ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Dr. Nathan Stephens
SCHOOL OF SOCIAL WORK		OFFICE:	324 Rachel Cooper
Semester	Spring 2025	OFFICE HOURS:	Tuesday 10:00 am - 12:00 pm or by appointment.
Course:	SWK 346	OFFICE PHONE:	309-438-8075
Sections:	1 & 2	EMAIL:	nsteph2@ilstu.edu
Day:	Monday	OTHER:	
Time:	Section 1: 9:00 – 11:50 am Section 2: 1:00 – 3:50 pm	Fairchild Hall 301 Fairchild Hall 301	

Social Work (SWK) 346 POLICY PRACTICE AND ADVOCACY

This syllabus/weekly schedule is designed to guide student learning in this course, but it is subject to change based upon factors such as realizing course goals and objectives, student progress, etc. Changes may be made at any time during the semester and are effective with an inbox and/or announcement in Canvas.

CATALOG DESCRIPTION
Policy practice and advocacy skills needed to bring about social change. 3 semester hours

Prerequisites: Completion of the following foundation courses: SWK 222, 223, 225, 310, 315, 325, 326, 329, 336, and 337

COURSE DESCRIPTION
The course is devoted to policy practice and advocacy skills needed to work toward social change. This course covers the context of social policies developed in the legislature, the agency, the community, and global settings. The course focuses on the tasks and skills of a policy advocate and the framework for analyzing the role of the policy practitioner.

RELATIONSHIP TO OTHER COURSES
SWK 346 builds on SWK 222 (Historical and Contemporary Social Welfare Policies and Programs) and enables students to develop the skills of a policy advocate. This course aims to provide students with an opportunity to learn and apply strategies of social advocacy and change.

COURSE GOALS
This course provides knowledge and assists in the development of skills for policy advocacy. Within this context, the goals of the course are to:
1. Describe the moral, political, and ethical imperatives of policy practice and policy advocacy.
2. Articulate the rationales for social work's participation in policy advocacy.
3. Identify the skills and competencies of the policy advocate.
4. Describing the political context of policies in micro, macro, and mezzo settings.

5. Engage in policy practice that advances social, economic, and environmental justice.
6. Describe the components of political strategy used by policy advocates to develop policy proposals.
7. Articulate how to develop and implement a political strategy in micro, macro, and mezzo settings.
8. Describe how policy advocates can advance social justice in the electoral arena.
9. Assess the implementation of policies in an effort to identify evidence-based policies used to promote policy reforms.

STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will have achieved the following learning objectives.
1. Describe the moral, political, and ethical imperatives of policy practice and policy advocacy.
2. Articulate the rationales for social work's participation in policy advocacy.
3. Identify the skills and competencies of the policy advocate.
4. Describing the skills and knowledge necessary to operationalize policy change advocacy at the micro, macro, and mezzo levels.
5. Engage in policy practice that advances social, economic, and environmental justice.
6. Describe the components of political strategy used by policy advocates to develop policy proposals.
7. Articulate how to develop and implement a political strategy in micro, macro, and mezzo settings.
8. Describe how policy advocates can advance social justice in the electoral arena.
9. Assess the implementation of policies in an effort to identify evidence-based policies used to promote policy reforms.

REQUIRED READINGS

Required Texts (Available for purchase at the University Bookstore)

Change! A Student Guide to Social Action, 2nd Edition, **Scott Myers-Lipton**.
ISBN: 978-1-032-41802-5 (pbk)
ISBN: 978-1-003-35979-1 (e-book)

Advocacy Practice for Social Justice, 2nd Edition, Richard Hoefer
ISBN: 978-1-935871-07-1 (pbk)

Suggested Reading

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EXPECTATIONS OF STUDENTS

Students should expect to study 2 to 3 hours per week for each one hour of class time in order to achieve an average grade in the course. Students should expect to work about 5 to 7.5 hours per week outside of classroom time. Actual hours of study are expected to vary for individual students.

As adult learners, students should undertake the following self-directed study activities to assist them with learning the course material:
— Carefully read the assigned textbook chapter(s) prior to class.
— Students are also encouraged to take additional notes on concepts they don't fully understand, as well as other significant aspects of the readings (which account for a proportion of quiz questions.)
— Carefully review and highlight the lecture notes that summarize, expand on, or introduce additional material related to the textbook chapters.
— Regularly review their notes and outlines to increase retention and understanding of course material. (Regular review sessions enhance understanding and retention more effectively than a single long study session.)
— Review the contents of any internet material discussed in class.
— Discuss readings and class lecture material with other students, form study groups, and explain concepts to others.
— Schedule consultation time with the instructor as needed.

Class Preparation
You are expected to have prepared thoroughly for each session. Preparation includes reading the assigned material prior to class; summarizing the content and being prepared to discuss it; writing questions or reactions to the material; and making connections between concepts in current readings and earlier readings. It also includes meeting with peers in campaign groups, doing activities related to campaign, and engaging in campaign actions.

Written Work
Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.
- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All submitted work must be submitted as **Microsoft Word or PowerPoint** documents because the instructor lacks software to read other formats. These programs are available in Office 365. (Submissions in any other format will result in a zero for the submission and will not be graded)
- All papers written from sources must include citations following the style requirements of the latest version of the *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers. An excellent resource for questions about APA format and other paper writing skills is the Purdue University on-line writing laboratory at www.owl.english.purdue.edu
- All work must be typed. Each assignment should be titled, dated, annotated with your name and either turned in or uploaded to the appropriate Canvas assignment tab.

- Papers should use standard margins unless the professor instructs otherwise. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1.25" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The department standard is Times New Roman 12 point.
- Students should retain copies of all work turned in to the instructor.

Nondiscriminatory Language
Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language.

Academic Integrity
Students who have questions about issues of academic dishonesty should refer to the Code of Student Conduct which outlines unacceptable behaviors in academic matters. Academic integrity is an expectation at this University and in this course. Academic integrity should be practiced in all aspects of your academic work, including during class time, when taking exams, and as you complete written assignments. "Students are expected to be honest in all academic work. A student's placement of their name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study" (Code of Student Conduct, pg. 6.)

I may refer instances of academic dishonesty to the Office of Student Conduct and Community Responsibilities (SCCR), a unit of the Dean of Students Office, for review (Office of Student Conduct and Community Responsibilities). I retain the right to impose a grade penalty for work that is academically dishonest (up to and including assigning an F in the course). Students caught cheating on exams will receive a "0" for that exam. SCCR will review the matter and may meet with you to discuss the incident and impose disciplinary status/educational sanctions to track and prevent the recurrence of academic dishonesty.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to Student Conduct and Community Responsibilities for possible review. If you are found responsible for academic dishonesty, a grade penalty can also be applied.

Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at https://www.socialworkers.org/About/Ethics.

Diversity Statement:
Because Social Work 346 is a social work course, we abide by the accreditation Council on Social Work Education (CSWE) accrediting standards (2022 EPAS ADEI Information) *affirm and strengthen the enduring commitment of social work education programs to principles of anti-racism, diversity, equity, and inclusion. CSWE supports social work education programs in developing a workforce of social workers who are knowledgeable about the ways positionality, power, privilege, and difference affect practice areas, and how social workers challenge systems of oppression that affect diverse populations.*

CSWE encourages programs to provide opportunities for students to:
• *Explore critical issues related to anti-racism, diversity, equity, and inclusion,*
• *Understand how racism and oppression shape human experiences and how these two constructs influence practice at all levels.*
• *Advocate for change*.

Additionally, Dr. Stephens abides by the International Federation of Social Workers global standards related to social work education found here https://www.ifsw.org/global-standards-for-social-work-education-and-training/

Bereavement
Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work. More information on the Student Bereavement Policy is available at Student Bereavement Policy

Student Access and Accommodation
Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services (SAAS) at 350 Fell Hall, (309) 438-5853 (voice), (309) 319-7682 (Sorensen) or visit the website at StudentAccess.IllinoisState.edu (SAAS). Students should notify the instructor immediately so available accommodations can be made.

Permission Required to Record
Class sessions will not be recorded, and students do not have permission to record instructor or student contributions to the course. Please do not independently record the course without prior authorization from the faculty member or an approved accommodation from Student Access and Accommodations Services office.

Students may not photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes/equations). Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services (SAAS) to register,

request, and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's Code of Student Conduct.

