SOCW 6307.001  
Pedagogies in Social Work Education: Theory and Practice  
Faculty: Stephanie Washington  
Office location/number: Rm. 117  
Telephone number: 936-468-4020  
Jack’s Email: stephanie.washington@sfasu.edu; Please email in Brightspace regarding the course.

Office Hours:  
Monday:  9 am – 12 pm, 1– 4 pm (online)  
Thursday:  9 am – 12 pm (online)  
Virtual hour (Tuesdays 3-4 pm):  
https://sfasu.zoom.us/j/99702603183?pwd=MjRza2hlem5JeElXOHhYNGd5VXZqUT09

Prerequisite: Graduate standing  
Co-requisite: None

COURSE SYLLABUS

I. COURSE DESCRIPTION  
The following is the description from the SFA Graduate Bulletin: 

Credit(s): 3  
This course focuses on classroom management, understanding how adult learners learn, how to structure an educational unit, and the imperative of competence in virtual-based educational processes.

II. COURSE OVERVIEW  

SWK 6307 extends the doctoral student’s proficiency beyond the traditional social work classroom to include an understanding of 1) how adult learners learn, 2) how to structure an educational unit, 3) the imperative of competence in digital-based education processes, and 4) strategies for success at the traditional academic arena.

This course provides theoretical background to enable the doctoral student to better understand and develop competency in social work education teaching tasks, as well as requisite skills for effective presentation of social work practice content. The goal of this course is to prepare doctoral students for leadership roles in social work education as well as practitioners who are adept at training methodologies, curriculum development, and presentation delivery at various levels. The course provides a unique opportunity for engaging with a senior social work education mentor who will assist students in their development and demonstration of teaching an assigned educational unit through a four-week mentorship that involves classroom practice and discourse around teaching experiences.

III. COURSE CONTACT HOURS AND STUDY HOURS  

Credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS).
IV. REQUIRED TEXTS & MATERIALS:


HIGHLY RECOMMENDED TEXT:


OTHER TEACHING TEXTS THAT YOU MAY CONSIDER FOR YOUR FUTURE BOOKSHELF:


V. CURRICULUM DESCRIPTION

The DSW program at SFA focuses on the development of scholarly practitioners. The DSW program’s mission is to prepare students for teaching, administration, leadership and practice. The program creates and maintains a learner-centered environment in which students are prepared to effectively address the challenges of living and working in a global community. The learning environment enhances students’ ability to develop the knowledge, skills, values and cognitive and affective processes needed for higher education, administration and leadership and practice. Students develop insight in how they are influenced by their own values in addressing critical social work issues related to anti-racism, diversity, equity and inclusion. The program contributes to the enhancement of social, economic, and environmental justice in diverse contexts. Doctoral students are able to identify as social work educators, practitioners, scholars and leaders who are guiding and influencing the future of the profession.

VI. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

**Competencies and Behaviors for Doctorate of Social Work**

- Competency 1. Identify as a Social Work Educator
- Competency 2. Embody Ethical and Professional Behavior
- Competency 3. Apply Critical Thinking
- Competency 4. Engage Diversity and Difference
Competency 5. Advance Human Rights and Social and Economic Justice
Competency 6. Identify as a Scholar Practitioner
Competency 7. Identify as a Social Work Leader
Competency 8. Demonstrate Collegiality and Stewardship

VII. COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES: (SLO))

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the various ways in which adult learners learn.
2. Demonstrate a basic understanding of how to design and deliver a social work course.
3. Develop an understanding of the various digital teaching tools available and how to effectively incorporate them into a social work course.
4. Develop an understanding of how social work curriculums are structured and assessed.

VIII. INSTRUCTIONAL METHODS

This is a face-to-face class that will involve technology supported learning. Content will be delivered both face to face (F2F) and via D2L/Brightspace and remote teaching tools. Methods of instruction will be based on active learning theories that will involve lecture by instructor, guest lecture, student discussion and presentations, small group activities and audio-visual presentations. Class discussions will add to and supplement the reading assignments and be based on the topics presented in the course materials. To be successful in the class, it is important that students take responsibility for their own academic performance, be active learners, read the assigned material, complete all assignments, bring their experiences to the classroom, and respond to feedback from instructor, mentors, and peers. The course is organized into weekly learning sessions where students will be able to find the information to read and learn each week from assigned readings, class lectures and group exercises. PDF files and links to articles will be provided when available. Some content will be enhanced with online material and some examinations may take place online.

