*Note: This is a class copy of the syllabus. If you want to make personal notes within it, please duplicate it and put your name in the file title.*

| INSTRUCTOR NAME | Susan Santone |
| --- | --- |
| Office: | by appointment |
| Office Hours: | by appointment |
| E-mail: | ssantone@umich.edu |
| Phone: | 734-430-5692 |

# UNIVERSITY-ISSUED COVID STATEMENT

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community.  Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class.

Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity.

**If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to disenroll from the class**.  I also encourage you to review

the Statement of Students Rights and Responsibilities, which includes a COVID-related Statement Addendum.

**COURSE-SPECIFIC ADDENDUM: This section of this course is officially designated by the university as an in-person course. This section is not offered in an online or hybrid format.** Students who have registered for this section of the course are expected to attend in-person. At this point, ny change in format involves university-level administrative actions.

## Official Course Description

*What is learning for, and how can we use it to advance social change in communities near and far?*

Examining both formal and non-formal educational environments as well as life-long learning, EDU 200 will examine the social and cultural contexts for learning, basic theories of learning and intelligence, and their uses/misuses to advance or suppress social change. To apply course concepts, students will also learn to design educational initiatives (e.g., workshops, programs, curricula) to address local or global challenges such as food security, climate change, environmental justice, or discrimination. To model course principles, students' experiences, cultures, communities, and interests will serve as a foundation.

Throughout the course, students will explore various ideas about what it means to learn and how those ideas have impacted educational practice. Students will explore relationships among learning, education, and power, in addition to investigating the design of learning environments that  promote empowerment and/or social change.

## **Course Materials**

We will use the following book: *Reframing the Curriculum: Design for Social Justice and Sustainability.* The book is available online through the U of M library: https://www-taylorfrancis-com.proxy.lib.umich.edu/books/9780203728680

You can also purchase a hard copy from various sources, or from the instructor directly at a reduced cost.

We will also use a mix of scholarly articles, materials from nonprofit organizations and governmental sources, and materials in the popular media. As noted in the syllabus, these readings (i.e., those other than the book) are either in the Files section of Canvas, accessible through live links in this syllabus, or available as digital articles in the U of M library.

**COURSE RECOMMENDED MATERIALS**
Optional and suggested materials are provided throughout the syllabus and in the files section of Canvas.

**COURSE GOALS:** *Students who complete this course successfully will be able to:*

1. Define a vision of social change and a desired future

2. Describe local, national, and global "grand challenges," influences, and solutions

3. Articulate the contexts and influences on learning, with a focus on the role of culture, community, and family

4. Compare and contrast definitions of "intelligence" and the implications for social change.

5. Describe the role of framing and narratives in shaping beliefs and movement away and/or towards social change.

6. Critically reflect on your worldviews, frames of reference, and biases and their potential impact on others and your professional practices.

7. Use principles of instructional design to create a workshop, training, or other learning experience that reflects course principles.

## Assignments and Grading Criteria - Due dates in Canvas

|  | Points | Criterion (Full details in Canvas) |
|---|---|---|
|  |  |  |

| | | |
|---|---|---|
| Assignment A: Educational Autobiography | 100 | In-depth reflection upon personal experiences |
| Assignment B: Community profile (group project) | 200 | Use of multiple forms of research and media to communicate the assets and needs of a community |
| "Assignment" C: Quiz | 150 | Multiple choice and short answer/essay questions |
| Assignment D: Philosophy of Learning and Social Change Paper | 150 | