

Community Engagement & Leadership (CEL) Certificate Program

Liberal Arts "CEL" Course Application Form

*All fields below are required and please be sure also attach your proposed syllabus to this form (see also the "Faculty Syllabus Design Guide" for additional guidance).

Request for approval for the following course:

Faculty Member: Maissa Khatib

Course Prefix and Number: WS 3321

Course Title: Family Violence

Undergraduate or Graduate Level: Undergraduate

Department: Women and Gender Studies

Rational for including the course as a "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program:

I had offered community engagement option through my courses before and would like to build on my previous experience. I strongly believe in the positive impact of community engagement activities not only on students' learning outcomes, but also on their intellectual and professional growth. This CEL initiative will provide a structure to enhance community engagement and leadership activities leading to standardized objectives, expectations, and evaluation across disciplines. I am so excited to join other professors at UTEP offering courses for the CEL certificate.

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program must fulfill the following requirements. Please describe how the proposed course meets each requirement and attach a copy of the syllabus for the course.

1. The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.

My course meets the requirement of 20 to 60 engagement hours. Students have to commit at least 20 direct hours at the selected site that serves battered/homeless women and children.

2. What percentage of time will the above engagement hours and deliverables comprise for this course?

15%

3. What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?

20%

4. How will these elements be assessed?

Students will submit a response paper when they are half way (10 hours done) and then generate a final report based on their field work/ site visits.

5. What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances?

With the current COVID-19 pandemic, CASFV and I will revise our previous agreed on plan where the on-site responsibilities can be transitioned to online if the student were unable to work on-site. As an alternative, students will provide online services like creating a public health awareness campaign about family violence through social media. The campaign will consist of an article based on up-to-date information retrieved from credible sources and a documentary on the center, the current situation of family violence in this region and available resources for survivors.

6. How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

Student will provide twenty direct hours working closely with staff members at the Center against Sexual and Family Violence (CASFV). Through their service-learning, students will generate a final report that includes literature review and statistics; reflects on the services provided at the center and the population served, and highlights the needs of and challenges faced at the center. Students will work closely with the director of CASFV to finalize the final report. The final report will be shared with the center to use as they wish (send to stakeholders, seek grants, create awareness, etc.)

7. Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

Center against Sexual and Family Violence 580 Giles Rd, El Paso, TX 79915
(915) 593-7300 www.casfv.org

8. How many faculty members within your departments are able and willing to teach this course in this format?

I do not know, but I am willing to assist and share my materials with any faculty in my department who will be interested to teach a similar course.

The University of Texas at El Paso
Syllabus
Family Violence
WS 3321 CEL
Fall, 2020

Professor: Dr. Maissa Khatib
Office Hours : Mondays 3:00pm -5:00 pm & by appointment
Class Time & Place: Online
Office: Liberal Arts 230

Skype ID: maissa.khatib (for virtual meeting)
Email: mkhatib@utep.edu
Phone: (915) 747-7031

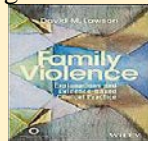
COURSE DESCRIPTION:

This CEL course provides a thorough critical examination of family violence through a multidisciplinary inquiry. Family violence is a leading cause of death, disability, and health care use in the United States as well as in other countries. Family violence is a complex problem. This course combines scholarship from different disciplines: sociology, social work, criminal justice, and public health to enable students deepen their understanding of the complexities of family violence in local, national, and global contexts. This course will cover the epidemiology of family violence, its history, types of family violence, global perspective, and different strategies and models for intervention and prevention.

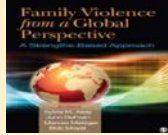
*The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts (full details to be provided in class). The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP’s “Edge Advantages” goals.

REQUIRED TEXTBOOKS:

- ❖ Lawson, D. M. (2013). *Family Violence: Explanations and Evidence-Based Clinical Practice*. Alexandria, Virginia: American Counseling Association. ISBN: 978-1-55620-317-6



- ❖ Asay, S. M., DeFrain, J., Netzger, M., & Moyer, B. (Eds.). (2014). *Family Violence from a Global Perspective: A Strengths-Based Approach*. Los Angeles, California: Sage Publications. ISBN: 978-1-4129-9933



- ❖ Other Course materials/ additional readings will be provided through Blackboard <http://blackboard.utep.edu>

Available in hard copy, rental, and e-book formats – all are acceptable options.

OBJECTIVES:

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

1. Comprehend estimates of prevalence and types of family violence;
2. Understand controversies/challenges in the field of family violence;
3. Know the personal and social consequences of family violence;
4. Examine family violence patterns from a cross-cultural and global perspective;
5. Explore strategies and models of intervention and prevention;
6. Engage in feminist praxis to address and challenge gender inequities through education, organization, outreach, internships, volunteering, service learning, and community engagement through partnership and leadership opportunities (CEL);
7. Apply acquired interdisciplinary methods and practices in a real-life experience through community engagement activities to build communication skills, develop critical thinking skills and increase social justice and responsibility awareness(CEL);

CLASS FORMAT

This course is **NOT** self-paced. Instead, it is based on weekly modules that open each Sunday at 12:00 noon and close the following Saturday at midnight (Mountain Standard Time). If students fail to submit any required work before the module closes, they will receive a grade of zero (0) for that assignment. There are no exceptions. Because this is an online course, it is common to get behind and, if you do, it may be difficult if not impossible to catch back up. Again, once the modules close, there is no way to go back and submit work you failed to complete.

Students will be able to communicate with me to ask questions, share concerns, raise ideas, via email or phone, or face-to-face during my office hours and by appointment. I am also available for SKYPE meetings. I will check my email twice daily, Monday through Friday. Please use webmail email for all communication (mkhatib@utep.edu). **In the subject line of all emails, please include the course title and your first and last name.** I will respond within 24 hours to emails sent from Monday morning through Friday afternoon. During university holidays and weekends, I am not available via email. Email is the best way to reach me!

Email Protocol: When emailing me please sign your full name at the end of each email so that I know who you are. Please provide the class information (Title & CRN) and the topic or question in the email's subject line. When emailing a file, label your document with your last name and a short title.

COURSE ASSESSMENT:

- **Reflection Papers:** 10 % (four reflection papers; 2.5 points each)
- **Discussion posts:** 30 % (2 points for weekly discussion posts; 2 points * 15 weeks)
- **Quizzes:** 20 % (4 quizzes; 5% each)
- **Final Exam:** 20%
- **Final Report:** 20 %

Reflection Papers: Students need to submit four reflection papers. Each paper will be an academic and personal reaction to the question (s)/ prompt based on their assigned tasks at the Center against Sexual and Family Violence (CASFV). Each reflection paper must be two pages (400-500 words), double-spaced. Please use 1-inch margins on the top, bottom, and sides. The first word in every paragraph should be indented one half inch. Use Arial theme font, 12-point font size, and APA citation format.

➤ **Discussion Posts:**

- 1) Discussion Forum (2 points for each week's entries for a total of 30 points:
1 point for initial post that you have to submit by Wednesday before midnight (Mountain Standard Time) and 1 point for responses to two different peers' initial posts that are due each Sunday before midnight (Mountain Standard Time).

You are expected to participate in the weekly discussion forums as follows:

- a. You must have one initial post of 150-200 words that makes an original statement and follows all discussion prompt guidelines for that module.
- b. In addition, you must respond to at least two different peers' initial postings (100-150 words each).

➤ **Quizzes:**

Every three- four weeks, you will be given a quiz. There will be five multiple-choice questions in each quiz. Each question is worth one point for a total of 5 points. Questions will be based on the readings.

➤ **Final Exam:**

Final exam is comprehensive. You will have 40 multiple choice questions based on all the readings/materials covered in the course. Each question is worth 0.5 point.

➤ **Final Project:**

Students should produce an eight- page report based on their four reflection papers and the 20 hours of field work/site visits at a center/ shelter serving battered women. The intention of generating this report should be well-organized and informative. Think about what one would prepare for a letter to teach and stimulate conversation with stakeholders. This is a chance for the student to practice effective health/policy communication through investigating their selected topic of interest more deeply and organizing materials in a way that would facilitate educating stakeholders and peers in class. The report should have a small bibliography with relevant articles and websites. Grade will be based on the quality of the report in terms of accuracy, references to peer-reviewed literature, comprehensiveness, objectivity, and grammar/spelling. Please make sure not to generate just a summary about the center/organization. Think of this assignment as a taking a stand to highlight the needs of the population served at the selected place and to seek support and services. Think of it as an advocacy report. Report must be double-spaced, properly referenced using APA style (where applicable), proofread, and page numbered. Use Times New Roman or Ariel font style and font size 12.

