

# SW 350-001 & 005

## Anti-Oppressive Social Work Practice

Winter 2025

**Dr. Fritz Pino, MSW, PhD**

306-337-2986 | fritz.pino@uregina.ca | Face to Face in Regina

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**COURSE TIME(S)/  
LOCATION(S)**

January 8, 2025 –  
April 9, 2025

**WEDNESDAY**

8:30am – 11:15am  
REMOTE (VIA ZOOM AT UR  
COURSES)

**Correspondence:**

Please use UR courses email when  
emailing me.

**OFFICE HOURS**

Please schedule an appointment.  
However, I am usually in the office  
Wed afternoon.

**Professor's Office Location:**

ED 448

**CALENDAR DESCRIPTION**

The aim of this course is to unravel the underlying  
threads of multiple oppressions and the intersection of  
various sources and forms of oppression. The course  
will focus on anti-oppressive perspectives, laws,  
actions, advocacy, social work ethics and their  
application to social work practice and policy.

Credits: 3

Prerequisite: None

Course delivery may be subject to change due to  
health or other factors beyond the Faculty of Social  
Work's control.

## LAND ACKNOWLEDGEMENT

*The Faculty of Social Work is situated on the territories of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6 with the Saskatoon Campus.*

## COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

- 1) explain various forms of oppression and their intersections as manifested in society
- 2) describe the nature of structural oppression
- 3) reflect on personal awareness of family history, power differentials, and roles as oppressor and oppressed
- 4) demonstrate the ability to critically analyse oppression in diverse populations relevant to the province/territory [e.g., First Nations, immigrant, children, youth, women, seniors, unemployed, those with health issues or disabilities, etc.]
- 5) articulate an understanding of laws, actions and advocacy related to anti-oppressive practice
- 6) state the relevance and apply the CASW Code of Ethics to anti-oppressive practice
- 7) integrate anti-oppressive perspectives with social work practice
- 8) engage in public education in at least one field of anti-oppressive social work practice

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Mullaly, B. & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd, Edition). Don Mills, ON: Oxford University Press.

*For the other required readings for this course, you can download the article through our **Course Reading List**. If they are not available there, you can go directly the UR library search system or internet.*

***In addition, you should be familiar with the following documents:***

- Indigenous Ally Toolkit. Here's the Link: [https://reseaumtlnetwork.com/wp-content/uploads/2022/12/Ally\\_March.pdf](https://reseaumtlnetwork.com/wp-content/uploads/2022/12/Ally_March.pdf)
- Canadian Association of Social Workers. (2005). Social Work Code of Ethics. Ottawa, ON: CASW. Available at: [https://www.casw-acts.ca/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf)
- Canadian Association of Social Workers. (2005). *Guidelines for Ethical Practice*. CASW. Available at: [https://www.casw-acts.ca/files/attachements/casw\\_guidelines\\_for\\_ethical\\_practice.pdf](https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf)

- Saskatchewan Association of Social Workers (2020) Standards of Practice For Registered Social Workers in Saskatchewan. SASW. Available at: <https://sasw.ca/site/standardsofpractice>
- Saskatchewan Association of Social Workers (2022). *Cultural Humility and Standards of Practice for Social Work*. Standards of Practice Committee. Regina, SK: SASW. Available at: <https://sasw.in1touch.org/document/6908/Cultural-Humility-Guidance-March2022.pdf>

## LEARNING TECHNOLOGIES and INSTRUCTIONAL TECHNIQUES

This is a remote course via zoom within UR course page. It is expected that students are prepared in joining the class, such as by TURNING ON their videos and being fully focused and engaged during class time.

UR COURSES is where you can access the relevant class readings, lecture materials, and resources. You will also use the **“UR course email”** to correspond to your instructor. Submission of assignments is through the UR courses, including some class activities such as in-class essays. Therefore, you should use a technology such as a laptop, desktop, with good internet access.

To make sure the class is safe for all, there will be no audio or video recording of class proceedings. Student can only audio or record if they are pre-authorized to do so for accommodation purposes. There is the expectation that each student agrees regarding the assignments, responsibility of working with other students in person and virtually, maintaining confidentiality regarding personal information shared in the course and full participation in class discussions.

## LEARNING CULTURE

It is expected that certain ideas and ways of thinking in this class challenge individual ideas or politics, as well as privileges and power. For others, such ideas may open painful issues and experiences. These are part of the process of learning in this course. Together, we are expected to be active in maintaining an atmosphere that is respectful and supportive so we can serve as resources for one another.

Students are also expected to be active and self-directed learners. We are all responsible for the learning experience and success of the course. Your learnings in this course also take place from your ability to take advantage of the opportunities that enable you to read, write, and think critically. This means treating each reading, assignments, class discussions, for example, as opportunities to develop your analytical skills. Varied approaches to enhance the learning experience such as digital technology and educational videos are employed during lectures, group work, and guest lectures. We will examine various forms of oppressive practices, thoughts, ideas, and assumptions, as well as explore anti-oppressive ways and approaches of addressing them to reflect in the micro, mezzo, and macro social work practice.

## ATTENDANCE REQUIREMENTS

As per the University of Regina Undergraduate Calendar (Attendance – Section 5.3), your thoughtful attendance is important. Expectations include:

- Being punctual and staying the entire class.
- Completing the assigned reading(s) prior to class.
- Being respectful of the contributions of your peers, guests, and others participating in the course; and
- Participating fully in discussions and exercises.

When absenteeism is unavoidable, students are requested to communicate in writing their absence to the instructor prior to class, or as soon as possible in the case of unavoidable emergencies. Student absences from classes are excused for medical or compassionate circumstances, family emergencies, religious observance, or university representation. Absences for other reasons are considered unexcused, e.g., work, vacation, travel, volunteering. Students may be required, by the instructor, to complete a makeup assignment to demonstrate their knowledge of the missed course content.

The Faculty of Social Work Attendance Policy states **that “students may not miss more than 23% of class time; the equivalent of 3 classes.** Students who miss three classes, *excused or unexcused*, may be asked to withdraw from the course. This is consistent with the University of Regina policy on attendance”.

**Attendance Policy:** <https://www.uregina.ca/social-work/professionalethics.html>

## DETAILED COURSE CONTENT AND TOPICS

Please note the following important dates for the semester:

- Term start: January 6, 2025
- Last day to add classes: January 17, 2025
- Last day to drop classes – no record: January 17, 2025
- WINTER Break (no classes): February 17-23, 2025
- Last day to drop with “W” grade: March 17, 2025
- Term end: April 26, 2025

**Important:** Before dropping any class, visit “My Refund Schedule” located in the Registration section on UR Self-Service to determine your options, including the deadline for, and outcomes of, such actions. You may drop until the last day of classes; however, a failing grade (with no refund) may be applied to your record, depending on the date. If the option to drop a class is unavailable, contact your Faculty or Department for assistance. If you have student loans, confirm with your province that dropping a class will not have a negative impact on your funding.

## GRADE ASSESSMENT

**Students who do not submit all assignments will receive a grade of NP for the course.** All assignments are submitted via UR courses assignment. In terms of due dates, please see Detailed Instructions of Course Assignments section. Students will lose 5% marks for each late day, including weekends. The final paper must also be submitted by the due date and time (see course schedule).

Extensions will only be given under compelling circumstances such as medical issues – please speak with the professor well in advance if you anticipate that you will have an issue with a due date.

All forms of academic misconduct are unacceptable. **Plagiarism, which may include the unauthorized use of AI, cheating on exams, working jointly with other students on individual assignments, and “behaviour that interferes with the evaluation of another student’s work, such as failure to participate in a group project may be subject to disciplinary action” (Undergraduate Calendar, p. 51).**

- Students are expected to complete assignments, tests, and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT, is considered a breach of this expectation.
- Authenticity and integrity are core values of this course. As such, any student found employing generative AI platforms to draft, edit, or produce any course-related materials will be in violation of course ethics and may face disciplinary action.
- Turnitin, the University of Regina’s institutionally adopted plagiarism-detection tool, will be used in this course. Turnitin provides an AI-detection report alongside the originality report when used for text-based assignments.