IX. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to Brightspace Students — SFACTL for more information.

X. COURSE CALENDAR (May be modified if necessary.)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTF</td>
<td>Understanding the Social Work Curriculum</td>
</tr>
<tr>
<td>Module 1</td>
<td>September 1, 2023</td>
</tr>
</tbody>
</table>

Specific Topics
History of Social Work Education
Role of CSWE and EPAS in Shaping Curriculum
Conceptualizing and Structuring a Social Work Curriculum (components; vertical and horizontal integration; implicit/explicit curriculum; etc.)
Assessing a Social Work curriculum (the role of accreditation)

Readings/Preparation: CSWE EPAS (2015); Anastas, Ch—1; Fox—Preface, Ch 1, 2, & 4
Week 2

Teachers and Learners in Social Work: A Framework for How Adults Think and Learn

September 8, 2023

Specific Topics
- Core Competencies in Teaching
- Bloom’s Taxonomy
- Adult Learning Styles and Learning Theory
- The Reflective Practitioner: Teacher and Learning
- Teaching Students to Think Critically

Readings/Preparation: Anastas – Ch 2 & 3; Fox-Ch 3 & 6.
- Sakamoto, 2013.
- Teater, 2011

Supplemental Reading: Brookfield (2015) – Ch 12

Week 3

Creating a Safe Learning Environment

September 15, 2023

Specific Topics
- Understanding and Responding to Students’ Resistance to Learning
- Helping Students Take Responsibility for Learning
- Skillful Teaching: Staying Sane
- Classroom Management
- Healthy Faculty/Student Relationships
- Exercising Teacher Power with Responsibility
- Dealing with the Politics of Teaching
- The Implicit Curriculum

Readings/Preparation: Bart (2010); Fox—Ch 7; Abel & Campbell, 2009; Grady et al., 2020; McMahon et al., 2020; Bogo & Wayne, 2013; Wright, Carr, & Akin, 2021

Supplemental Reading: Brookfield (2015) – Ch 15, 16, 17, 18, 19
Week 4
FTF
Module 2
Creating a Safe Learning Environment: Diversity and Inclusion
September 22, 2023

Specific Topics
Affirming Diversity in the Classroom
Teaching about Racism
Managing Challenging Discussions/Topics
Intersecting Identities
Fostering an Inclusive Learning Environment
Strategies for Teaching and Learning Diversity

Readings/Preparation: Anastas – Ch 4; Azzopardi, 2020; Cartney, 2000; Council on Social Work Education, 2020, 2015 & 2022 EPAS; Craig et al., 2017; Bernard et al., 2014; Garran, Kang, & Fraser, 2014; Lerma, Salinas, & Vela; Garza-Fraire & Stark; Seward & Andre; Kang & Garran, 2018; Nicotera & Kang, 2009

Supplemental Reading: Brookfield (2015)—Ch 8 & 9

Assignment 1 Interview Questions Due

Week 5
Zoom #2
(Self-study class)
Module 3
Teaching Courses: Methods and Modalities
September 29, 2023

Specific Topics
Modes of Teaching and Learning
Developing a Teaching Philosophy
Teaching Modalities
Lecture
Discussions
Journaling
Problem-solving & inquiry
Research
Training & coaching
Mentoring
Role-modeling
Using Groups
Backward-design
Portfolios
Trauma-informed Teaching

Readings/Preparation: Anastas – Ch 3; Fox—Ch 4, 5, 8, 9 & 14
Altshuler & Bosch, 2016; Kourgiantakis et al., 2019; Carello & Butler, 2015; Lam, Ming, & Chan, 2018; Dennison, Gruber, & Vrbsky, 2010

Supplemental Reading: Brookfield (2015)—Ch 6 & 7

Week 6
FTF
Module 3
Teaching Courses: Methods and Modalities: Planning, Goals, Objectives, and Outcomes: Strategic Planning
October 6, 2023
**Specific Topics**
- Teaching as an Interactive Process
- Planning a Course
- Learning Goals and Educational Outcomes
- The Role of EPAS
- Lesson organization and delivery
- Learning Activities
- Active learning and engagement
- Critical Thinking and Critical Reflection

**Readings/Preparation:**
- Anastas – Ch 3, 4
- Fox—Ch 4, 5, 8, 9 & 14, Bracy, 2018
- Raghallaigh & Cunniffe, 2013
- Rodriguez-Keyes, Schneider, & Keenan, 2013
- Robbins et al., 2016

**Supplemental Reading:**
- Brookfield (2015)—Ch 2, 6, & 7

**Assignment 1 Mentoring Interview Due**

| Week 7 | Teaching Courses: Methods and Modalities: Strategic Planning  
Self-study, NASW Conf.  
Module 3  
| | October 13, 2023 |

**Specific Topics**
- Teaching as an Interactive Process
- Planning a Course
- Learning Goals and Educational Outcomes
- The Role of EPAS
- Lesson organization and delivery
- Learning Activities
- Critical Thinking and Critical Reflection
- Challenges, Issues, and Possibilities of AI

**Readings/Preparation:**
- Anastas – Ch 3, 4
- Fox—Ch 5, 8, 9 & 14
- Hitchcock, et al., 2021
- Huttar & Brintzenhofeszoc, 2020
- Newell & Nelson-Gardell, 2014

**Supplemental Reading:**
- Brookfield (2015)—Ch 2

| Week 8 | Midterm Exam  
FTF  
Module 3  
| | October 20, 2023 |

**Readings/Preparation:** Covers content from Weeks 1-7

| Week 9 | Online Classrooms  
Zoom #3  
Self-study  
Module 4  
| | October 27, 2023 |

**Specific Topics**
- Learning and Teaching Online
Teaching strategies for online education
DEI in the online classroom
AI in the social work classroom
Interpersonal Relationships in the Online Classroom

**Readings/Preparation:** Anastas—Ch 7
NASW Technology in Social Work Practice Standards, 2017
Alston, Moore, & Thomas, 2017
Phelen, 2015
Forgey & Ortega-Williams, 2016
Smoyer, Obrien, & Rodriguez-Keyes, 2020
Holmes et al., 2015
Ortega, Andruczyk, & Marquart, 2018
Hodgson et al., 2022
Huttar & Brintzenhofeszoc, 2020
Hitchcock, et al., 2021
Reamer, 2019

**Supplemental Reading:** Brookfield (2015)—Ch 13; Hitchcock, 2019—Ch 1, 5, 6

**Assignment 2a Lesson Plan**

**Week 10**
**Online Programs**
November 3, 2023

**Specific Topics**
Online courses in social work education: Pros and Cons
Effectiveness of Online Social Work Education
Teaching Technology Competencies: Technology in social work careers
Hybrid Programs
Barriers to teaching with technology

**Readings/Preparation:** Anastas—Ch 7; Council on Social Work Education, 2020, 2015 & 2022 EPAS
Davis et al., 2019
Dawson & Fenster, 2015
Forgey & Ortega, 2016
Kurzman, 2013
Levin, Fulginiti & Moore, 2018
Levin, Whitsett, & Wood, 2013
McInroy, 2021
Davis, 2019
Diaconu et al., 2020

**Guest Speaker/Field Trip:** SFACTL

**Assignment 2d Activity Plan Due**

**Week 11**
**Signature Pedagogy: Education in the Field**
November 10, 2023

**Specific Topics**
Signature Pedagogy
Reflective Pedagogy
Best Practices in Field Education
Competencies in Field Education


Assignment 1 Mentoring Observation Due

Week 12
Assessing Learning and Teaching
November 17, 2023
Module 5

Specific Topics
Types of Assessment
Grading
Assessing Students
Peer Assessment
Program Assessment: Accreditation
Assessing Teaching
Assessment in Field Education

Readings/Preparation: Anastas – Ch 5 & 6; Fox, Ch—11 & 12; Crisp & Lister, 2002; Kealy, 2010; Sullivan et al., 2022; 2015 EPAS

Supplemental Reading: Brookfield, 2015—Ch 14

Week 13
Ethical Issues in Teaching
November 24, 2023
Module 5

Specific Topics
Codes of Ethics (teaching and students)
Ethics of Scholarship
Ethics in social work classrooms
Power Dynamics & Boundaries
Academic Integrity (and ChatGPT)
Ethics in Field Education
Gatekeeping
Ethical Decision-making
Ethics in Online Education
Technology for Professional Development

Readings/Preparation: Anastas – Ch 7 & 9; Fox—Ch 13; Fossen, Anderson-Meger, & Zellmer, 2014; Elpers & Fitzgerald, 2013; Cotton, Cotton, & Shipway, 2023; Hilton et al., 2017; Street, 2021
Supplemental Readings: Hitchcock, – Ch 8

Week 14
Zoom #5
Course wrap-up & Teaching Presentations
December 1, 2023
Module 5
Assignment 2c & 2d Lesson Delivery Due

Week 15
FTF
Teaching Presentations
December 8, 2023
Module 5
Assignment 2c & 2d Lesson Delivery Due

Week 16
FTF
Teaching Presentations
December 15, 2023
Module 5
Assignment 2c & 2d Lesson Delivery Due

Assignment 2d Participation Commentary Due

XI. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussions both face-to-face (F2F) and online. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Attendance is required. Excuse absences (i.e. illness, death or accident) will be considered case by case and granted by the instructor based on the merit and verifiability of the extenuating circumstance. Absences will be noted. Two or more unexcused absences will result in a reduction of final grade.

Cell Phones/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class unless they are made a part of the classroom exercise. I also ask that you either place such devices on silent mode or turn them off during class. It is particularly disrespectful to your classmates and instructor to text while class is in session. Repeated interruptions will result in a deduction of points from the final average. You might also be asked to leave the class.

B. Readings: The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion and group learning exercises. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

C. Exams: There will be a midterm exam. Students will deliver a teaching presentation in lieu of a final exam. Students are required to take the midterm exam and deliver their teaching presentation at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. Quizzes/Exercises: There will be both unannounced and scheduled class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled
according to university policy with a university-approved excuse.

E. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

**XII. GRADING POLICY:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom activities 4</td>
<td>20-30 pts each</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Assignment 1 – Classroom Observation &amp; Mentoring Interview</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Assignment 2a – Teaching Presentation – Lesson Plan</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Assignment 2b – Teaching Presentation – Activity Plan</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Assignment 2c – Teaching Presentation – Delivery</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Assignment 2d – Teaching Presentation – Participation</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

**XIII. GRADING SCALE:**

- A 448 – 500
- B 398 – 447
- C 348 – 397
- D* 298 – 347
- F* 0 – 297

*Not applicable for credit toward graduate degree.*

**XIV. ATTENDANCE POLICY**

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course
meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. https://www.sfasu.edu/docs/policies/6.7.pdf

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

Acceptable Student Behavior
The DSW Student Handbook and DSW Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

XVI. WITHHELD GRADES SEMESTER GRADES POLICY (SFA Policy 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodation. For additional information, go to http://www.sfasu.edu/disabilityservices/.

XVIII. STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub 936.468.4008 thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
SOCW 6307.001  
Pedagogies in Social Work Education:  
Theory and Practice

Faculty: Stephanie Washington  
Office location/number: Rm. 117  
Telephone number: 936-468-4020  
Email address: stephanie.washington@sfasu.edu; Please email in Brightspace regarding the course.

Office Hours: Monday: 9 am – 12 pm, 1– 4 pm (online)  
Thursday: 9 am – 12 pm (online)  
Virtual hour (Tuesday’s 3-4 pm): https://sfasu.zoom.us/j/99702603183?pwd=MjRza2hlem5JeElXOHhYNGd5VXZqUT09

Assignment 1: Interview/Classroom Observation  
Due Dates: Week 6 & 11 [In process of revision]

[Please see the Assignment Drop box in Brightspace for a full set of instructions for each of these assignments. In addition to that, you may attend optional information sessions with the instructor. Try to avoid getting clarification from peers.]

The purpose of this assignment is to provide you with an opportunity to plan and observe a class with faculty members through the lens of a social work educator rather than that of a student.

Your instructor will assign you to a social work professor and social work course (BSW or MSW) for the purpose of a mentorship experience. You will meet with your mentor weekly for a 1-hour interview and will observe your mentor teach 1 session of their course.