Written Assignments:

Turning in a bad paper for an F or inadequate assignments are still far better than not turning it in and earning a zero. Examples of paper and discussion grading scales would be:

Please refer to this link for APA citation format: <https://owl.english.purdue.edu/owl/resource/560/01/>

Late Work

I do not accept late work. Please remember that all deadlines are based on Mountain Time, always and without exception.

Exception to the above-stated policy is only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documented proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documented proof of hospitalization must be provided one day after discharge. **Your instructor can drop you for lack of effort. Your professor can drop you with a "W" only before the dropping deadline.**

Written Assignments:

Turning in a bad paper for an F or inadequate assignments are still far better than not turning it in and earning a zero. Examples of paper and discussion grading scales would be:

- "A" paper: well-written and organized, has a substantial and interesting thesis, demonstrates strong argumentation, is well backed by the proper use of evidence, gets facts right, and displays originality of thought and interpretation. An "A" is earned in discussion by demonstrating knowledge of the assigned materials and substantial thought about those materials, and by interacting productively on postings with the thoughts, ideas and questions of one's classmates.
- "B" paper: lacking in one or two of the qualities above: perhaps it is well-written and organized, displays originality of thought, and uses good evidence, but does not have very strong argumentation. A "B" is earned in discussion by demonstrating a good knowledge of the assigned materials, and by interacting productively with the ideas of one's classmates.
- "C" paper: fulfills the assigned task, but may have problems with writing and organization, or may be lacking in evidence. A "C" is earned in discussion by participating productively even while showing that one has not read or viewed assigned materials thoroughly.
- "D" paper: partially fulfills the assigned task, but has substantial problems, such as the lack of a thesis, or poor writing and organization. There may be an opportunity for re-writing the paper that earns a "D", if the paper is submitted prior to the final due date and at my discretion. A "D" is earned in discussion failing to post several required assignments or responding to peer comments.
- "F" paper: does not fulfill the assigned task. There may be an opportunity for re-writing a paper that earns an "F", if the paper is submitted prior to the final due date and at my discretion. Absence from discussion earns a grade of zero. An "F" in discussion is earned in failing to post most assignments timely or not responding to peer comments.

Keep copies of all submitted assignments until grades are posted.

Grading Scale:

Grades earned on each assignment/test will be added together in a corresponding percentage value and divided by the total number of points possible in the course. Below is the overall point scale for the course. The passing grade for this course is a D. Total Points possible for the term= 100
Final grades are based on accumulated weighted points, please see table below.

Final Grade Scale
$\geq 90\% = A$
$89 - 80\% = B$
$79 - 70\% = C$
$69 - 60\% = D$
$\leq 59\% = F$

My Commitments to You as a Professor

I am committed to each of the following:

- I will respond promptly to email as outlined at the beginning of this syllabus;
- I will give you clear, written guidelines and expectations for each assignment well in advance of its due date;
- I will give you prompt feedback on all graded work;
- I will make available to you feedback on your current grade upon request;
- I will work to ensure a safe e-learning environment for all students;
- If I have to make changes to the syllabus or assignments, I will communicate these to you as soon as possible.
- I will work to make learning in this course both fun and challenging by making frequent use of real life examples to simplify and clarify abstract concepts.

What I expect from you:

- Be fully engaged with the course subject matter and with peers and instructor;
- Follow the Syllabus and Course Calendar and complete all assignments by the due dates;
- Check school email regularly for course messages and announcements;
- Participate fully in online discussion boards with substantial input and responses;
- Remain respectful and open minded to the material, to me, and to your peers, and follow (n)etiquette guidelines;
- Ask questions, seek clarifications on materials, or course subject.

Note: If you have a question about technical problems (i.e., your computer, problems submitting an assignment, browser issues, internet connection issues) please contact Tech Support or the UTEP Help Desk as outlined on the first page of this syllabus. Please note that I am neither qualified nor able to help you with these issues. For all other questions, please contact me and I will respond within 24 hours on weekdays. For emails sent on the weekends or holidays, I will respond first thing on Monday or the next

business day.