<p align="center"><b>SUMMARY OF ASSIGNMENTS DUE AND MARKS</b>  (detailed instructions for each assignment is after the class schedule section)</p>
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Assignment	Mark	Pages/Length	DUE DATE
In-class short essays	20%  5 points each and 4 times throughout the semester.	Has required number of words/sentences provided when question is posed.	<b>NO-MAKE UP test.</b> This will be done in class via UR Course assignment section.
Critical Response Paper	10%	Each question has required number of words. See Assignment section.	Class 6 February 12
Critical Reflexive Paper	25%	8-10 pages only.	Class 8 March 5
Individual Final Paper and Presentation: Anti-Oppressive Program	40 %  10 % (presentation)  30% (paper)	Presentation documents: ppt slides, speaking notes  Paper: 10 pages only	Presentation Dates: April 2 and April 9  Final Paper DUE: April 16, 2025, at 11am Wed.
Class Participation	5%	Submit Self-Rating Scale; Marks include attendance and class engagement.	April 11, 2025, Friday at 11:59pm.
TOTAL	100%		

## FINAL EXAM

There is no final exam set for this course.

## GRADING GUIDELINES

A student's final grade for this course is the sum of the separate or independent assignments. Students who do not submit all assignments will receive a grade of NP for the course.

## GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please follow the specific submission requirements for each assignment. Carefully read the assignment submission instruction for each assignment.

## EXPECTATIONS FOR WRITING

Students are expected to write in APA 7<sup>th</sup> Edition format. To facilitate this, please do one or more of the following:

1. Go to: <https://apastyle.apa.org/instructional-aids/concise-guide-formatting-checklist.pdf>
2. Purchase the most recent edition of the American Psychological Association (APA) Format manual from your favourite bookstore; Or,
3. Access the following web site: <http://apastyle.apa.org/>

## CLASS SCHEDULE

Week/Date	Content	Required Reading/Class Material
<b>Class 1</b> <b>Jan. 8</b>	Introduction and Class Expectations Course Outline Review Defining Oppression and Privilege	No reading preparation required. Review of Course Outline Posted. Instructor's PPT slides of Chapter 1 and Chapter 2 (Mullaly & West) will be used.
<b>Class 2:</b> <b>Jan. 15</b>	Anti-Oppressive Practice in Social Work and the Code of Ethics <b>Sign Up for Final Presentation Opens</b>	Mullaly & West, Chapter 1 & 2 continuation. CASW Code of Ethics SASW Code of Ethics
<b>Class 3:</b> <b>Jan. 22</b>	Theoretical Perspectives of Oppression and Privilege <b>In-class Short Essay #1</b>	Mullaly & West, Chapter 3 (pp.68-100)

<b>Class 4: Jan. 29</b>	Unsettling Settler Colonialism in Social Work <b>In-Class Short Essay #2</b>	Fortier, C. & Wong, E.H.S (2019). The settler colonialism of social work and the social work of settler colonialism. <i>Settler Colonial Studies</i> , 9(4), 437-456. [21 pages]  <b>Indigenous Ally Toolkit:</b> <a href="https://reseaumtlnetwork.com/wp-content/uploads/2022/12/Ally_March.pdf">https://reseaumtlnetwork.com/wp-content/uploads/2022/12/Ally_March.pdf</a>  Short Video: Curtain Razors's Trespassers Waltz Link: <a href="https://www.curtainrazors.ca/trespassers-waltz">https://www.curtainrazors.ca/trespassers-waltz</a>
<b>Class 5: Feb.5</b>	Intersectionality Perspectives	Mullaly & West, Chapter 8 (pp.258-288)  The Combahee River collective (2014). A Black feminist statement. <i>Women's Studies Quarterly</i> , 42, (3/4), 271-280. [8 pages] .
<b>Class 6: Feb.12</b>	Oppression and Privilege at the Personal Level <b>Critical Response Paper, DUE at 830am.</b>	Mullaly & West, Chapter 4 (pp.102-135).
<b>WINTER BREAK NO CLASS</b>	<b>WINTER BREAK (FEB 19)</b>	<b>NO CLASS /WINTER BREAK</b>
<b>Class 7: Feb. 26</b>	Oppression and Privilege at the Cultural level <b>In-Class Short Essay #3</b>	Mullaly & West, Chapter 5 (pp. 137-185).  Pino, F.L. (2014). Neoliberal happiness: Overseas Filipino workers and Coca-cola's Christmas commercial. <i>Transnational Social Review</i> , 4(2-3), 299-302.



<b>Class 8</b> <b>March 5</b>	Oppression and Privilege at the Structural Level <b>DUE Critical Reflexive Paper @830am.</b>	Mullaly & West, Chapter 6 (pp.187-225).
<b>Class 9</b> <b>March 12</b>	AOP models in Social Work Part 1 <ul style="list-style-type: none"> <li>• Cultural Humility</li> <li>• Antiracism in Mental Health</li> </ul>	Fisher-Borne, M., Cain, Jessie Montana, & Martin, Suzanne (2015). Cultural humility as an alternative to cultural competence. <i>Social Work Education</i> , 34(2), 165-181.  Ocampo, M., & Pino, F.L. (2014). An anti-racist and anti-oppression framework in mental health practice. In R. Moodley & M. Ocampo (Eds.), <i>Critical psychiatry and mental health: Exploring the work of Suman Fernando in clinical practice</i> (pp. 145-155). Routledge.
<b>Class 10</b> <b>March 19</b>	AOP models in Social Work Part 2 <ul style="list-style-type: none"> <li>• Resistance Informed Social Work</li> <li>• Allyship</li> </ul>	Pino, F. (2022). Re-imagining social work resistance through the resistance of the below: Knowledge, bodies, and solidarities. In D. Baines, N. Clark, & B. Bennett (Eds.), <i>Doing anti-oppressive social work: Rethinking theory and practice</i> (4 <sup>th</sup> ed., pp. 187-204). Fernwood Publishing.  Walia, H. (2012). Moving beyond a politics of solidarity toward a practice of decolonization. In Choudry, A., Hanley, J., & Shragge, E. (Eds.), <i>Organize!: Building from the local for global justice</i> . 240-253.

<b>Class 11</b> <b>March 26</b>	Queer and Trans Realities <b>In-Class Short Essay #4</b>	<p>Greensmith, C. (2022). Thinking with and across queer and trans theories. In S.S. Shaikh, B.A.M. LeFrançois, &amp; T. Macías (Eds.), <i>Critical social work praxis</i>. (pp 403-412). Halifax &amp; Winnipeg: Fernwood Publishing.</p> <p>Pino, F. (2022). Queer and trans theory: Understanding "gender passing" among Filipino trans women. In S.S. Shaikh, B.A.M. LeFrançois, &amp; T. Macías (Eds.), <i>Critical social work praxis</i>. (pp 413-423). Halifax &amp; Winnipeg: Fernwood Publishing.</p>
<b>Class 12</b> <b>April 2</b>	Resisting Anti-Blackness Racism in Social Work  <b>Presentations First Batch</b> <b>10 minutes for each student</b>	<p>Smith, L., &amp; Mak, C. (2023). Two sides of the same coin: Adopting a decolonial stance in teaching clinical social work students to intervene on Anti-blackness racism. <i>Smith College Studies in Social Work</i>, 93(2-4), 83-105.</p> <p>Bernard, W.T. (2022). Black Canadians and anti-oppressive social work. In D. Baines, N. Clark, &amp; B. Bennett (Eds.), <i>Doing anti-oppressive social work: Rethinking theory and practice</i> (4<sup>th</sup> ed., pp. 340-344). Fernwood Publishing.</p>
<b>Class 13</b> <b>April 9</b> <b>Final Class</b>	<b>Presentations 2<sup>nd</sup> Batch</b> <b>10 minutes for each student</b>	<p><b>FINAL PAPER DUE ON: April 16, Wed. at 11am.</b></p> <p><b>Self-Rating Scale – April 11, 2025, Friday at 11:59pm.</b></p>

## DETAILED INSTRUCTIONS OF COURSE ASSIGNMENTS

### **Assignment #1. In-class Short Essays – 4 times (5 marks each) for a total of 20 marks.**

Done in class during the following classes:

First in-class short essays: Class 3 – Jan. 22 – Theory

Second in-class short essay: Class 4 – Jan. 29 – Settler Colonialism

Third in-class short essay: Class 7 – Feb. 26 – Cultural Oppression

Fourth in-class short essay: Class 11 – March 26 – Queer and Trans Realities

This assignment is made up of 4 individual in-class short essays. You will answer the question in-class through the UR courses assignment section. You will respond to the questions posed by the instructor during class time only. This is usually done 10-15 minutes before the class ends. If needed, the instructor, may set possible extension to complete this assignment.

