

SWK-S 519 Community and Global Theory & Practice (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course aims to build competencies in the areas of theory and practice, preparing students to work with communities in a global context. With local communities facing increased global socio-economic and political forces, community constituents, especially marginalized groups, are facing unprecedented challenges ranging from widespread increases in refugee migration, poverty, human trafficking, substance abuse, natural disasters, gender violence, civil conflict and wars, and environmental social injustices. More than ever, social work professionals need to understand global issues and their impact on local communities, and be ready to design appropriate and effective interventions for community and global practice. Building on the core values of the social work profession, this course consists of five major topics: 1) Macro-practice and international social development; 2) Civil society and local capacity building; 3) Local and international agencies and legal frameworks; and 4) International social work community practice in different contexts (from global to local); and 5) Cultural relativism and the power of a rights-based discourse to affect positive change in global communities.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 3: Advance Human Rights and Social, Economic, and Environmental Justice in Clinical and Community Practice
 - Using a human rights framework, apply the concepts of cultural humility and culturally sensitive practice to community and global issues
 - Identify and analyze cultural assumptions, values, biases, and professional practices based within cultures
 - Promote socially just community initiatives
- 6: Engage with Communities in Clinical and Community Practice
 - Critically analyze globalization and its impact on local contexts
 - Understand and apply concepts of civil society
 - Develop knowledge in building community capacity

- Analyze local capacity development approaches
- 7: Assess Communities in Clinical and Community Practice
 - Assess community, social development, and global issues
 - Identify, analyze, and develop a community demographic profile
 - Assess how demographic, political, social and economic contexts impact a selected community issue
 - Select areas of greatest concern within community issues
- 8: Intervene with Communities in Clinical and Community Practice
 - Intervene within community, social development, and global issues
 - Compare and contrast alternative interventions at community/social development/global levels
 - Develop intervention strategies using community and global theory
 - Critically analyze the impacts of the selected intervention
 - Estimate the effectiveness of the selected interventions
- 9: Evaluate practice with Communities in Clinical and Community Practice
 - Evaluate outcomes of community interventions
 - Values and ethics implications of community interventions
 - Comparative effectiveness of community interventions

Course Objectives

- S519-01:** Understand the complexity of global community practice and social development, the history and main actors of international social development, and the roles that social work plays in advancing social, economic, and environmental justice.
- S519-02:** Critically analyze globalization and its impact on local contexts (define globalization), and apply new knowledge to working with communities and marginalized groups.
- S519-03:** Develop a comprehensive understanding of the civil society and critically analyze local capacity development approaches to global community practice and local capacity development, as well as current trends in international social development.
- S519-04:** Analyze key international agencies and agreements, their work and impact on local communities.
- S519-05:** Using a human rights framework, develop an awareness on the concepts of cultural humility and culturally sensitive practice, and analyze ethical issues facing global communities.
- S519-06:** Apply a rights-based discourse analysis to develop community and capacity building strategies in global and local contexts.
- S519-07:** Develop awareness on global community practice from various regions, countries and identify challenges and best practices.

Required Texts

Cox, D. & Pawar, M. (2013). *International social work: issues, strategies, and programs*. Thousand Oaks, CA: SAGE Publications.

Ife, J. (2009). *Human rights from below. Achieving rights through community development*. Cambridge University Press.

Mapp, C.S. (2014). *Human rights and social justice in a global perspective: An Introduction to international social work*. New York, NY: Oxford University Press.

New York Times. ([New York Times website](#)).

Weekly posted readings on Canvas.