Technical Skills, Electronics, and Software
Students must be able to navigate Canvas and prepare and submit assignments as *Microsoft Word* and *PowerPoint* documents (available via Office 365). **Assignments must be submitted as Microsoft Word or PowerPoint documents.** ***Assignments submitted using Apple software **will not be accepted** and cannot be graded.*** Students are encouraged to bring a computer or other mobile device to class to access lecture notes, internet links, assignment worksheets, and to work on assignments during portions of the class reserved for in-class work.

Missed or Late Work
If a student misses a class, they are responsible for any missed class content. Missed in-class work generally *cannot* be made up.

Promptness in completing assignments and course readings is a requirement. All assignments are due on the date assigned (See "ASSIGNMENTS" and "COURSE SCHEDULE"). Late assignments will be accepted at the discretion of the instructor but will receive an automatic 10% grade reduction. An additional 10% grade deduction will be added for each additional week assignments are late unless prior arrangements have been made with the instructor. When an extenuating circumstance occurs, appropriate arrangements must be made **in advance** to avoid the automatic 10% grade reduction for lateness. Make-up examinations as a rule, **will *not*** be permitted. Only in extraordinary circumstances will such work be accepted. **Examinations cannot be rescheduled. *No assignments will be accepted after the last day of class.***

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a grade of incomplete is not in academic good standing and cannot graduate until the incomplete has been successfully resolved.

Students must receive a grade *of C or better in all required social work courses or Credit, if graded on a Credit/No Credit scale, to be in good academic standing and eligible for graduation.*

Attendance Policy
Attendance is required. Each class period is the equivalent of an entire week; therefore, more than two absences will result in a grade reduction. Due to the nature of this applied course, successful completion of course assignments and exams requires regular attendance, participation in in-class groupwork and discussions, and teamwork.

When students need to miss class, they are responsible for all learning content and experiences. Students should read the assigned course material, review the lecture notes, weblinks, assignment worksheets, and other material provided in Canvas Modules, ask peers for lecture notes and other information provided in class, keep in contact with group project

members, and attend the instructor's office hours if they need further explanation of course material, and assignments.

ASSIGNMENTS

Assignment #1: Social Action Campaign (Group Project) (100 pts.)
Due: Monday, April, 2025, at 8:00 am (Week 7) – submitted via canvas.

Assignment #2: 10 Weekly Portfolios (10 pts each = 100 pts)

Assignment #3: Lobbying in Illinois (Advocacy Day) Assignment (50 pts.)
Due: Monday, April 9th, 2025, at 8:00 am (Week 13) online via the Lobbying Illinois Assignment Tab (located at the bottom of the Lobbying Illinois Assignment Module).

*****Students are required to attend the NASW Advocacy Day on Wednesday, April 9th, 2025 of attending class that day***** **Students must register online here** ► NASW Advocacy Day Registration and Schedule. Students receive 6 hours of field education credit for attending Advocacy Day. Field agencies are formally notified of this mandatory course requirement**.**
Step 1: Students will work in groups of 4 to complete the following *Lobbying in Illinois* assignment.

As a group, select one of the issues identified in NASW's legislative agenda (see the Lobbying in Illinois Assignment Resources Module) or an issue of particular interest. The issue must be solvable at the **state level**, rather than the local or national level. Students may focus on the issue in general or a specific bill proposed to address this issue. Specific bills can be identified by visiting the Illinois General Assembly (GA) home page http://www.ilga.gov and conducting a key word search.

Step 2: Each student should locate 1 academic-level **informational** resource and 1 **advocacy-related** written or web-based resource. **Informational resource** should discuss the background, causes, and dynamics of the problem or solutions for addressing the problem, and **advocacy-related resource** should discuss advocacy goals/outcomes or strategies that can be used for persuading policymakers or the public. Students should combine their resources and synthesize their findings to develop (a) A Fact Sheet, (b) An Elevator Pitch, and (c) Talking Points, and (d) Narrative Evidence.

Step 3: **Fact Sheet**: Develop a 1- to 2-page Fact Sheet (using bullet points) to guide your lobbying efforts. The Fact Sheet should identify:

a) The significance of the problem, i.e., reasons the problem is important to address (may include ethical, moral, financial, or practical considerations; consequences experienced by persons with the problem; benefits of addressing the problem for those affected; etc.),

b) Circumstances/factors that contribute to and maintain the problem,
c) Recommendations for addressing the problem. Recommendations should be consistent with the NASW Code of Ethics. NASW Code of Ethics

Step 4: **Lobbying Plan:** Develop a 4-page Lobbying Plan that includes an (a) Elevator Pitch, (b) Talking Points, (c) Narrative Evidence, and (d) Legislator Background and Contact Information. Students should combine their resources to develop the Elevator Pitch and a list of "Talking Points" that can serve scripts for organizing their discussion with legislators or their staff. (Develop taking points from explanatory information not on the Fact Sheet.)