Questions are generated from class discussions/readings covered thus far from last week up to the present. These essays have limited number of words/sentences and will be known by the students only when the instructor opens the question in class/UR courses. A rubric is used for grading this assignment that assesses students' quality of answer and writing standards (See Rubric Section towards the last pages of this course outline).

**IMPORTANT NOTE: Please note there is NO MAKE-UP** work if you missed this assignment.

Only compelling circumstance such as Medical Issues are allowed but this is based on the instructor's approval. The student is not allowed to answer the question outside of class time without the instructor's approval. Please speak to the instructor in advance.

### **Assignment #2: Critical Response Paper - 10 marks**

Due Date: Feb. 12 (Class 6) at 8:30am via UR course assignment section.

The purpose of this assignment is to deepen your critical reading, thinking, and analysis on anti-oppressive ideas and principles in social work. From the recommended reading list at your UR course page, read "**Colonial Encounters: Racialized Social Workers Negotiating Professional Scripts of Whiteness by Harjeet Badwall (2014)**". Answer the following questions below. Required writing style is 12 times Roman. Write your response at UR course on the menu/button/box for this assignment. Do not write the question; only your response but indicating the question number to be able to locate which question your response is for. Please follow the template provided below. Grading is based on the rubric reflected in the assignment section (see towards the last pages of this course outline; also provided at UR course menu for this assignment).

#### **Writing template:**

Question 1: Your 200-word response...

Question 2: Your 150-word response...

## **QUESTIONS:**

**Question 1.** Choose an idea/concept/theme/quote from the article that had challenged your existing ideas/thoughts related to social work professional practice? Explain or unpack that idea/concept/theme/quote. Your answer should only have 200 words. The quote/statement from the reading that you wrote as part of your response is not part of the 200-word count.

**Question 2:** For 150 words only, explain how this this article relates to anti-oppressive social work practice.

## **Assignment #3: Critical Reflexive Paper - 25 marks**

Due: March 5, 2025, at 8:30am; Length: 8-10 pages only excluding the reference list.

This assignment will require you to critically reflect or interrogate your social location; that is, both your privilege and marginalized/oppressed position/location. You need to explicitly connect your discussion to anti-oppressive/social justice/theories/concepts/ideas from our class textbook/readings (both those that have been discussed, and/ or will be discussed in the subsequent sessions). The requirement is that you only share, based on your comfort level, one aspect of your social location/identity you considered privileged; and one aspect of your social location/identity you considered marginalized/oppressed.

Please explicitly use “I”. The essay should be 8-10 pages only excluding reference list in the 8–10-page count. Please use/follow the headings provided below to section/structure your paper. It is up to you, however, to decide how many pages you will dedicate for each section. Please refer to the rubric for this assignment to see further expected contents for each section (See Rubric Section towards the last pages of this course outline).

Section 1: Critical interrogation of my privileged position/identity.

Section 2: Critical analysis of my marginalized position/identity.

Section 3: Discussion of how I address my privileged and oppressed identity/location.

Section 4. How my analysis and insights contribute to social work practice.

**Paper Formatting Requirements:** Please use a word document only, NOT A PDF, to write your paper. Paper format is 8.5 x 11 size paper (letter size) and double spaced; page numbers at the upper right corner of the paper. Use Times New Roman with 12-point font size. You should have five academic references for this assignment. Among the five academic references should be your class textbook, and/or the required journal articles and book chapters we used in class, and/or class lecture materials. Outside materials should be limited to 2-3 entries only. You must use APA style - 7th Edition for in-text citations and in writing the reference list. The paper must follow required number of pages. Beyond the number of pages will not be read; hence, will impact your mark.

**Submission Requirements:** Submit your paper in Word doc only, NOT PDF. You must indicate a file name: **your last name, comma, then your first name, space, and then the title of your assignment** [example: **Pino, Fritz \_Critical Reflexive Paper**]. Submit via UR courses under assignment only.

**Grading for Critical Reflexive Paper:** Each section are graded in percentage following the rubric for this assignment. For example, if your average percentage is 75%, then your mark is 18.75, which is 75% of 25. Note that this rubric corresponds to the Undergraduate Calendar (Common Grading Scheme).

**Additional Criteria in the rubric for grading for Critical Reflexive Paper: Writing Standards** - this refers to careful attention to formatting and submission requirements as stated above. There are only two ratings for this: either carefully following the formatting and submission requirements or did not follow them at all. This is part of the rubric criteria for this assignment.

**Assignment #4: Anti-Oppressive Program (Presentation and Final Paper) - 40 marks**

Presentation Dates: April 2 and April 9.

Final Paper Due: April 16, 2025, at 11am. (Length is 10 pages only, excluding the reference list).

This assignment has two components: *a presentation, and a paper*. Presentation is 10 marks, and paper is 30 marks. This assignment will allow you to engage in research and develop an anti-oppressive program as an action plan or intervention to address the oppressive issue that impact a particular historically marginalized community (see list of population below). You will only select one community through which you can articulate the oppressive issue and generate your anti-oppressive action plan/intervention.

**Suggested Community Contexts: Please consider the intersectionality of these communities.**

Black, Indigenous, and People of Colour (BIPOC Communities), Older Adults, Queer and Trans Communities, People with Disability, Immigrant/Migrant/Refugee Communities, People with Mental Health and Health Issues.

You will create an anti-oppressive program that addresses the impact of the socio-political issue that you identified. The socio-political issues **should not** be those that have already been discussed in class thoroughly, or from the readings and lectures, and/or examples. As you do your research, some issues may already have been intervened/addressed by a particular AO oriented program (based on the existing literature). If so, you must articulate the uniqueness of your program and how it is different from those existing ones. If no AO oriented practice/program has been developed on the issue that you tackled, then the program that you will develop will serve as its unique action plan. As well, this paper encourages you to conceptualize a program that is clear, context-based, attentive to intersectional identities, and implementable for your future social work practice.

**A) Final Paper - 30 marks.**

Please follow the headings/sections below to write your paper. Also, it is expected that you will address the writing prompts for each section to develop the contents for each section. Please refer to the rubric for this assignment to see further expected contents for each section (See Rubric Section towards the last pages of this course outline).

**Paper Template Requirement:**

Start with Opening Page: This should contain your name and title of your program that you mentioned in Section 2. This is not part of the page count.

**Section 1: Identification of the Oppressive Issue that Impact the Population:** Name the specific social issue that you identified that impact the historically marginalized community of your choosing. Analyze why the issue is a problem to begin with by using critical/anti-oppressive theories that we discussed in class (referencing class textbook and readings). Illustrate its prevalence and negative impact to the community you chose to engage through statistics, and/or research reports, and/or studies.

**Section 2: Description of my anti-oppressive program:** Create a name (that is original/from your own) for your anti-oppressive program. Consider the sense of agency/autonomy/and resistance of the community as you conceptualize your anti-oppressive program. Describe your anti-oppressive program, articulating the anti-oppressive theory/s that informed this program, the main goal and specific objectives of the program. Provide a strong justification why this is an effective anti-oppressive program. Support such justification with studies, research reports, and other relevant academic literature.

**Section 3: Program Implementation and Assessment:** Describe how you would implement the program. Would it be in the micro, or mezzo, or macro context and why? Articulate how the program looks like in such a particular context? What are the resources you need to materialize the program within such contexts? What are the foreseeable limitations/barriers of this program, and how do you address them? Support your ideas with relevant literature or class materials/readings.

