

SJST-2100. Being Heard: Advocating for Social Change

Learning Outcomes

Last Updated: January 13, 2017

(PDC161215-5.7)

<p>Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <ul style="list-style-type: none"> • Explain and apply key terms including: advocacy, agency, rescue paradigm, and advocacy mapping • Differentiate between and explain the usefulness and limitations of a range of advocacy strategies, and provide examples of each • Analyze ethical issues (e.g., appropriation of voice) that arise because of social and organizational power differentials between advocates and marginalized communities. (Also applies to C, E) • Defend the importance of separate space and coalition building for effective advocacy and social change 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> • Formulate the changes needed to meet the needs identified by marginalized communities (Also applies to E) • Assemble and interpret information from academic and non-academic sources, including marginalized communities, required to prepare an advocacy plan (Also applies to E) 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <ul style="list-style-type: none"> • Use advocacy mapping to frame advocacy plans • Use strategic messaging to present and defend advocacy plans. (Also applies to D, F, G) 	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <ul style="list-style-type: none"> • Prepare well organized and grammatically correct advocacy maps and advocacy plans 	<p>D. literacy and numeracy skills</p>
<p>E.</p> <ul style="list-style-type: none"> • Evaluate personal capacity to be an effective advocate over a range of strategies 	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p> <ul style="list-style-type: none"> • Practice effective communication, orally and in writing 	<p>F. interpersonal and communications skills</p>
<p>G.</p> <ul style="list-style-type: none"> • With others, solve problems and complete in-class tasks • Formulate constructive criticism to assist group members • Integrate constructive criticism offered by group members and course instructor into oral and written work (Also applies to E) 	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p> <ul style="list-style-type: none"> • Design media messages to support advocacy plans 	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>