The **Elevator Pitch—a 1-2-minute speech explaining what you want and why you want it.

The **Talking Points—a page of facts and examples that **support** your issue and **rebut** legislators' likely objections.

****Narrative Evidence**—a story, narrative, or case example describing how a client or client group is affected by the problems situation or can be helped by the solution.

****Legislator Background Information**—provide a list of three legislators you plan to contact at the Capitol and a two-paragraph summary on each legislator's hometown, family information, education, professional background, committee assignments, legislative interests, personal interests and hobbies, and highlights of relevant news stories (especially those related to the advocacy topic).

*****Legislator Contact Information**—provide the legislators' contact information--office location (building and room number) and office phone number. Students will present their Fact Sheet to these three legislators during the afternoon lobbying session.

Step 5: Reference Sheet—Complete a group reference list in APA format of resources used in the Fact Sheet and Talking Points.

Due: Monday, April 7, 2025, at 8:00 am (Week 13) online via the Lobbying Illinois Assignment Tab (located at the bottom of the Lobbying Illinois Assignment) ***All group members' names should be included on the Assignment.***
The idea behind this due date is to allow me time to review your materials before you go to Springfield with inaccurate information.

Assignment #5: Advocacy Day Individual Activity Summary (20 pts.)
Due: Monday, April 15, 2025 (Week 15) Due 8:00 am via the Advocacy Day Individual Activity Summary Link
You will complete a two-page individual summary of your advocacy experience that identifies:
a) the most significant thing you learned from the morning program,

b) YOUR afternoon Advocacy Day activities at the Capitol Building,
c) the role YOU played in Advocacy Day planning and the role YOU played on Advocacy Day. (Roles may include making appointments with legislators, taking the lead in talking with legislators, acting as an "observer" to note legislators' or their staff's responses to the advocacy effort and noting the specific statements they made, following-up with legislators and their staffs, among others);
d) a detailed summary of the range of responses you received from the legislators and/or their staffs.

Afternoon activities may include a combination of advocacy, observing the House and Senate Floor action, calling members off the House and Senate floors, attending committee hearings, etc. Each group must visit at least 3 legislators' offices and drop off material; however, students are not required to meet directly with legislators.

Social Action Campaign Binder and Presentation – (50 pts)

Weekly Quizzes (10 pts each = 90 pts)

The purpose of these very short quizzes (i.e., less than 5 minutes) is to encourage reading. In order to encourage reading, you will be given short quizzes throughout the semester. If you do the reading for each class, these short quizzes will be very easy to answer.

Campaign Portfolio and Log

At the university, you generally demonstrate that you understand the ideas from the course in an exam. This class is different. In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. With no integration of text, you cannot receive above a C on your portfolio. You can talk to your teammates, but all of the portfolios will be your own work.

In addition, you will most likely not receive higher than a C on your overall portfolio grade if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). Please use the log at this website (www.bonner.org/socialaction-docs) to keep track of your community work, and then turn it in with the portfolios. Please use the log document in Canvas to keep track of your community work, and then turn it in with the portfolios. You will submit your portfolio and log every 3-4 weeks.

All students will be involved in the macro social action. This will require a minimum of 1.5-2 hours per week of the campaign work (25 hours minimum over 16 weeks, with

about one half of the time DOING something, that is, doing campaign activities (tabling, flyering, giving organization raps) or campaign activities (marches, rallies, street theater, etc.). If you do not do at least 25 hours this semester, you will most likely will not receive a grade higher than a C on your overall portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions. Of course, if you want to do more campaign work, that is great.

FYI: the course reading has been reduced to offset the 25 hours of campaign work. It will be possible to do your social action campaign on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your social action campaign, so you will be able to do some of your organizing in class. During the second through fourth classes, you will brainstorm various ideas for a social action campaign.