**Section 4: Critical Reflection:** What does it mean for you to create an AO program for this community? What does it mean to have this program being situated in Indigenous land? How do you establish critical allyship with other marginalized communities, groups, or organizations? Support your ideas with relevant literature.

**Additional Criteria for Assignment 4: Writing Standards** - this refers to careful attention to formatting and submission requirements for this assignment. There are only two ratings for this: either you carefully followed the formatting and submission requirements; or did not follow them.

**Paper Formatting Requirements:** Please use a word document only, NOT A PDF, to write your paper. Paper format is 8.5 x 11 size paper (letter size) and double spaced; page numbers at the upper right corner of the paper. Use Times New Roman with 12-point font size. You should have a minimum of five academic references. Among the five academic materials should be your class textbook, and/or the required journal articles and book chapters we used in class, and/or class lecture materials). You must use APA style - 7th Edition for in-text citations and in writing the reference list. The paper must follow required number of pages. Beyond the number of pages will not be read; hence, will impact your mark.

**Submission Requirements:** Submit your paper in Word doc only, NOT PDF. You must indicate a file name: **your last name, comma, then your first name, space, and then the title of your assignment** [example: Pino, Fritz \_Anti-Oppressive Program Paper]. Submit via UR courses under assignment only.

**Grading:** Section 1, 2,3, 4 and writing standards are graded in percentage based on the rubric. For example, if your average percentage is 75%, then your mark is 22.5, which is 75% of 30. Note that this rubric corresponds to the Undergraduate Calendar (Common Grading Scheme) on page 16.

**B) Presentation - 10 marks.**

Your presentation should be 10 minutes only; and 2 minutes to deliver your question. You will sign up via UR courses either for April 2 or April 9 (first come first serve basis). You will present to class some of the contents of your final paper.

***Procedure/Logistics:*** Send your ppt to your instructor in advance as presentation notes. If this is not feasible, you can submit these documents during your presentation.

Please follow the outline below as contents of your ppt slide.

1. Working title of your anti-oppressive program.
2. Rationale - what prompted/inspires you to develop this program? Articulate here your social location or entry points.
3. Issue - what is the issue this program addresses/intervenes.
4. Theory and Literature - What anti-oppressive theories and relevant literatures that help shape the development of your program?
5. Overview of the Program - sketch a brief structure/overview of your program.
6. Conclusion - final thoughts or 1 question you posed to the class.
7. List of References - last pages in ppt slides. List the references you used in your presentation.

**Assignment #5: Class Participation - 5 marks.**

Due: April 11, 2025, Friday, at 11:59pm.

You will evaluate your participation in this class. This includes your attendance, and active participation in class discussions (small group or main class, or during lectures, and class activities). Please use the self-rating scale provided in the Rubric section. Your mark, however, will still be approved by the instructor.

<b>ACCESSIBILITY STATEMENT</b>
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Students registered with Student Accessibility must consult with their instructor regarding their accommodations. Accommodations may include exemptions from class, but students are still required to inform their instructor of any absence(s). For further information about accommodations, please e-mail <a href="mailto:accessibility@uregina.ca">accessibility@uregina.ca</a> .
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## **ACADEMIC MISCONDUCT/PLAGIARISM**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University of Regina's policy guidelines:

<https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

<https://www.uregina.ca/student/ssc/assets/docs/pdf/Recognizing-and-Avoiding-Plagiarism.pdf>

## **COURSE EVALUATION**

Student feedback will be sought at the end of the course through the standard University of Regina Class Climate Course Evaluation Feedback System. Students are welcome to discuss the process and content of the course at any time with the Instructor.

## **UNIVERSITY OF REGINA POLICIES AND SUPPORTS**

### **PROFESSIONAL CONDUCT**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Regina Undergraduate Calendar and Respectful University.

### **FACULTY OF SOCIAL WORK UNSATISFACTORY PROFESSIONAL EDUCATIONAL DEVELOPMENT POLICY**

Students may be required to discontinue from their program for reasons of unsatisfactory professional development as per the guidelines set out in the Faculty of Social Work's Unsatisfactory Professional Educational Development Policy. The policy is available at:

<https://www.uregina.ca/social-work/professionalethics.html>

[https://www.uregina.ca/social-work/assets/policies\\_handbooks\\_presentations/social-work-professional-suitability-policy-2023nov.pdf](https://www.uregina.ca/social-work/assets/policies_handbooks_presentations/social-work-professional-suitability-policy-2023nov.pdf)

### **COPYRIGHT LEGISLATION**

For information on copyright legislation, please visit:

<https://www.uregina.ca/copyright/basics/basic.html>

### **HARASSMENT AND DISCRIMINATION INCLUDING SEXUAL AND GENDER-BASED VIOLENCE**



## POLICY

For information on this policy, please visit: <https://www.uregina.ca/hr/respectful-university-services/index.html>

## OTHER IMPORTANT INFORMATION

Please visit the following for additional information on:

- Wellness and Mental Health Resources: <https://www.uregina.ca/mental-wellness/>
- Student Success Centre: <https://www.uregina.ca/student/ssc/>

COMMON GRADING SCHEME -UNDERGRADUATE CALENDAR	
Grade	Description
90 – 100	<b>An outstanding performance with very strong evidence of:</b> <ul style="list-style-type: none"><li>• an insightful and comprehensive grasp of the subject matter;</li><li>• a clear ability to make sound and original critical evaluation of the material given;</li><li>• outstanding capacity for original creative and/or logical thought;</li><li>• an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts both in speech and in writing.</li></ul>
80 – 89	<b>Very good performance with strong evidence of:</b> <ul style="list-style-type: none"><li>• a comprehensive grasp of the subject matter;</li><li>• an ability to make sound critical evaluation of the material given;</li><li>• a good capacity for original, creative and/or logical thinking;</li><li>• a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.</li></ul>
70 – 79	<b>Above average performance with evidence of:</b> <ul style="list-style-type: none"><li>• a substantial knowledge of the subject matter;</li><li>• a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;</li><li>• some capacity for original, creative, and/or logical thinking;</li><li>• an above average ability to organize, to analyze and to examine the subject material in a critical and constructive manner;</li><li>• to express thoughts, both in speech and in writing.</li></ul>

60 – 69	<p><b>A general satisfactory and intellectually adequate performance with evidence of:</b></p> <ul style="list-style-type: none"> <li>• an acceptable basic grasp of the subject material;</li> <li>• a fair understanding of the relevant issues;</li> <li>• a general familiarity with the relevant literature and techniques;</li> <li>• an ability to develop solutions to moderately difficult problems related to the subject material;</li> <li>• a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.</li> </ul>
50 – 59	<p><b>A barely acceptable performance with evidence of:</b></p> <ul style="list-style-type: none"> <li>• a familiarity with the subject material;</li> <li>• some evidence that analytical skills have been developed;</li> <li>• some understanding of relevant issues;</li> <li>• some familiarity with the relevant literature and techniques;</li> <li>• partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;</li> <li>• basic competence in writing.</li> </ul>
0 – 49	<b>An unacceptable performance.</b>