You will be provided with a rubric to journal about and reflect on your observations. To be clear, this is not an evaluation of your mentor and/or course sessions. Rather, it is an opportunity to observe the real-world application of the theories and concepts you are learning about in this course for the purpose of helping you prepare for your presentation and to begin developing your own approach to teaching.

You will be graded on the content of your journal (depth, critical thinking, application of the course material, etc.), as well as your attendance and participation with your mentor and assigned observations. Your journal entries should be written in APA format and reference relevant material from this course. This portion of the assignment is worth 40 points.

Instructions:

1. You must document and journal one, one-hour interview with and assigned mentor
2. You must document and journal on 1 classroom observations (online or FTF/Zoom)
3. You must submit at least one post interview reflection for interview with your mentor by Week 6 (Friday, October 6, 2023).
4. Interview questions DUE: Week 4

The interview is due by Week 6 (Friday, October 6, 2023) and the observation is due by Week 10 (November 3, 2023).

Observation Journals must include:

- Date and Time (these must be scheduled with the instructor at least 1 week in advance)
- Instructor’s name, Primary teaching responsibility (BSW, MSW, other)
- Is this F2F, virtual, some other delivery
- Your initial thoughts/expectations before the observation
- Description of what you observed/discussed (concrete details)
  - Purpose of the lesson & where it fits in the larger course
  - Teaching methods and modalities
  - Student interaction
- Critical connections to your own learning and teaching
- Connections to the course material in SOCW 6307
- Questions that you have for your mentor or the instructor

* A quiet reminder. Be aware that observation of any type impacts classroom dynamics. Be thoughtful and stay as silent as possible when observing a classroom. It’s always best to ask the instructor what they would like you to do so as not to disturb the environment.
Assignment 2: Teaching Presentation

This assignment is designed to expose you to the process of developing a presentation for a 45–50-minute class session. It consists of four separate components: a lesson plan, a plan for a classroom activity, delivery of the presentation, and a grade based on your active participation as a “student” during your fellow students’ presentations. Each component is detailed below.

A. Lesson Plan (Due Date: Week 9)

Using the course you are assigned to for Assignment 1, you need to:

• Write a description of the course that includes: its purpose, an overview of its content, where it fits within the overall curriculum, and the specific competencies it addresses.
• Identify and write a description of your topic. In addition to describing the topic, you need to explain the topic’s relevance to the course (where it fits within the course, how it addresses the course goals, and the competency(ies) it addresses).
• Develop an outline of your lesson that includes the content and main points you plan to convey in the lesson.
• Briefly describe your intended delivery approach.
• Include a copy of the course syllabus with your assignment submission.

This assignment should be written in APA format and supported by relevant information. More specific instructions are included in the assignment drop box. It is worth 25 points.

B. Activity Plan (Due Date: Week 11)

You need to plan one interactive classroom activity to accompany your teaching presentation. This plan should describe, outline and justify your choice. *More specific instructions will be in the assignment drop box.

This assignment should be written in APA format and supported by relevant information and sources (3-5 sources). It is worth 25 points.

C. Teaching Presentation – Delivery (Due Date: Weeks 13-16)

You will use your lesson plan and activity plan, as well as feedback from the instructor to develop and deliver a 45–50-minute teaching presentation. You will deliver this presentation during class and your peers will serve as your students. Your instructor will evaluate your delivery, as well as your ability to create a safe learning environment (encourage discussion/interaction, manage conflict, etc.). You are expected to:

• Deliver content consistent with your plan and facilitate an interactive activity that directly supports your content.
• Incorporate at least one visual aid and one handout.
• Submit a revised version of your lesson plan and activity plan, as well as materials you will use to your instructor at the beginning of first class when presentations are delivered.

More specific instructions will be in the assignment drop box. The instructor will assign presentation times. This assignment is worth a total of 100 points.

D. Teaching Presentation – Participation (Due Date: Week 16)

You are expected to be present for and actively participate in all of the teaching presentations. You will submit all observations to the assignment drop box. This assignment is worth a total of 50 points.
Bibliography


Lang, J. M. (). How to teach a good first day of class. Advice guide. The Chronicle of Higher Education,
