



**CAMOSUN COLLEGE**  
***School of Health & Human Services***  
***Community, Family & Child Studies***

**CFCS 110**  
***Foundations for Practice***  
***Fall 2017***

**COURSE OUTLINE**

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**Description:**

This course assists students in developing a framework for practice in CFCS. Principles and concepts of social justice, human rights, diversity and inclusion are introduced. Students will explore the ways in which these principles are applied to practice with individuals, families, and in multi-cultural and Indigenous communities and organizations.

- *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*
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**1. Instructor Information**

**Instructor:** Jenny Holder  
**Class:** Tuesdays 1:30 – 4:20  
**Room:** Wilna Thomas 103  
**Office Location:** 314 F Fisher Building  
**Office Hours:** TBA

**Phone:** 250-370-3129 (email is best)  
**Email:** holderj@camosun.ca

**2. Intended Learning Outcomes:**

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

1. Demonstrate an understanding of values and attitudes that affect the full and equal citizenship of individuals and groups in our society.
2. Use knowledge of human rights, social justice, and inclusion to identify practices that promote full and equal citizenship.
3. Apply knowledge of individual, family, social and cultural diversity to practice with individuals, families, and groups.

**3. Required Material:**

Readings and other learning material will be made available online in D2L or provided in class.

## Course Content and Schedule

Written assignments must be submitted via D2L by midnight of the due date listed.

DATE	TOPIC	CLASS PREPARATION
<b>Week 1</b> Sept 5	Program orientation	
<b>Week 2</b> Sept 12	Introduction to CFCS 110 key concepts and themes Oppression & Marginalization	Readings: 1
<b>Week 3</b> Sept 19	Defining social justice The power of language	Readings: 2
<b>Week 4</b> Sept 26	Historical, social and cultural attitudes and influences on supports/services	Readings: 3  <b>ASSIGNMENT Due: Oct 1 Learning Summary Draft</b>
<b>Week 5</b> Oct 3	Differences and honoring diversity Promoting full and equal citizenship in the community	Readings: 4
<b>Week 6</b> Oct 10	Effective advocacy in the human services Introduction to understanding Privilege	<b>ASSIGNMENT Due: Oct 22 Learning Summaries 2-5</b>
<b>Week 7</b> Oct 17	Indigenous history, colonization, and residential schools Guest Speaker: TBA	Readings: 5
<b>Week 8</b> Oct 24	Human Rights Guest Speaker: TBA	Readings: 6 <b>ASSIGNMENT Due: Oct 29 Social Justice in the Media</b>
<b>Week 9</b> Oct 31	Differences and honoring diversity	Readings:7
<b>Week 10</b> Nov 7	Privilege and power Understanding and responding to prejudice and discrimination	Readings: 8
<b>Week 11</b> Nov 14	Difference and Inclusivity Being an Ally	Readings: 9- Read the index and <b>choose 4 stories</b> to read <b>ASSIGNMENT Due: Nov 20 Presentation Handouts</b>
<b>Week 12</b> Nov 21	<b>Student presentations</b>	
<b>Week 13</b> Nov 28	<b>Student presentations</b>	
<b>Week 14</b> Dec 5	Integration of Learning <b>Test in Class</b>	<b>ASSIGNMENT Due: Dec 10 Learning Summaries 6-10</b>

## **LATE POLICY**

All assignments are to be submitted electronically by midnight on designated due dates. Any requests for an extension must be negotiated with the instructor **BEFORE** the due date. **Marks will be deducted (3% per day) for late assignments if prior arrangements have not been made with the instructor.**

(NOTE: For passing quality work, marks will not be brought down below a 60% grade as a result of late marks)

## **INSTRUCTOR RESPONSE TIME**

Your instructor will endeavour to respond to your emails or phone calls within 24 hours; however, you should **NOT** expect a response during weekends, evenings, or holidays. Therefore, you will need to plan accordingly if you need to communicate with your instructor.

## **CLASS ATTENDANCE AND PARTICIPATION IS REQUIRED AND INCLUDES:**

- Adequate preparation for classes (completing assigned readings & assignments)
- Arriving to class on time, and regular attendance
- Active and respectful participation in class discussions and activities
- Active and respectful listening
- Respectful behavior toward classmates and instructor (including having mobile phones muted during classes)
- Awareness of own behavior and its effect on others

**Makeup assignments:** for any missed classes are due by midnight the day before the following class after the absence; please submit electronically. You can choose to do a makeup assignment if you want to avoid missing marks for in-class activities. You need to have a minimum five minute discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit a 500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject.