## ASSIGNMENT RUBRICS

### **Assignment #1 IN-CLASS ESSAYS Rubric (5 points)**

<b>Quality of Answer</b>
<p><b><u>5 marks: Outstanding.</u></b></p> <ul style="list-style-type: none"> <li>• Answer is not only correct, but engaging, and compelling to read.</li> <li>• No error in sentence structure, grammar, spelling, punctuation, capitalization etc.</li> <li>• Ideas or key points are specific and clear, and can easily be located by the professor/reader.</li> <li>• Language and tone is thoughtful, respectful, appropriate, and fair.</li> <li>• Correctly followed assignment instructions, required writing style, submission process, and the required number of words/sentences and instructions.</li> </ul>
<p><b><u>4 marks: Very Good.</u></b></p> <ul style="list-style-type: none"> <li>• Answer is correct, but have been impacted by very few errors in sentence structure, grammar, spelling, punctuation, capitalization, etc.</li> <li>• Answer is correct, but needs to be a bit more compelling and engaging.</li> <li>• This four mark is imperative that the student correctly followed assignment instructions, submission process, writing style, and the required number of words/sentences. If their answer did not follow these, the four mark is deducted by 2 points.</li> <li>• This four mark is also imperative that the student used respectful and appropriate tone and language, and framing of sentences. If answer is correct, but do not have these, the four mark is deducted by 2 points.</li> </ul>
<p><b><u>3 marks: Average.</u></b></p> <ul style="list-style-type: none"> <li>• Answer is somewhat correct, as some areas require more context, specificity, and bit more unpacking.</li> <li>• Some errors in sentence structure, grammar, spelling, punctuation, capitalization, sentence flow/coherence impacting the quality of the response/ideas. If answer has no writing errors but still “somewhat correct”, a 3 mark is given.</li> <li>• If such a “somewhat correct” answer is associated with problematic tone and language and sentence framing, a 3 mark is reduced by 1 point.</li> <li>• If such a “somewhat correct” answer did not follow assignment instructions, submissions, required writing style, and required number of words/sentences, a 3 mark is reduced by 1 point.</li> </ul>
<p><b><u>2 marks: Barely Acceptable.</u></b></p> <ul style="list-style-type: none"> <li>• Provided an answer but is/are not addressing/relating to the question at all.</li> <li>• The unrelated answer can be free from grammatical errors.</li> <li>• A 2 mark is also assigned for answer that are very difficult to follow and to understand by the instructor because of several incomprehensible and decontextualize ideas, presence of grammatical and sentence structure errors. Student did not follow the required instructions and writing style as part of the question posed.</li> <li>• Language and tone are highly problematic.</li> </ul>
<p><b><u>0-1 mark – Unsatisfactory.</u></b> Wrong answer. While justifications are made, they are not convincing at all; The answer also appears unoriginal or mainly coming from the text without explaining or unpacking it.</p>

**Assignment #2: Critical Response Paper (10 marks): 5 points for each question**

<b>Points</b>	<b>Question 1</b>	<b>Question 2</b>
<b><u>5 marks:</u></b> <b><u>Outstanding.</u></b>	<ul style="list-style-type: none"> <li>Idea/statement/quote from the reading is clearly identified.</li> <li>Rationale for why it challenged your thinking is clearly stated and aligned with class themes/objectives/AOP subjects.</li> <li>The explanation is convincing &amp; logical.</li> <li>No error in sentence structure, spelling, punctuation, capitalization etc.; Language and tone is thoughtful, respectful, appropriate, and fair.</li> <li>Correctly followed assignment instructions, required writing style, submission process, and the required number of words/sentences and instructions.</li> </ul>	<ul style="list-style-type: none"> <li>The answer is convincing &amp; logical and very compelling to read.</li> <li>No error in sentence structure, spelling, punctuation, capitalization etc.;</li> <li>Language and tone are thoughtful, respectful, appropriate, and fair.</li> <li>Correctly followed assignment instructions, required writing style, submission process, and the required number of words/sentences and instructions.</li> </ul>
<b><u>4 marks:</u></b> <b><u>Very Good.</u></b>	Has all the expectations for outstanding/correct answer but with errors in sentence structure, grammar, spelling, punctuation, and coherence.	Has all the expectations for outstanding/correct answer but with errors in sentence structure, grammar, spelling, punctuation, and coherence.
<b><u>3 marks:</u></b> <b><u>Average.</u></b>	Answer needs a bit more unpacking and deeper analysis.	Answer needs a bit more unpacking and deeper analysis.
<b><u>2 marks</u></b> <b><u>Barely</u></b> <b><u>Acceptable.</u></b>	Answer is given but the mistakes in sentence structure impact the quality of answer.	Answer is given but the mistakes in sentence structure impact the quality/comprehensibility of answer.
<b><u>0-1 marks</u></b> <b><u>Unsatisfactory.</u></b>	Wrong answer. While justifications are made, they are not convincing at all; The answer also appears unoriginal or mainly coming from the text without explaining or unpacking it.	Wrong answer. While justifications are made, they are not convincing at all; The answer also appears unoriginal or mainly coming from the text without explaining or unpacking it.

### **Assignment #3. Critical Reflexive Paper Rubric (25 marks)**

Each section (1, 2, 3, 4) is graded in percentage based on the rubric below. Writing Standard is additional criteria.

#### ***Section 1: Critical interrogation of My Privileged Position/Identity***

Criteria	
90-100 Outstanding	<ul style="list-style-type: none"><li>• This section is compelling to read and clearly demonstrate one's own voice. No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage</li><li>• Privileged aspect/location is specifically and clearly identified, named, and contextualized. Anti-oppressive/critical theory is not only identified/integrated in their analysis/discussion, but also, is brilliantly explained/applied correctly, making the overall analysis/discussion very well substantiated.</li><li>• Analysis of power dynamics are explicitly conveyed.</li><li>• The student used intentionally the class textbooks and readings.</li><li>• No errors in APA citations.</li><li>• Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</li></ul>
80-89 Very good	<ul style="list-style-type: none"><li>• No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences. The student used class textbooks and reading explicitly. Key ideas are easily identified by the professor.</li><li>• Privileged aspect/location is specifically identified, named, and contextualized clearly. Anti-oppressive/critical theory is not only identified/integrated in their analysis/discussion, but is explained/applied correctly, showing its relevance to the discussion.</li><li>• Clear discussion of power dynamics.</li><li>• Explicitly showed one's own voice and ideas. Language/thought is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</li></ul>
70-79 Above Average	<ul style="list-style-type: none"><li>• Privileged aspect/location is specifically identified, named, and contextualized clearly. Anti-oppressive/critical theory is identified/integrated in their analysis/discussion, but needs a bit more clarity/unpacking. Key ideas can be identified but there are moments in the paper that requires clarity and coherence.</li><li>• Discussion of power dynamics is there, but a bit superficial.</li><li>• Student's own voice can be identified.</li><li>• Student used the class textbooks and reading. Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations. Some sentences need citations.</li><li>• Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</li></ul>

60-69 Gen. Satisfactory	<ul style="list-style-type: none"> <li>Privileged aspect/location is identified and named, but lacks clear context. Anti-oppressive/critical theory is identified but not explicitly. If identified, they are not explained correctly in terms of how they connect to the analysis/interrogation of privilege.</li> <li>Discussion of power dynamics is unclear.</li> <li>The use of class textbooks and readings are superficial. Key ideas can be identified but there are moments in the paper that requires clarity and coherence.</li> <li>Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation.</li> <li>Some sentences need citations.</li> <li>Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed.</li> </ul>
50-59 Barely acceptable	<ul style="list-style-type: none"> <li>Privileged aspect/location is not clearly identified and named; or not identified/named at all. Anti-oppressive/critical theory is not explicitly identified or named.</li> <li>Discussion of power dynamics is unclear or not discussed at all.</li> <li>Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection.</li> <li>Student did not seem to demonstrate intentional use of our own class textbooks and readings. Key ideas are difficult to locate or presence of incoherent/disconnected sentences/ideas.</li> </ul>
0 mark	There is no Section 1 in the paper - Interrogation of Privileged Identity.

