.

2. Describe how a needs assessment can support communities.

3. Discuss the power low-power actors have in initiating change in organizations and communities.

***Required Reading:***

Finifter, D. H., Jensen, C. J., Wilson, C. E., & Koenig, B. L. (2005). [A comprehensive, multitiered, targeted community needs assessment model: Methodology, dissemination, and implementation](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=rzh&AN=106535049&site=eds-live&scope=site&custid=ken1). *Family & Community health*, *28*(4), 293-306.

Staples, L. (2016). “Can’t You Hear Me Knockin’?”Organizing Models and Methods. *Roots to power: A manual for grassroots organizing: A manual for grassroots organizing*. ABC-CLIO.

**Recommended:**

Hyde, C. A. (2018). [Leading From Below: Low-Power Actors as Organizational Change Agents](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=127587041&site=eds-live&scope=site&custid=ken1). *Human Service Organizations: Management, Leadership & Governance*, *42*(1), 53-67.

**Module 8: 10/05 – 10/11**

**Developing Your Research Question**

***Due: Discussion Post #4: Developing a Strong Research Question (5%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the essential components to developing, crafting, and writing a literature review.

2. Describe the ways undergraduate students can incorporate their voice in academic and community-based scholarship.

3. Discuss, substantiate, and develop strong research questions aimed at addressing inequality persistent in communities.

***Required Reading:***

Read, B., Francis, B., & Robson, J. (2001). ['Playing Safe': undergraduate essay writing and the presentation of the student 'voice'](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.1393169&site=eds-live&scope=site&custid=ken1). *British Journal of sociology of Education*, *22*(3), 387-399.

**Website Resource:**

[Developing Strong Research Questions](https://writingcenter.gmu.edu/guides/how-to-write-a-research-question)

[What Makes a Good Research Question?](https://sites.duke.edu/urgws/files/2014/02/Research-Questions_WS-handout.pdf)

**Module 9: 10/12 – 10/18**

**A Catalyst for Change: The Politics of Anger**

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways anger and rage can be used as a catalyst for social change.

2. Describe how anti-racist and anti-racist feminist theories can inform social change in communities and organizations.

3. Discuss the ways human service workers can understand community disparities through an interlocking analysis.

***Required Reading:***

Griffin, R. A. (2012). [I AM an angry Black woman: Black feminist autoethnography, voice, and resistance](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=hsi&AN=83140814&site=eds-live&scope=site&custid=ken1). *Women's Studies in Communication*, *35*(2), 138-157.

Johal, G. (2005). [Order in K.O.S. on race, rage, and method](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06545a&AN=ken.997813090002954&site=eds-live&scope=site&custid=ken1). In G. J. S. Dei & G. Johal (Eds.), *Critical issues in anti-racist research methodology*. (pp. 241-268). New York: Peter Lang

Lorde, A. (1984). [The uses of anger: Women responding to racism](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06545a&AN=ken.997803130102954&site=eds-live&scope=site&custid=ken1). In *Sister Outsider: Essays and speeches by Audre Lorde*. (pp. 124-133). Berkeley: The Crossing Press.

**Module 10: 10/19 – 10/25**

**Understandings Assets and Strengths of Communities**

***Due: Discussion Post #5: Contextualizing Community Stakeholders (5%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways human service workers can recognize assists within communities.  
2. Describe how growth and development can support community organizers and researchers.   
3. Discuss the ways individual issues can be understood as community concerns.

***Required Reading:***

Dorfman, D. (1998). [*Mapping community assets workbook*](https://files.eric.ed.gov/fulltext/ED426499.pdf)*. Strengthening community education: The basis for sustainable* renewal. Portland, OR: Northwest Regional Educational Laboratory, Rural Education Program.

Kretzmann, J. P., & McKnight, J. L. (1993). [Introduction](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=16610459&site=eds-live&scope=site&custid=ken1). In *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. (pp. 1 – 10). Center for Urban Affairs and Policy Research: Evanston, IL.

[Wargo, J. M. (2017). “Every selfie tells a story…”: LGBTQ youth lifestreams and new media narratives as connective identity texts](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edselc&AN=edselc.2-52.0-85019004049&site=eds-live&scope=site&custid=ken1). *New Media & Society*, *19*(4), 560-578.

**Module 11: 10/26 – 11/01**

**Toward Sustainable Community Organizing**

***Due: Community Profile Assignment First Draft (P/F)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways human service workers can utilize community organizing strategies in their internships, future workplaces, and graduate school.

2. Describe how to mobilize community and engage in “direct action” to raise awareness.

3. Discuss the ways individuals and organizations can grow, including through leadership, group process, and decision-making.

***Required Reading:***

Staples, L. (2016). “Moving into Action:” Making and Carrying Out Action Plans. *Roots to power: A manual for grassroots organizing: A manual for grassroots organizing*. ABC-CLIO.