Course Content

The course will be structured into five units: (1) It begins with *a history of social development and international social work practice*, in which students will have an overview of the history of development and discuss the close ties that exist between community practice and social development. It is not only the socio-economic and housing development that increases the wellbeing of communities, but its environmental justice practices, members' participation in decision-making, vibrant civil-society, good governance practice at a local level, and accessibility of resources. At the end of this unit, students will have a clear understanding that community and social development are fundamental pillars to build community capacity to address local challenges and influence national and international policies. (2) *Theories of Community Practice and Social Development* will cover theories of social development (modernization and dependency theories, post-colonialism, civil society, and social capital) and revisit human rights, and various theoretical frameworks and their role in shaping local and national level community development initiatives. (3) Using a human-rights framework, *cultural relativism, cultural humility and the power of discourse to promote positive change in our global communities* will facilitate a learning space in which students will be challenged to question their own cultural assumptions and values, biases, and professional practices, while continuing to engage and promote socially just community initiatives at home and abroad. (4) Learning about local and global institutions and their role will give students opportunities to deepen their understanding of the third sector (civil society) with its origins, capacity building efforts, viability and importance at the local level, along with its contemporary challenges. Additionally, this unit will also unpack the differences between international institutions, NGO, INGOs and key international agencies of development (World Bank, IMF, UN, etc). (5). The course will end with a section that focuses on *practicing social work in a global community*, by providing examples of social work global community practice from various regions, and countries while critically analyzing challenges and best practices. These examples will be used to engage students in developing innovative community and global practice strategies.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.

- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: History of International Social Development and Social Work Macro Practice

Date:

Overview

- A. International social work
- B. International social development
- C. Traditional social work policy approaches
- D. Community development
- E. Distorted development in countries

Readings

1. Cox & Pawar (2013). Chapter 1: International Social Work; Chapter 2: Integrated-perspective Approach to International Social Work
2. Ife, J. (2010). Chapter 1: Definitions and Imperatives of Community Development
3. Mapp, S. (2014). Chapter 1: International Social Development

Date:

Overview

- A. The global perspective
- B. The human rights perspective
- C. The ecological perspective
- D. The social development perspective
- E. Post colonialism and development
- F. F. Community development
- G. G. Integrated perspective approach

Assignments

1. Quiz

Readings

1. Cox, D., & Pawar, M. (2006). Chapter 2: Integrated-Perspective Approach; Chapter 5: The Field of Development: Background and Issues
2. Ife, J. (2009). Chapter 2: Principles and Dimensions of Community Development
3. McEwan, C. (2009). Chapter 2: The Origins of Post-Colonialism (p. 34-76); Chapter Postcolonial theory and development (p. 77-119)

Module 2: Theories of Community Practice and Social Development

Date:

Overview

- A. Social development theory

- B. Modernization and dependency theories
- C. Post-colonialism theory
- D. Civil society and social capital
- E. Social change theory

Assignments

1. Quiz

Readings

1. Coleman, J. (1990). Social capital in the creation of human capital. *American Journal of Sociology*, 94, p.95-120.
2. Foley, M., & Edwards, R. (1996). The paradox of civil society. *Journal of Democracy*, 7 (3), 38-52.
3. Hermoso, J., & Luca, C. (2006). Civil society's role in promoting local development in countries in transition: A comparative study of the Philippines and Romania. *International Social Work*, 49 (3).
4. Putnam, R. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78.

Module 3: Human Rights, Social Justice, Cultural Relativism and Ethics

Date:

Overview

- A. Principles of human rights
- B. Social and environmental justice
- C. Sustainable development goals
- D. Monitoring human rights
- E. Human rights approach to social work
- F. Human rights organizations

Readings

1. Ife, J. (2009). Chapter 3: Definitions and Imperatives of Human Rights. Chapter 5: Principles of Human Rights from Below
2. Universal Declaration of Human Rights.
3. Mapp, S. (2014). Chapter 2: Human Rights
4. Sustainable Development Goals: [United Nations Sustainable Development Goals website](#)

Date:

Overview

- A. Cultural relativism
- B. Cultural humility and cultural sensitive practice
- C. Cultural assumptions, values, and biases
- D. Professional ethics
- E. Critical discourse analysis

Assignments

1. Quiz

2. Group discussion forum
3. Group progress log

Readings

1. Donnelly, J. (1984). Cultural relativism and human rights. *Human Rights Quarterly*, 6, 400-419.
2. Healey, L. M (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50(1), pp. 11-26.
3. Ife, J. (2009). Chapter 4: Principles and Dimensions of Human Rights
4. Van Dijk, T.A. (2015). Critical discourse analysis. Retrieved from [Discourse in Society website](#).