CLASS AND UNIVERSITY POLICIES:

Academic Dishonesty Statement:

(From the Handbook of Operating Procedures: Student Affairs)

Academic dishonesty is prohibited and is considered a violation of the University of Texas at El Paso (UTEP) Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. In addition, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

Students may be suspended or expelled from UTEP for such actions.

- Notice of Safe Assign: This course will utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- Copyright Notice: copyright law protects many of the materials that are posted within this course. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Students with Disabilities

Individuals with disabilities have the right to equal access and opportunity. In support of this endeavor, **Center for Accommodations and Support Services (CASS) at UTEP** provides needed accommodation to those who believe or suspect a disability and need assistance in their pursuit of higher education including the opportunity to participate and benefit from all University sponsored programs, social activities and events. CASS ensures that reasonable accommodations and services are afforded to students with disabilities such that they have equal opportunities to achieve their academic and professional goals. CASS staff serves as liaisons between students and faculty, administrators, and outside agencies.

CASS at UTEP

Union Building East Room 106

Phone: (915) 747-5148

cass@utep.edu

TECHNOLOGY ISSUES:

I **will not** provide any technical assistance. Rather, you should familiarize yourself with the assistance available to you whenever you have problems. You should also ensure that you have the appropriate hardware and software.

- Technical Assistance: Please see the "Tech Support" link in the left side menu of Blackboard.
- Hardware Requirements: Please see the "Getting Started" link in the left side menu of Blackboard.
- Software Requirements: Please see the "Getting Started" link in the left side menu of Blackboard. For UTEP Technical Support: Phone: 915-747-5257

Email: Helpdesk@Utep.Edu

Distance Learners: 1-866-747-5256

Location: Library Room 300

Important Dates

	Fall classes begin
	Late Registration Period
	No Classes
	Fall Drop/Withdrawal Deadline
	Dead Day- No Classes
	Final Exams
	Grades are posted to student records; students are notified of grades and academic standing

TENATATIVE COURSE SCHEDULE

❖ **Calendar is subject to change. Updates will be posted in the announcement section on Blackboard.**

WEEK	TOPIC	READING	Assignments/exam
1	Introductions	Syllabus	Post your short bio Discussion Forum 1
2	Family Violence, Explanations & Models	Lawson's Book: Ch. 1& 2	Discussion Forum 2
3	Culture & Cultural Competence; Male-on-Female Intimacy Violence	Lawson's book: Ch. 3 & 4	Quiz 1 Discussion Forum 3
4	Female-on Male Intimacy Violence; Same-Sex intimate partner violence	Lawson's book: Ch.5 & 6	Discussion Forum 4
5	Assessment of intimate violent offenders; Treatment of violent offenders	Lawson's book: Ch. 7& 8	Quiz 2 Reflection Paper One Discussion Forum 5
6	Assessment & Treatment of Adult Victims; Dating Violence	Lawson's book: Ch. 9 & 10	Discussion Forum 6
7	Child maltreatment, treatment; and elder abuse	Lawson's book: Ch. 11,12,&13	Discussion Forum 7
8	Family violence from a global perspective; Domestic violence in Africa: Botswana & Kenya	Asay's book: ch. 1 , 2, & 3	Quiz 3; submit an for the final report Reflection Paper Two Discussion Forum 8
9	Family violence in Asia: China, India, & South Korea	Asay's book: ch. 4, 5, & 6	Discussion Forum 9
10	Family violence in Europe: Greece, Moldova, & Russia	Asay's book: ch. 7, 8, & 9	Discussion Forum 10
11	Family violence in Latin America: Brazil & Mexico	Asay's book: ch. 10 & 11	Reflection Paper Three Quiz 4 Discussion Forum 11
12	Family violence in the Middle East: Israel & Palestine	Asay's book: ch. 10 & 11	Discussion Forum 12
13	Family violence in North America: Canada & the United States	Asay's book: ch. 13 & 14	Discussion Forum 13
14	Family violence in Oceania: Australia & New Zealand	Asay's book: ch. 15 & 16	Reflection Paper Four

			Discussion Forum 14
15	Final Project		Submit by May 10 at 11:00 pm Discussion Forum 15
16	Final Exam	Comprehensive	Dec.

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