### ***Section 2: Critical Analysis of My Marginalized Position/Identity.***

Criteria	
90-100 Outstanding	<ul style="list-style-type: none"> <li>This section is compelling to read and clearly demonstrate one's own voice. Marginalized/oppressed aspect/location is specifically identified, named, and contextualized clearly. Anti-oppressive/critical theory is not only identified/integrated in their analysis/discussion, but also, is brilliantly explained/applied correctly, making the overall analysis/discussion very well substantiated.</li> <li>Clear discussion of power dynamics.</li> <li>Student used our class textbooks and readings intentionally. Key ideas are easily identified by the professor. No errors in sentence structure, word usage, spelling, punctuation, grammar, capitalization/non-capitalization usage. Appropriate use of</li> </ul>

	<p>citations in sentences. No errors in APA citations. Language is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>
<p>80-89 Very good</p>	<ul style="list-style-type: none"> <li>• Marginalized/oppressed aspect/location is specifically identified, named, and contextualized clearly. Student was able to explain/apply anti-oppressive/critical theory, showing its relevance to their discussion.</li> <li>• Clear discussion of power dynamics.</li> <li>• Explicitly showed one's own voice and ideas. Language is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</li> <li>• No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. No errors in APA citations. Applied relevant citations in sentences.</li> <li>• Student used our class textbooks and readings. Key ideas are easily identified by the professor.</li> </ul>
<p>70-79 Above Average</p>	<ul style="list-style-type: none"> <li>• Marginalized/oppressed aspect/location is specifically identified, named, and contextualized clearly. Anti-oppressive/critical theory is identified/integrated in their analysis/discussion, but needs a bit more clarity/unpacking to be appropriately connected to the discussion.</li> <li>• Discussion of power dynamics is there, but a bit more superficial. Key ideas can be identified but there are moments in the paper that requires clarity and coherence.</li> <li>• Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</li> <li>• Student used our class textbooks and readings.</li> </ul>
<p>60-69 Gen. Satisfactory</p>	<ul style="list-style-type: none"> <li>• Marginalized/oppressed aspect/location is identified and named, but lacks clear context.</li> <li>• Anti-oppressive/critical theory is not explicitly identified. If identified, they are not explained correctly, or discussed how they connect to marginalized identity/location.</li> <li>• Discussion of power dynamics is there but unclear</li> <li>• Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list. Some sentences need citations.</li> <li>• Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed.</li> </ul>

	<ul style="list-style-type: none"> <li>Student did not seem to demonstrate intentional use of our own class textbooks and readings. However, if textbook ideas are used, they were not fully unpacked. Key ideas can be identified but there are moments in the paper that requires clarity and coherence.</li> </ul>
50-59 Barely acceptable	<ul style="list-style-type: none"> <li>Marginalized/oppressed aspect/location is not clearly identified and named; or not identified/named at all. Anti-oppressive/critical theory is not explicitly identified or named. If identified, they were not defined and connected to the issue.</li> <li>Discussion of power dynamics is unclear or not discussed at all.</li> <li>Key ideas are difficult to locate or presence of incoherent/disconnected sentences/ideas.</li> <li>Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection. Student did not seem to demonstrate intentional use of our own class textbooks and readings.</li> </ul>
0 mark	Section 2 is not provided.

***Section 3: Discussion of How I Addressed My Privileged and Oppressed Identity/location.***

Criteria	
90-100 Outstanding	<p>This section is compelling to read and clearly demonstrate one's own voice. Excellent and very clear discussion/analysis of how both privileged and oppressed identity were addressed. The analysis follows social justice or anti-oppressive principles and thinking. Ideas are well unpacked, and supported by evidence through correct citations. Made use of class textbook and /or required readings. If outside materials are used, they are correctly applied, properly cited, relevant, and contextualized.</p> <p>No errors in sentence structure, spelling, punctuation, grammar, word usage, capitalization/non-capitalization usage. Appropriate use of citations in sentences. No errors in APA citations and reference list. Language is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>
80-89 Very good	<p>Clear discussion/analysis of how both privileged and oppressed identity were addressed. Overall analysis coheres or follows social justice or anti-oppressive principles and thinking. Ideas are well unpacked, and supported by evidence through correct citations. Made use of class textbook and /or required readings. If outside materials are used, they are correctly applied, properly cited, relevant, and contextualized. Key ideas are easily identified by the professor.</p> <p>No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences. Explicitly showed one's own voice and ideas. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>



<p>70-79 Above Average</p>	<p>Discussion/analysis is made in terms of how both privileged and oppressed identity were addressed. Some ideas need to have a clearer context, deeper analysis, and unpacking. Some sentences need to be supported by clear evidence through correct citations. Some sentences/ideas need to be explicitly in line with anti-oppressive thoughts, ideas, thinking. Class textbook and /or required readings were used to develop the discussion. If outside materials are used, they are correctly applied, properly cited, relevant, and contextualized. Key ideas can be identified but there are moments in the paper that requires clarity and coherence.</p> <p>Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>
<p>60-69 Gen. Satisfactory</p>	<p>Unclear discussion/analysis in terms of how both privileged and oppressed identity were addressed (or either one is only discussed; example: only the privileged aspect was discussed but not the oppressed one). Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list. Some sentences need citations. Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed.</p> <p>Some sentences need supporting evidence through clear citations. Some ideas are unclear, lack context, and needs specificity and unpacking. Analysis sometimes do not connect to anti-oppressive ideas or buried deep that the professor/instructor can hardly locate. Class textbook and /or required readings are rarely used. If outside materials are used, they are not correctly applied (or some errors in the application of them), or not properly cited; are irrelevant, and lack context.</p>
<p>50-59 Barely acceptable</p>	<p>Discussion of how both privilege and marginalized identity/location were addressed were inadequately made. Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection.</p> <p>Ideas are not supported by evidence or clear citations. Ideas did not connect to anti-oppressive principles/thinking or perspectives. Class textbook and /or required readings are not used. If outside materials are used, they are not correctly applied (or some errors in the application of them), or not properly cited; are irrelevant, and lack context.</p>
<p>0 mark</p>	<p>Section 3 is not provided.</p>

**Section 4. How My Analysis and Insights Contribute to Social Work Practice.**

Criteria	Description
90-100 Outstanding	<p>This section is compelling to read and clearly demonstrate one's own voice. No errors in sentence structure, spelling, punctuation, grammar, word usage, capitalization/non-capitalization usage. No errors in APA citations and reference list. Appropriate use of citations in sentences. Language is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p> <p>Analysis and insights on how one's both privileged and oppressed identity impact or contribute to social work practice is very well and excellently discussed. Ideas are well unpacked, contextualized, specific, relevant, and supported by evidence through correct citations. Ideas made clear connection between social justice or anti-oppressive principles and thinking and social work practice. Made use of class textbook and /or required readings. If outside materials are used, they are correctly applied, properly cited, relevant, and contextualized.</p>
80-89 Very good	<p>No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences. Explicitly showed one's own voice and ideas. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p> <p>Analysis and insights on how one's both privileged and oppressed identity impact or contribute to social work practice is discussed. Ideas are well unpacked, contextualized, specific, relevant, and supported by evidence through correct citations. Ideas made clear connection between social justice or anti-oppressive principles and thinking and social work practice. Made use of class textbook and /or required readings. If outside materials are used, they are correctly applied, properly cited, relevant, and contextualized.</p>
70-79 Above Average	<p>Discussion on how one's both privileged and oppressed identity impact or contribute to social work practice is made. Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p> <p>Social work practice is identified, but needs deeper discussion. Some ideas need a bit of deeper analysis and or some needs a bit more unpacking. Some sentences need specificity or context. Some ideas need supporting evidence through correct citations. Social justice or anti-oppressive principles and thinking is there but not explicitly showcase; or the professor/reader can hardly locate.</p> <p>Made use of class textbook and /or required readings. If outside materials are used, they are correctly applied, properly cited, relevant, and contextualized.</p>

60-69 Gen. Satisfactory	<p>Discussion on how one's both privileged and oppressed identity impact or contribute to social work practice needs clarity. Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list. Some sentences need citations. Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed.</p> <p>Ideas sometimes did not connect to social work or needs specificity, context, or more unpacking. Social work context and how it connects social justice/ant-oppressive insights are not clear. Class textbook and /or required readings are rarely used. If outside materials are used, they are not correctly applied (or some errors in the application of them), or not properly cited; are irrelevant, and lack context.</p>
50-59 Barely acceptable	<p>Discussion on how one's privilege and oppressed identity contribute to social work practice is rarely discussed or not discussed at all; if discussed, they are difficult to follow. Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection.</p> <p>Ideas did not connect to anti-oppressive principles/thinking or perspectives. Discussion social work context is missed. Class textbook and /or required readings are not used. If outside materials are used, they are not correctly applied (or some errors in the application of them), or not properly cited; are irrelevant, and lack context. Language appears problematic and needs further clarity and unpacking.</p>
0 mark	Section 3 is not provided.