Module 4: The Landscape of Community and Global Practice

Date:

Overview

- A. Programs and strategies for community practice
- B. Impact of globalization on social and economic and environmental justice
- C. Impact of globalization and social work practice
- D. Development programs
- E. The use of media in social work community practice

Readings

1. Cox & Pawar. (2013). Chapter 3: The Global Context of International Social Work; Chapter 4: Basic Programs and Strategies for International Social Work; and Chapter 6: The Field of Development: Programs and Strategies
2. Paker, P.A., & Hinds, K. (2012). Regulators of the Global Economy: The IMF, the World Bank, and the WTO. In the *Handbook of International Social Work*
3. Sitter, K.C., & Curnew, A.H. (2016). The application of social media in social work community practice. *Social Work Education*, 35(3), 271-283.

Date:

Overview

- A. Macro social work practice
- B. Subsistence poverty
- C. Environmental justice and poverty
- D. Rural poverty
- E. Urban poverty
- F. Poverty and specific populations
- G. Strategies to address poverty
- H. Globally induced poverty

Assignments

1. Quiz
2. Group community practice paper

Readings

1. Cox & Pawar (2013). Chapter 7: The Field of Poverty – Background and Issues; Chapter 8: The Field of Poverty – Programs and Strategies
2. Lyons, K. (2006). Globalization and social work: International and local implications. *British Journal of Social Work*, 36, 365-380.
3. Hill, K.M., Ferguson, S.M., & Erickson, C. (2010). Sustaining and strengthening a macro identity: The association of macro practice social work, 18, 513-527
4. Nadkharni, V., & Dhaske, G. (2012). Chapter 35: Poverty and Human Needs. In
5. Handbook of International Social Work Human Rights, Development and the Global Profession.

Module 5: Community and Global Problems-Social Work Macro Interventions

Date:

Overview

- A. Rights based responses for communities
- B. Global human trafficking
- C. Domestic sex trafficking

Readings

1. Robi, J.L. (2012). Chapter 30: Human Trafficking. In Handbook of International Social Work Human Rights, Development and the Global Profession.
2. Jordan, A. (2004). Human Rights or Wrongs? The Struggle for a Rights-Based Response to Trafficking in Human Beings. *Gender and Development*, 10(1), pp. 28- 37.
3. Jordan, J., Patel, B., & Rapp, L. (2013). Domestic minor sex trafficking: A social work perspective on misidentification, victims, buyers, traffickers, treatment, and reform of current practice. *Journal of Human Behavior in the Social Environment*, 23, 356-369
4. Mapp, C. (2014). Chapter 3: Human trafficking

Date:

Overview

- A. Natural disasters and social work
- B. Evidence based macro practice interventions in communities

Assignment

1. Signature power point community and global practice presentations

Readings

1. Mathbor, G.M. (2012). Disaster Relief and Management: Readiness, Response and Recovery. In Handbook of International Social Work Human Rights, Development and the Global Profession.
2. Ohmer, M.L. (2008). Assessing and developing the evidence base of macro practice interventions with a community and neighborhood focus. *Journal of Evidence Based Social Work*, 5, 3/4, 519-547.

Module 6: Community and Global Problems-Social Work Macro Interventions

Date:

Overview

- A. War and ethnic conflict
- B. Post conflict reconstruction
- C. Programs and strategies to deal with migration and refugees
- D. Constructing human rights for social work practice
- E. Humanitarian aid debate
- F. Role of the United Nations
- G. Role of global civil society
- H. Rebuilding communities

Assignments

1. Quiz

Readings

1. Cox & Pawar (2013). Chapter 9: The Field of Conflict and Postconflict Reconstruction: Background and Issues; Chapter 10: The Field of Conflict and Postconflict Reconstruction: Programs and Strategies
2. Constructing Human Rights for Social Work Practice
3. Mapp, S. C. (2014). Chapter 5: War and Conflict
4. Zvirsek, D., & Zorn, J. (2012). Chapter 28: Ethnic Conflicts. In Handbook of International Social Work Human Rights, Development and the Global Profession
5. Lyons, K., & Hueglar, N. (2012). Chapter 33: Migration and Refugees. In Handbook of International Social Work Human Rights, Development and the Global Profession