Staples, L. (2016). “Keeping It All Together:” Organizational Development and Maintenance. *Roots to power: A manual for grassroots organizing: A manual for grassroots organizing*. ABC-CLIO.

**Module 12: 11/02 – 11/08**

**Community Organizing Do’s and Don’ts I**

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the strengths and weaknesses of community organizing.

2. Discuss the role of context in developing community and organization strategies for social change.

3. Describe the ways communities can participate in and facilitate organizing strategies.

***Required Reading:***

Staples, L. (2016). “Nuts and Bolts, Some Do’s and Don’ts:” A Short Collection. *Roots to power: A manual for grassroots organizing: A manual for grassroots organizing*. ABC-CLIO.

**Module 13: 11/09 – 11/15**

**Community Organizing Do’s and Don’ts II**

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1 Explain the strengths and weaknesses of community organizing.

2. Discuss the role of context in developing community and organization strategies for social change.

3. Describe the ways communities can participate in and facilitate organizing strategies.

***Required Reading:***

Staples, L. (2016). “Nuts and Bolts, Some Do’s and Don’ts:” A Short Collection. *Roots to power: A manual for grassroots organizing: A manual for grassroots organizing*. ABC-CLIO.

**Module 14: 11/16 – 11/22**

**Envisioning Anew**

***Due: Community Profile Assignment Final Draft (35%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

**Module Objectives:**

1. Explain the ways strengths, needs, and assets of communities can be centered in community organizing and human service work.

2. Describe the ways privilege and oppression can impact community organizing.

3. Examine the relationship voice has to community organizing and human service work, specifically Martin Luther King, Jr.

***Required Reading:***

King Jr, M. L. (2012). [Letter from Birmingham jail](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=fth&AN=134398805&site=eds-live&scope=site&custid=ken1). *Liberating faith: Religious voices for justice, peace, & ecological wisdom*, 177-187.

**Module 15: 11/30 – 12/06**

**Course Wrap Up and Conclusions**

***Due: Final Exam (30%)***

***Due: Student Reflection (5%)***

**Course Objectives:**

1. Demonstrate understanding of diverse theories and methods of community organizing and development within the United States and beyond;
2. Interpret and be able to differentiate between the ways different stakeholders—scholars, policy makers, organizations, and practitioners—attempt address, challenge, and change the inequities embedded within diverse communities in North America;
3. Synthesize scholarly literature and community-based research into a succinctly written final project that advocates for change or a specific course of action for diverse communities;
4. Evaluate the ways social justice, anti-oppressive practice, and advocacy can support human service work;
5. Review, synthesize, and assess scholarly and community-based research;
6. Evaluate the role diverse communities play in promoting social change;
7. Improve skills in information management, writing, oral presentation, and academic (and community-based) research;
8. Conduct and respond to criticism through peer-review;
9. Relate the course materials to personal experiences;
10. Reflect on ways in which your research project helps prepare you for your internship, future career, or graduate school.

## IMPORTANT INFORMATION

**Academic Integrity:** Every Kennesaw State University student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the [Code of Conduct’s](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.) minimum one semester suspension requirement. See also

***Forms of Academic Dishonesty:***

1. ***Plagiarism and Cheating****:* No student shall receive, attempt to receive, knowingly give or attempt to giveunauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, Laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.
2. ***Unauthorized Access to Official University Materials:*** No student shall take or attempt to take, steal or in any unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class (including tests, examinations, grade change forms, grade rolls, roll books, Laboratory equipment, University grade records in written or computerized form, etc.), Library or other academic resource material.
3. ***Misrepresentation, Fabrication, Falsification of University Records or Academic Work:*** No student shall knowingly provide false information in completing University forms or applications (including admissions forms, scholarship applications, time sheets, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.
4. ***Multiple Submissions:*** Submissions of substantial portions of either written or oral academic work that has previously earned credit, when such submission is made without instructor authorization.
5. ***Complicity in Academic Dishonesty:*** Intentionally or knowingly contributing to the academic dishonesty of another.

These examples of academic dishonesty shall not be construed to be comprehensive, and infractions will be dealt with on an individual basis according to university policies and procedures. It is the obligation of each student to assist in the enforcement of academic standards.

*See the* [*KSU Student Code of Conduct*](http://scai.kennesaw.edu/)*.*

When students plagiarize, they do not possess the knowledge or understanding that they claim to have (and for which they plan to receive credit). Using outside sources to develop ideas about a topic shows that the writer understands what experts in the field have written. You must, however, give credit to the sources of your inspiration. If you use any texts or websites that have inspired your answers, please cite them directly, preferable with parenthetical documentation and an attached References Page.