**Writing Standards Rubric for Critical Reflexive Paper** - this refers to careful attention to formatting and submission requirements for this assignment. There are only two ratings for this: either carefully following the formatting and submission requirements; or did not follow them.

Criteria	
90-100 Outstanding	No error at all. Carefully followed paper formatting requirement, and submission requirements. Carefully followed paper structure/sectioning/outline.
50-59 Barely acceptable	Error in formatting and submission requirement. Did not follow the required paper formatting and submission requirement, as well as sectioning/structure.

#### Assignment #4. Anti-Oppressive Program

A) *Presentation Rubric (10 marks). The rubric in percentage will be converted to student's raw score. Example: if you are grade with 85%, then your grade is 8.5/10.*

Rating	Description
90-100 Outstanding Presentation	<ul style="list-style-type: none"><li>• Very engaging and compelling presentation, demonstrating very good understanding/interpretation of the topic, and carefully follow social justice/anti-oppressive ideas/perspectives. Excellently/brilliantly showcased one's own voice and original ideas/analysis of the readings. Language/words/ideas used is fair, appropriate, and thoughtful because embedded assumptions were unpacked and carefully reflected upon. Textbook ideas, concepts, and key terms were unpacked and explained clearly.</li><li>• All required presentation structure is not only present but were also explicitly explained such as the Rationale, Issue, Theory, and Literature, Program Overview, Conclusion, and Reference List.</li><li>• The delivery is clear; speaker is well-organized; and the audience/listener can follow through their ideas and discussion easily. Question provided to classmates was clear and fair, and encourage them to self-reflect via social justice/anti-oppressive principles.</li><li>• Followed assignment instructions such as submission requirements (ppt and speaking notes) and presentation time.</li></ul>
80-89 Very good performance	<ul style="list-style-type: none"><li>• The presentation was clear and thoughtful, but could be more compelling.</li><li>• Ideas/examples are well-organized, logical, and clear, but could benefit from thorough and deeper reflection and analysis.</li><li>• Delivery is clear and audience/listener can follow through.</li><li>• Explicitly showed one's own voice/analysis and ideas.</li><li>• A mark within this percentage is expected to have indicated and explicitly explained all the presentation parts/structure/outline, have demonstrated thoughtful and language and tone, and made strong connection to class topics, readings, textbook, and discussions, followed assignment instructions such as submission requirements (ppt and speaking notes) and presentation time.</li><li>• Question provided to classmates was clear and fair, and encourage them to self-reflect via social justice/anti-oppressive principles.</li></ul>
70-79 Above Average Presentation	<ul style="list-style-type: none"><li>• Presentation is clear, but some ideas/examples need more unpacking or deeper analysis. All the presentation parts/structure are presented and indicated, but some parts need a bit more clarity, coherence, and specificity.</li><li>• Delivery is clear, though at times, flow is disrupted.</li><li>• Language used is fair, appropriate, and thoughtful. Student's own voice can be identified. Question provided to classmates was clear and fair, and encourage them to self-reflect via social justice/anti-oppressive principles. Followed assignment instructions such as submission requirements (ppt and speaking notes) and presentation time.</li></ul>

60-69 Gen. Satisfactory Presentation	<ul style="list-style-type: none"> <li>• All the elements in the presentation are there, but need further unpacking. At times, some ideas/other expected elements are lost or missed or are disconnected from each other.</li> <li>• Some issues related to organization and delivery of ideas.</li> <li>• Some issues related to language, tone, and framing of ideas from anti-oppressive principles.</li> <li>• Student's own voice and analysis could be more explicit.</li> <li>• Issues in following assignment instructions such as submission requirements and presentation time.</li> <li>• Question needs to encourage critical reflection via social justice/anti-oppressive principles.</li> </ul>
50-59 Barely acceptable Presentation	<ul style="list-style-type: none"> <li>• Expected contents of the presentation are not present or unclear.</li> <li>• Ideas presented needs careful unpacking to show one's own voice and analysis explicitly.</li> <li>• Lack clear connection to class text/readings/topics.</li> <li>• Issues in following assignment instructions such as submission requirements and presentation time.</li> <li>• Issues related to language and tone as they appear problematic and unexamined.</li> <li>• Did not provide a question; if provided, they are not well-thought off or is not connected to their topic.</li> </ul>
0 mark	No presentation submitted. Did not do a presentation.
Other comments:	

**B) Paper Rubric (30 marks)**

Each section (1, 2, 3, 4) is graded in percentage based on the rubric below. Writing Standard is additional criteria.

***Section 1: The Oppressive Issue that Impact Chosen Population***

Criteria	Description
90-100 Outstanding	<p>This section is compelling to read and clearly demonstrate student's own voice and analysis. Key ideas of the student can easily be identified by the professor. The social issue is not only named and identified clearly, but also, are excellently discussed. Anti-oppressive theories are identified, and used correctly to substantiate the analysis of the issue. Studies, reports, statistics, and other relevant academic materials are brilliantly/excellently put together to describe its impact, thereby, illustrating a strong rationale why the issue is a problem. The specific population are also identified clearly. The student used thoughtful and respectful language, tone, and framing of ideas, reflecting a tone consistent with social justice principles.</p> <p>Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures. It is expected that within this percentage, the writing has no errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. No errors in APA citations and reference list. Appropriate use of citations in sentences.</p>
80-89 Very good	<p>The social issue is clearly identified/named/specified and anti-oppressive theories are identified and used correctly to analyze the issue. Studies, reports, statistics, and other relevant academic materials are coherently/logically put together. The specific population are also identified clearly. The student used thoughtful and respectful language, tone, and framing of ideas, especially when describing the population, reflecting social justice principles. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures.</p> <p>No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences. Explicitly showed one's own voice and ideas.</p>
70-79 Above Average	<p>The social issue is clearly identified/named/specified. Theories and/or studies, reports, statistics, and other relevant academic materials are used to explain the issue and their integration are comprehensible; there are minor issues in terms of clarity, context, and logic. Some ideas/sentences need a bit of deeper critical analysis and unpacking but can easily be identified by the professor. Student made efforts to connect their discussion to the class textbook/required readings or class discussions/lectures. Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thought is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>

60-69 Gen. Satisfactory	The social issue is identified/named/specified. Anti-oppressive theory is identified but at times was not able to substantiate the analysis of the issue. Or, AO theory is not clear, difficult to follow. Studies, reports, statistics, and other relevant academic materials did not fully support the discussion. Some ideas/sentences need further unpacking, and critical analysis. Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed, especially when discussing the population. Some key ideas are difficult to locate. Student very rarely connect their discussion to the class textbook/required readings or class discussions/lectures. Discussion on the relevance of the issue to the population is not clear. Some sentences need citations. Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list.
50-59 Barely acceptable	Identification/discussion of social issue is unclear, or if provided, the student did not provide clear context. Theories and/or studies, reports, statistics, and other relevant academic materials are very inadequately used or not used at all. Student did not make efforts to connect their discussion to the class textbook/required readings or class discussions/lectures. Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection.
0 mark	Section 1 is not provided.