Module 7: Community and Global Problems-Social Work Macro Interventions

Date:

Overview

- A. Violence against women, female genital cutting
- B. Early marriage, dowry deaths, honor killings and women's health
- C. C. Street children, child laborers, orphans and the HIV/AIDS crises
- D. D. Child soldiers
- E. E. Youth
- F. F. Persons with disability
- G. G. Elderly

Assignments

1. Quiz
2. Group discussion forum

Readings

1. Cox & Pawar, (2013). Chapter 14: International Social Work with Specific Populations
2. Mapp, C. (2014), Chapter 4: International Child welfare
3. Mapp, C. (2014). Chapter 7: Issues particularly affecting women

Date:

Overview

- A. The rise of NGO's influence on global policy and politics
- B. Advocacy to address structural roots of social problems
- C. NGO's and transnational advocacy networks
- D. Peace building and human rights advocacy
- E. Faith based NGO's
- F. Social work and NGO advocacy

Assignments

1. Quiz
2. Group discussion forum

Readings

1. Krause, M. (2014). Chapter 1: Humanitarian Relief NGO's; Chapter 4: Fragmentation of Reason
2. Wilson, S. (2012). Chapter 47: The United Nations Agencies. In the Handbook of International Social Work
3. Libal, K., & Harding, S. (2012). Chapter 48: Nongovernmental Organizations and Global Social Change. In the Handbook of International Social Work

Module 8: Practicing Social Work in a Global Community

Date:

Overview

- A. Career paths for social workers in macro community practice
- B. Careers paths in social development
- C. Challenges in international social work practice

Assignments

1. Signature individual paper
2. Signature individual poster presentation
3. Quiz

Readings

1. Cox & Pawar (2013). Chapter 15: International Organizations – Roles for Social Workers and Preparation for International Social Work; Chapter 16: Challenges for International Social Work for the 21st Century
2. Pritzker, S., & Applewhite, S.R. (2015). Going "macro": Exploring careers of macro practitioners. *Social Work, 60*(3), 191-199.

Date:

Overview

- A. Social work practice in North America
- B. Social work practice in Europe
- C. Social work practice in Asia
- D. Social work practice in Africa
- E. Social work practice in Latin America

- F. Social work practice in the Caribbean
- G. Social work practice in Australia and New Zealand

Readings

1. Mwansa L.K. (2012). Chapter 55: Social Work in Africa. In Handbook of International Social Work Human Rights, Development, and the Global Profession
2. Tan, N.T. (2012). Chapter 56: Social Work in Asia. In Handbook of International Social Work Human Rights, Development, and the Global Profession
3. Noble, C., & Nash, M. (2012). Social Work in Australia and New Zealand. In Handbook of International Social Work Human Rights, Development and the Global Profession
4. Baker, P.A., & Maxwell, J. (2012). Social Work in the Caribbean. In Handbook of International Social Work Human Rights, Development and the Global Profession
5. Campanini, A. (2012). Social Work in Europe. In Handbook of International Social Work Human Rights, Development and the Global Profession
6. Quiero-Tajalli, I. (2012). Social Work in Latin America. In Handbook of International Social Work Human Rights, Development and the Global Profession
7. Watkins, J., Jennissen, T., & Lundy C. (2012). Social Work in North America. In Handbook of International Social Work Human Rights, Development and the Global Profession

Module 9: Final Class

Date:

Overview

- A. Signature individual poster presentations display
- B. Final course evaluations

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12-point font, and conforming to APA style (6th ed.).