The requirements for the campaign are: (i) that groups have a minimum of 3 students per team, (ii) you have passion for the issue, and (iii) your campaign tries to change some type of policy, law, rule, protocol, etc. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective… or it may have no political ideology. Whatever campaign you choose to do, give it your best effort and know that you can make positive change happen.

Importantly, there is no attempt at any type of political indoctrination for this assignment, as students develop and choose what campaigns to work on and can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students to consider the variety of options available, with the students deciding on how to best move forward.

If for some reason a student wants to leave a group, please contact the professor. At that time the student and professor will discuss what group you would like to join. After the student makes a choice, I will contact the other group. If the group believes there will be little disruption to the group, then the student is able to join. However, if the group feels that there would a disruption to the group due to possible lack of trust and transparency issues, or negative behavior by the student, that group has the right to say no. If the student still wants to join the group even after the student group has said that it would cause a disruption, the professor will make the final decision, as I am ultimately in charge of the classroom environment. Personally, I am fine with any student joining another group if it would cause minimum disruption to the group. At the same time, I am not okay if by a student joining the group, it would cause disruption to the group. As professor, I am responsible for the classroom environment, and I will base my decision on the impact to the classroom environment. If the student has no group to join, then the student will be given an independent study with no negative repercussions to her/his/their grade.

Campaign Presentation and Binder

For the final exam, students give a group presentation on your social action campaign. In addition, your group will turn in a campaign binder, which will be evaluated. The binder will be used by future students when they choose their campaigns.

GRADING

Grades will be assigned in accord with the following scale.

- A 90 % and above
- B 80-89%
- C 70-79 %
- D 60-69 %
- F 59 %and below

Grades will be assigned using the following formula:

Assign. 1	Social Action Campaign Assignment	100 pts.
Assign. 2	Campaign Portfolio & Logs	100 pts.
Assign. 3	Social Action Campaign Binder & Presentation	50 pts.
Assign. 4	Social Work Day Reflection	25 pts.
Assign. 5	Advocacy Day Individual Activity Summary	25 pts.
Assign. 6	Weekly Quizzes	90 pts.
Assign. 7	Peer Evaluation	10 pts.
		400 pts.

COURSE SCHEDULE

Week 1	Monday, January 13, 2025 ***General topic:***
In-Class Activities & Readings Due:	***Course Introduction; Review of Syllabus; Policy Practice & Advocacy in Social Work Through Social Action***
Assigned Readings:	Chapter 1 in Change! By Scott Myers-Lipton (SML) & Chapter 4 in Advocacy Practice by Hoefer.
Assignment Due:	None
Week 2	Monday, January 20, 2025 **General topic:**
In-Class Activities & Readings Due:	**No Class MLK Day**

Assigned Reading:	**Chapter 2** - Setting the Tone in **SML** & **Chapter 3** Getting Involved in **Hoefer**
Assignment Due:	None
Week 3:	Monday, January 27, 2025 ***General topic:***
In-Class Activities & Readings Due:	***Quiz 2*** *– covers chapters Hoefer-3 & 4* **Chapter 2** - Setting the Tone in **SML** & **Chapter 3** Getting Involved in **Hoefer**
Assigned Reading:	***Change! SML – Chapter 3 & Advocacy (Hoefer)-Chapter 2***
Assignment Due:	***Quiz 2*** *– covers chapters Hoefer-3 & 4* *****Portfolio 1 is due January 27th and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 4:	Monday, February 3, 2025 ***General topic:***
In-Class Activities & Readings Due:	Quiz #3 - ***Advocacy (Hoefer)-Chapter 2*** ***Change! SML – Chapter 3 & Advocacy (Hoefer)-Chapter 2***
Assigned Reading:	SML- Chapter & Hoefer Chapter 1
Assignment Due:	Quiz #3 - ***Advocacy (Hoefer)-Chapter 2*** *****Portfolio 2 is due February 3rd and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 5:	Monday, February 10, 2025 **General Topic:**
In-Class Activities & Readings Due:	SML- Chapter & Hoefer Chapter 1 Quiz #4 - ***Hoefer-Chapter 1***
Assigned Reading:	SML- Chapter 5 & Hoefer – Chapter 5