### ***Section 2: Description of My anti-oppressive program***

Criteria	Description
90-100 Outstanding	<p>This section is compelling to read and clearly demonstrate one's own voice. No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. No errors in APA citations and reference list. Appropriate use of citations in sentences. Key ideas of easily identified by the professor.</p> <p>The name of the program is very relevant and appropriate to the contents of the program itself. The tone, language, and framing of ideas are very thoughtful, reflecting anti-oppressive values and thoughts, especially when considering the population. Program description is brilliantly provided in paragraph form, and its main goals and objectives are clearly connected. Anti-oppressive theory is used correctly and appropriately. Justification on why the program is relevant and effective to addressing the social issue is not only discussed but excellently written because they are supported by correct application of reports, and other relevant academic literature. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>

<p>80-89 Very good</p>	<p>The name of the program is relevant to the contents of the program itself. The tone, language, and framing of ideas are very thoughtful, reflecting anti-oppressive values and thoughts, especially when considering the population. Anti-oppressive theory is applied correctly. Clear discussion of the program, and its main goals and objectives are articulated clearly. Reports/statistics/and or studies are used and had successfully provided a strong justification. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures. Explicitly showed one's own voice and ideas.</p> <p>No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences.</p>
<p>70-79 Above Average</p>	<p>The name of the program is relevant but can be modified to make it more compelling. Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles, especially when discussing the population.</p> <p>Program description is provided, including its main goal, and objectives; yet some inconsistencies are present. Some reports and other relevant academic materials to support the justification needs a bit of clarity, and good integration. Some ideas/sentences need a bit of deeper critical analysis and unpacking but can easily be identified by the professor. Student made efforts to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
<p>60-69 Gen. Satisfactory</p>	<p>The name of the program does not seem to fully connect or describe the contents of the program itself. Some language/thoughts appear problematic hence careful reflection/unpacking is needed, especially when discussing the population. Description of the program is provided including its main goal, and objectives; yet some issues in terms of clarity and coherence are very noticeable. Justification on why the program is relevant and effective to addressing the social issue is inadequately discussed. Reports and other relevant academic materials to support the justification are rarely used. Some key ideas are difficult to locate. Student very rarely connect their discussion to the class textbook/required readings or class discussions/lectures.</p> <p>Student's own voice can be identified though there are moments they are not explicitly revealed. Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list. Some sentences need citations.</p>



50-59 Barely acceptable	<p>The name of the program is not provided. Program description is unclear, or if provided, they are not written in paragraph form including goals and objectives (written in bullet points). Issues on clarity and coherence distract the key points of the paper. Presence of several problematic ideas/thoughts/language. Justification on why the program is relevant and effective to addressing the social issue is not provided; unclear and not supported by reports and other relevant academic materials. Student did not make efforts to connect their discussion to the class textbook/required readings or class discussions/lectures.</p> <p>Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified.</p>
0 mark	Section 2 is not provided.

### ***Section 3: Program Implementation and Assessment***

Criteria	Description
90-100 Outstanding	<p>This section is compelling to read and clearly demonstrate one's own voice. No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. No errors in APA citations and reference list. Appropriate use of citations in sentences. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles. Key ideas of easily identified by the professor.</p> <p>Social work context is not only identified but also provided with strong discussion/rationale. Program is excellently described within such a social work context. The student beautifully articulates the needed resources and foreseeable barriers of the program, with very clear and justified ways of addressing them. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
80-89 Very good	<p>Social work context is not only identified but was discussed adequately. Program is described clearly within such a social work context. The student was able to articulate the needed resources and foreseeable barriers of the program, with strong justification, and offered very clear ways of addressing them. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures. No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences. Explicitly showed one's own voice and ideas. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>

70-79 Above Average	<p>Social work context is identified and discussed, and program is described; however, the discussion needs to be a bit deeper and compelling. The student identified needed resources and foreseeable barriers but needs stronger justification/rationale. Ways of addressing the barrier are identified. Student made efforts to connect their discussion to the class textbook/required readings or class discussions/lectures.</p> <p>Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p>
60-69 Gen. Satisfactory	<p>Social work context is identified but not discussed; program is needs adequate description. The student identified needed resources and foreseeable barriers but are very unclear in their discussion. Ways of addressing the barrier were not clear. Student very rarely connect their discussion to the class textbook/required readings or class discussions/lectures.</p> <p>Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list. Some sentences need citations. Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed.</p>
50-59 Barely acceptable	<p>Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection.</p> <p>Social work context is not identified as well as program is not described; if described they did not connect well to the context. The student did not identify needed resources and foreseeable barriers, are unclear in their discussion. Ways of addressing the barrier were not identified. Student did not make efforts to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
0 mark	Section 2 is not provided.

#### **Section 4: Critical Reflection**

Criteria	
90-100 Outstanding	<p>This section is compelling to read and clearly demonstrate one's own voice. No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. No errors in APA citations and reference list. Appropriate use of citations in sentences. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles. Key ideas of easily identified by the professor.</p> <p>Critical interrogation of one's social location/positionality in relation to one's proposed program is clear. Reflection on being situated in Indigenous land are meaningfully discussed/revealed. Ways of establishing critical allyship is discussed well. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
80-89 Very good	<p>No errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage, and word usage. No errors in APA citations and reference list. Applied relevant citations in sentences. Explicitly showed one's own voice and ideas. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p> <p>Critical interrogation of one's social location/positionality in relation to one's proposed program was demonstrated. Reflection on being situated in Indigenous land are discussed. Ways of establishing critical allyship were shown. Student also did not forget to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
70-79 Above Average	<p>Some errors in sentence structure, word used, spelling, punctuation, grammar, capitalization/non-capitalization usage. Some errors in APA citations and reference list. Some sentences need citations. Student's own voice can be identified. Language/thoughts is respectful, fair, and appropriate, thereby, reflecting a tone consistent with social justice principles.</p> <p>Critical interrogation of one's social location/positionality in relation to one's proposed program was demonstrated but needs to beyond superficial analysis. Reflection on being situated in Indigenous land needs a bit more discussion. Ways of establishing critical allyship were shown sometimes. Student made efforts to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>

60-69 Gen. Satisfactory	<p>Errors in sentence structure, spelling, wording, punctuation, grammar, capitalization/non-capitalization usage. Errors in APA citation and reference list. Some sentences need citations. Student's own voice can be identified though there are moments they are not explicitly revealed. Some language/thoughts appear problematic hence careful reflection/unpacking is needed.</p> <p>Critical interrogation of one's social location/positionality in relation to one's proposed program was not clear. Reflection on being situated in Indigenous land as well as ways of establishing critical allyship needs adequate or more substantive discussion. Student very rarely connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
50-59 Barely acceptable	<p>Several errors in sentence structure, spelling, punctuation, grammar, capitalization/non-capitalization usage. Several errors in APA citations and reference list. More sentences needed of citations. Student's own voice/ideas can hardly be identified. Presence of several problematic ideas/thoughts/language that need careful reflection.</p> <p>No critical interrogation of one's social location/positionality in relation to one's proposed program was done. Reflection on being situated in Indigenous land as well as ways of establishing critical allyship were not addressed. Student did not make efforts to connect their discussion to the class textbook/required readings or class discussions/lectures.</p>
0 mark	Section 2 is not provided.

**Additional Criteria for Assignment 4: Writing Standards** - this refers to careful attention to formatting and submission requirements for this assignment. There are only two ratings for this: either carefully following the formatting and submission requirements; or did not follow them.

Criteria	Description
90-100 Outstanding	No error at all. Carefully followed paper formatting requirement, and submission requirements. Carefully followed paper structure/sectioning.
50-59 Barely acceptable	Error in formatting and submission requirement. Did not follow the required paper formatting and submission requirement, as well as sectioning/structure.

**Assignment #5: Class Participation (Self-Rating Sheet) - 5 mark. Please note the mark you assigned for yourself will still be approved by the instructor. The instructor will also consider your attendance and class participation.**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

I attended \_\_\_\_\_ class sessions (number of class sessions attended out of 13).

Dates and reasons for missing classes:

*Assign a mark pertaining to your participation in this class, which includes your attendance, and active participation in class discussions. Note that attendance and participation are not synonymous. If you attended all classes but rarely participated in class or group discussions, your self-evaluation should reflect that. Some statements below are mutually exclusive.*

Score 0: I did not contribute at all (either in small group discussion or class lecture discussion). If I contributed, I frequently monopolized a conversation without enhancing the discussion.

Score 1: I responded only when asked (either in small group discussion or class lecture discussion), but responses did not offer evidence of knowledge related to the course topics.

Score 2: I contributed occasionally (either in small group discussion or class lecture discussion), and my responses showed some preparation.

Score 3: I usually contributed (either in small group discussion or class lecture discussion), and even if I repeated or summarized what had been already said, I expanded on the ideas and showed my ability to make connections to the course material.

Score 4: I contributed and was able to show that I could apply the course knowledge to the discussed topic (both in small group discussion or class lecture discussion).

Score 5: I was frequently involved in discussions (both in small group discussion and class lecture discussion); I provided thoughtful responses to the comments of other group members, and/or was able to move the discussions forward.

**Add your brief comments and/or examples of your contribution to the discussions:**

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