Assignments

1. Quiz on M1
 - a. DUE:Date
 - b. Final Grade Percentage.....5%
2. Quiz on M2
 - a. DUE:Date
 - b. Final Grade Percentage.....5%
3. Group Progress Log (Individual Assignment)
 - a. DUE:Date

- b. Final Grade Percentage.....5%
- 4. Group discussion forum on M3
 - a. DUE:Date
 - b. Final Grade Percentage.....10%
- 5. Quiz on M3
 - a. DUE:Date
 - b. Final Grade Percentage.....5%
- 6. Group community practice paper
 - a. DUE:Date
 - b. Final Grade Percentage:10%
- 7. Quiz on M4
 - a. DUE:Date
 - b. Final Grade Percentage:5%
- 8. Signature group power point presentation on community and global practice
 - a. DUE:Date
 - b. Final Grade Percentage.....10%
- 9. Quiz on M6
 - a. DUE:Date
 - b. Final Grade Percentage:5%
- 10. Quiz on M7
 - a. DUE:Date
 - b. Final Grade Percentage:5%
- 11. Group Discussion Forum on M7
 - a. DUE:Date
 - b. Final Grade Percentage:5%
- 12. Signature individual paper
 - a. DUE:Date
 - b. Final Grade Percentage:20%
- 13. Signature individual poster presentation
 - a. DUE:Date
 - b. Final Grade Percentage.....10%

There are a variety of diverse assignments to assess your competency and skills in the course. These include quizzes, group discussion forums, an individual progress log, group presentations and a group community practice paper. Please ensure any written assignments, presentations, or discussion forums are in APA format. See this course syllabus illustrates the percentage that each assignment is worth.

Assignment Details

Group Community Practice Paper

Group paper in which you will pick any city in the world and focus on the context and salient issues surrounding the topic of poverty. Some issues you should address are:

- What are the demographics, characteristics of people most affected by poverty, and provide statistics to back up points?
- Where is poverty most prevalent and why? Who are the most vulnerable populations?
- Describe some of the poverty alleviation programs in place? What is effective about them? What is not?
- Finally come up with what you think would be the most effective social work community based poverty alleviation model for the city that you have chosen? Give clear examples and concrete suggestions.

Group Progress Log

After any group assignment, students are asked to reflect on their experience working with their groups so far. Answer the following questions in 50-100 words:

- What was the experience like?
- Were there any obstacles you ran into? If so what would you suggest?
- What are one or two things that you could improve for your next group assignment?

Community and Global Practice Intervention (Signature Assignment)

First, students are asked to form groups and identify a global issue with local implications they would like to work on.

I. The PRACTICE dimension of the assignment is twofold with a class and poster presentation.

Class Presentation—Working as a group, student will begin identifying, understanding and developing an awareness on the issue under investigation, in addition to critically analyzing local and global approaches used to address it. During these presentations, students will have a chance to educate the learning community on issues of their interest, while also soliciting feedback from their peers.

Professional Poster Presentation—Students will be asked to develop professional posters which will be displayed during an *International Awareness School Event*. This last segment, not only will give students an opportunity to enhance their advocacy and public speaking abilities, but contribute to the in-house internationalization efforts, by raising the awareness of global challenges and macro-practice.

II. Finally, students are asked to write an individual support paper addressing the sections described in the outlined below. This paper will be in APA format with materials read referenced in the course as well. The paper needs to be organized based on the below headings.

GUIDELINES

1. **Introduction:** Describe the community/social development issue you are going to address in this paper and why it is relevant to the social work profession. Within this segment, please prepare a demographic profile - total population, total growth rate, age structure, percent of urban/rural population, HD indicators (life expectancy, infant mortality rates, maternal mortality rates, fertility rates, HIV rates), and environmental social injustices as they pertain to the issue being addressed. In addition provide demographic political, social, economic, and environmental contexts of the problem.
2. **Intervention:** Using the theories, concepts and knowledge learned in this class, please develop an intervention strategy to address your challenge/issue of your interest. Describe the approach you will use to implement your intervention. Who are the main stakeholders that should be involved in your intervention? Why did you pick them? Do you anticipate any challenges? If so, how would you address that?
3. **Ethics:** Are there any ethical and value implications of your proposed intervention? Please discuss the place of cultural relativism, implications and dimensions of your intervention strategy and how you would address this?
4. **Practitioner's Roles?** How can you get involved? Describe some of the roles and skills that you can bring to be successful in your intervention plan. How can you be the most effective with the population you are working with and why?

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high-quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded

by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high-quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It is up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.