**Expectations:** this is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Please arrive at class on time and be prepared to participate in discussions and activities. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

## **Course Completion**

- To pass this course, students must satisfactorily **complete all assignments and learning activities with a minimum grade of C for each assignment.**

## **Assignment Submission**

**Written assignments must be submitted via D2L by midnight of the due date listed.** File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format. Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded. Students are responsible for keeping a copy of all assignments until a mark is received. Please use the Camosun Writing Centre and/or Camosun Library for resources in writing, formatting and referencing.

# Assignments

**Written assignments must be submitted via D2L by midnight of the due date listed unless otherwise instructed.** A more detailed explanation of assignments will be discussed in class.

## Assignment Summary

## Due Date

1. Learning Summaries	(30%)	see below
2. Social Justice Issues in Film and Books Essay	(20%)	Oct 29
3. Social Justice Organization Presentation & Handout	(20%)	see below
4. Test (During class in week 14)	(20%)	Dec 5
5. Participation	(10%)	ongoing

## 1. Learning Summaries

**Due dates:** Learning Summary Draft (submission for non-graded feedback): **Oct 1**  
Learning Summary Weeks **2-5** Submitted: **Oct 22**  
Learning Summary Weeks **6-10** Submitted: **Dec 10**

**Value:** **30%**

\* As a guideline, students should **submit 5-7 pages each due date**. Summaries must be submitted electronically via **D2L** as a Word or Open Office document by **midnight of the due date**.

The purpose of the Learning Summaries Assignment is for you to reflect on your learning throughout this course, to express your thoughts, views, and questions about the topics and issues raised in class and in course materials. These reflections must be supported by research using any academic source, or your assigned readings (from any week/any current course text).

**HINTS:** Make notes following each class. The notes should focus on your learning and your thoughts about the topics, issues, materials, readings and class discussions. Noting your thoughts and ideas after each class as well as taking notes during class will help you to submit comprehensive summaries that reflect your learning in this course.

Each week a Learning Summary should be completed individually. A set of summaries will be handed in twice in the semester. **Each** weekly Learning Summary **must have** one academic source referenced.

Summaries are not descriptions what activities occurred in the class – they are your personal response to new information and ideas. You are encouraged to express your own views, and as such, the opinions expressed in your summaries are not judged or marked as "right" or "wrong". However, **you must cite course material or other sources to support your opinions** using **APA referencing**.

### **Some questions to guide you in writing and thinking:**

- What have you learned about social justice concepts and themes from the classes, readings, and guest speakers? Be specific about the course content to demonstrate your understanding of course concepts.
- Does this information fit, challenge, or conflict with your views related to social justice concepts?
- What have you learned about your own and others' values and beliefs related to social justice, diversity, power, oppression, and inclusion?
- In what ways will your learning and experiences in this course influence your practice as a CFCS professional?

**Grading:** (15 marks possible for each submission – 15 marks x 2 submissions = 30%)

Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Opinions supported by evidence (cited and referenced)
- Evidence of thought and effort
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Appropriate use of APA referencing
- Effective writing style, reflective of writing expectations for first year college courses

## **2. Social Justice Issues in the Media**

**Due date:**       **October 29**  
**Value:**           **20%**

In this assignment, students are asked to examine the way in which books, film and the media portray and shape our perceptions about issues of social justice (inclusion, diversity, discrimination, equality, etc.) as they relate to individuals or groups who are "devalued" or "marginalized" by our society. Students will do this by examining a "white savior" narrative.