Assignment Due:	Quiz #4 - ***Hoefer-Chapter 1*** *****Portfolio 3 is due February 10th and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 6:	Monday, February 17, 2025 ***General Topic:***
In-Class Activities & Readings Due:	SML- Chapter 5 & Hoefer – Chapter 5
Assigned Reading:	*SML Chapter & Hoefer Chapter 6 Part I (pages 102-113)*
Assignment Due:	Quiz #5 - ***Hoefer-Chapter 5*** *****Portfolio 4 is due February 17th and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 7:	Monday, February 24, 2025 ***General Topic:***
In-Class Activities & Readings Due	*SML Chapter & Hoefer Chapter 6 Part I (pages 102-113)*
Assigned Reading:	SML – Chapter 7 & Hoefer Chapter 6 Part II (pages 114-129)
Assignment due:	*****Portfolio 5 is due February 24th and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 8:	Monday, March 3, 2025 **General Topic:**
In-Class Activities & Readings Due	SML – Chapter 7 & Hoefer Chapter 6 Part II (pages 114-129) Quiz #6 - ***Hoefer-Chapter 6 parts I & II***
Assigned Reading:	SML- Chapter 8 & Hoefer Chapter 7

Assignment Due:	Quiz #6 - ***Hoefer-Chapter 6 parts I & II*** *****Portfolio 6 is due March 3rd and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 9	Monday, March 10, 2025
	Spring Break – No Assignments
Week 10:	Monday, March 17, 2025
In-Class & Assignments & Readings Due	**Campaign Launch** Quiz #7 - ***Hoefer-Chapter 7***
Assigned Reading:	SML Chapters 9, 10 & Hoefer Chapter 10
Assignment Due:	Quiz #7 - ***Hoefer-Chapter 7*** *****Portfolio 7 is due March 17th and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 11:	Monday, March 24, 2025 **General Topic:**
In-Class Assignments & Readings Due:	**Campaign Launch** **Quiz 8 – Hoefer Chapter 10**
Assigned Reading:	SML – Chapter 11 & Hoefer Chapter 8
Assignment Due:	**Quiz 8 – Hoefer Chapter 10** *****Portfolio 8 is due and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 12	Monday, March 31, 2025 ***General Topic:***
In-Class Activities & Readings Due:	**Social Work Day - Mandatory Attendance at Social Work Day**

Assigned Reading:	None
Assignment Due:	***Portfolio 9 is due and must be uploaded to Canvas by 9am for (section 1) and before 1pm for (section 2).***
Week 13	Monday, April 7, 2025 ***General Topic: Class is rescheduled for April 9th (There is no class on April 7th. This class time will be made up for on April 9th. I will be available to meet with groups to discuss their campaigns)***
In-Class Activities & Readings Due:	**Wednesday, April 9th - Mandatory Attendance NASW Advocacy Day** - NASW Advocacy Day Registration and Schedule
Assigned Reading:	None
Assignment Due:	**Quiz #9: Hoefer Chapter 8** **Assignment #: Advocacy Day Assignment Due Monday, April 7th, 2025, to be uploaded into Canvas via the assignment tab before the start of class.**
Week 14:	April 14, 2025
In-Class Activities & Readings Due:	**General Topic: Campaign Updates**
Assigned Reading:	None
Assignment Due:	**Individual Advocacy Day Reflection Assignment** Due Monday, **April 14th**, 2025, to be uploaded into Canvas via the assignment tab before the start of class.
Week 15:	Monday, April 21, 2025 ***General topic:***

In-Class Activities & Readings Due:	
Assigned Reading:	None
Assignment Due:	Campaign Binder & Presentation Slides are ***due and must be uploaded to Canvas by 9am for (section 1) and* before 1pm for (section 2)*.***
Week 16:	Monday, April 28, 2025
In-Class Activities & Readings Due:	Class Presentations
Assigned Reading:	None
Assignment Due:	
Week 17:	***FINALS WEEK—No Class Meeting***

BIBLIOGRAPHY AND FURTHER READINGS

Policy Advocacy

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Ellis, R. A., (2003). *Impacting social policy: A practitioner's guide to analysis and action*. Pacific Grove, CA: Brooks/Cole.

Freire, P. (2000*). Pedagogy of the oppressed*. New York: Continuum.

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Nowlan, J.D., Gove, S.K., & Winkel, R.J., Jr. (2010). *Illinois politics: A citizen's guide*. Urbana: University of Illinois Press.

Richan, W. C. (2006) *Lobbying for social change. (3rd. Ed.).* New York: Haworth Press.

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