***Enforcement:*** This policy is strictly enforced. Please note, the instructor reserves the right to randomly select any paper and/or assignment that are turned in for a grade for plagiarism review. Plagiarism review consists of running your paper/assignment through various search engines and databases at my disposal in order to check for “borrowed” or “bought” information. If you are found in violation of academic dishonesty, then you will be subject to the enforcement policies and procedures, as outlined by Kennesaw State University and the Department of Social Work and Human Services, pertaining to academic dishonesty. **Any student found guilty of cheating or plagiarizing, in any form or to any degree, may FAIL this course.**

All infractions will be handled according to University Policy as outlined in the KSU Student Code of Conduct and per the authority of the Office of Student Conduct and Academic Integrity. Students may be subject to additional academic disciplinary action by the Department of Social Work and Human Services & the WellStar College of Health and Human Services. All records pertaining to actionable grievances will be retained in the student’s academic file and on record. **NOTE: Any student(s) found to have copied another student’s work will be treated as plagiarists, and any student(s) involved will face the possibility of expulsion from this class.**

[**Access and Accessibility**](http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263&hl=FERPA&returnto=search#ADA)**:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Eligible students deliver certification letters to faculty at the beginning of each semester identifying the accommodations approved for that student. Faculty members are also instructed that they must provide students with special needs appropriate accommodations in a timely manner. The Assistant Director for disAbled Student Support Services will work with faculty members to ensure that students receive appropriate accommodations. A student should notify Disabled Student Support Services in writing within two (2) days of any disagreement between the student and the faculty member if agreed upon academic adjustments are not provided in order to seek a resolution. A student who alleges discrimination on the basis of disability may file a grievance through the University's established grievance procedures. The following have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources,.

[**Disruption of Campus Life**](http://scai.kennesaw.edu/codes.php)**:**

It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

[**Health Clinic**](http://studenthealth.kennesaw.edu/)**:** If you have a medical condition that may affect your performance and/or grades in this class and for which you wish to discuss accommodations of class related activities, such as testing, or schedules, then you will need proper verification (see aforementioned information) the KSU Health Clinic:

[**Human Service Ethics**](http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals.)**:** All Human Services Faculty and Human Services major students are expected to adhere to the NOHS Code of Ethics.

Students should also adhere to the [University’s Code of Conduct](http://scai.kennesaw.edu/codes.php).

**Incomplete Policy**: The grade of “I” denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. A grade of “I” must be removed (by completing the course requirements) within one calendar year from the end of the semester in which the “I” was originally assigned. In addition, should you enroll in classes at KSU during the calendar year, the grade of “I” must be removed by the end of the first semester of enrollment during that calendar year. Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. If the course requirements are not completed within the specified time limits, then the “I” will be changed to an “F” (for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F” and the cumulative and adjusted grade point average will be recalculated accordingly or the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”. An “I” cannot be removed by reenrolling in the course.

***Note:*** Receiving incompletes for a course is only considered in extreme cases. In order to be considered for an incomplete: (1) the student must contact the professor and submit a letter to the professor before the final week of classes with documentation that supports the need for an incomplete, what is missing in coursework and the plan to complete the coursework; (2) the student must contact the professor and schedule an appointment to discuss the request; and (3) the professor will take into consideration the request and make a final decision during the week of finals.

Please refer to the KSU catalog for additional instructions to address incompletes and the parameters of having the incomplete changed to a grade by the end of the following semester**.**

[**Sexual Misconduct**](https://scai.kennesaw.edu/procedures/sexual-misconduct.php)

Kennesaw State University is committed to providing programs, activities, and educational environment free from all forms of sex discrimination. KSU issues this statement of policy to inform the community of the University's comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus. This policy generally covers faculty, students, and staff of the University, as well as third-parties. Third parties include but are not limited to guests, vendors, contractors, retirees, and alumni.

**Technological Issues and Written Work:** Students are responsible for ensuring their work is backed up properly. Materials handed in late or incomplete due to computer malfunctions will be penalized in accordance with the standards set out in this syllabus with absolutely no exceptions.

**Other Policies**

[**Copyright Law**](http://www.usg.edu/copyright/)

Kennesaw State University adheres to USG’s policy to respect the right of copyright holders and complies with copyright laws as set forth in the United States Copyright Act.

**Web Accessibility:**

Kennesaw State University follows the guidelines of the Universal Design for Learning standard of web accessibility. Faculty use Word, PDF, and HTML formats when communicating electronic information to students whenever possible and appropriate in light of the goals of the course. Faculty are trained to use Web Accessibility Evaluation tools, e.g., [WAVE](http://www.wave.webaim.org/), and make adjustments as possible and appropriate in light of the goals of the course. For free resources available to students on web accessibility, please visit the Web Accessibility Resources page at the [Distance Learning Center](http://www.kennesaw.edu/dlc/facultyresources/index.php).