**Students will select a book or film from the list below (or negotiate with the instructor for a suitable alternative):**

12 Years a Slave (film); Avatar (film); The Blind Side (film or book); Freedom Writers (film or book); The Help (film or book); McFarland USA (film); The Soloist (film)

**In a 5 – 6 page typed and double-spaced paper, answer the following questions:**

- Briefly **describe** the book or film (set the stage, introduce the topic)
- **Identify the social justice issues** that are raised in the work you have chosen, and discuss why a particular individual or group is perceived as marginalized.
- **Critical Thinking:** How is the marginalized individual or group portrayed in the story? Is the portrayal positive or negative? Describe the role of the 'white savior' narrative in the story and its impact on the portrayal of the marginalized group. Provide examples or descriptions from the article/story that support your viewpoint including words, language and images that contribute to the portrayal. How are these words or images valuing or devaluing? How do they contribute to positive or negative views and beliefs? (Critical Thinking)
- **Research:** How does this portrayal compare to other portrayals of the same group? What have scholars/ social activists/ critics said about the portrayal? (**Cite** your research)
- **Reflect:** How did you respond or react to the story? **Give examples** of how the language, words or images used to tell the story influenced your response?

**Grading:** Consideration will be given to:

- Demonstrated understanding of course concepts
- Connections/links made between course concepts and reflections
- Evidence of thought and effort
- The effective communication of your thoughts and ideas (any reader would understand ideas you are expressing)
- Appropriate use of APA referencing
- Effective writing style, reflective of writing expectations for first year college courses
- Appropriate choice of book or film
- Opinions supported by evidence/research
- Evidence of critical thinking

### **3. Social Justice Organizations and Movements**

<b>Due dates:</b>	Handout – <b>November 20</b>
	Presentation – <b>November 21 or 28</b> as assigned by instructor.
<b>Value:</b>	Handout 10%
	Presentation 10%

**The instructor will assign you into groups for this assignment. In this assignment, students are asked to identify and research organizations or movements that exist to promote some form of social justice, locally, nationally or globally.**

The purpose of this assignment is for students to become familiar with the array of organizations and movements that promote social justice and to work collaboratively in pairs/small groups to prepare and present information about the topic to the class.

**Students will be provided with a list of organizations, and have the option to select another organization of interest. Check with the instructor before you begin your research to ensure the suitability of your choice and to avoid duplication.**

- A. Prepare and submit a 2-page, double-sided **handout** on 1 piece of paper (Submit an electronic copy via D2L on the due date and bring enough copies for your classmates on the day of your presentation). Describe the organization or movement chosen for this project, and present an overview of the organization to the class (in your own words) including:
- The mission statement, vision, or mandate of the organization, its goals.
  - A description of the aspect of social justice that this organization or movement is seeking to promote.
  - A description of the ways in which the principles of social justice are promoted by this organization.
- \*NOTE: Proper APA referencing of direct quotes and materials from websites is required. Do **not** use 'brochure' formatting. Point form **is acceptable**.
- B. Prepare a **10-minute presentation** that informs the class about the mission, goals and purpose of the organization. You may express this information through role-plays, dramatizations, or other creative means. \* Do not use videos longer than one minute that have been prepared by the organization or by others.

#### **Grading:**

**Handout (10%)** Consideration will be given to:

- The clarity, flow and organization of thoughts and ideas
- Evidence of thought and effort
- Overall presentation of the material (grammar, spelling, etc.)
- Evidence of integration of course materials and discussions
- Materials submitted in the handout must be properly referenced, and in the students' own words as much as possible.

**Presentation (10%)** Consideration will be given to:

- Group preparation and organization
- Clarity, organization and flow of information
- Effective communication skills
- Creativity
- Effective use of visual aids, role-plays, etc.
  - Sample peer rating form for student presentations:
  - Name of presenters:
  - Consider the following in your evaluation of the presentation:

- Group was well prepared for task
- All group members contributed to the presentation
- Presentation was within time limits
- Appropriate use of humour
- Group successfully achieved the goals of the assignment
- Clear, concise and informative
- Effectively communicated purpose of organization/movement
- Effectively communicated aspects of social justice
- Creative: effective use of visual aids, dramatizations, and so on

#### **4. In Class Test – Learning Integration**

Students will be given an opportunity to integrate their learning in a short in-class test.

#### **5. Participation**

The instructor will be giving a participation grade to each student. This grade can significantly impact the final mark. Criteria for assessment will include:

- Active and respectful participation in classes (i.e. “Disconnect to Connect!” cell phone use, etc.)
- Regular attendance including attending all other group and guest presentations
- Adequate preparation for classes
- Cooperation, support and professionalism in small and large group activities
- Respectful, professional and inclusive behavior toward classmates and instructor
- Awareness of your own behavior and its effect on others

# Grading System

## 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.html).

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*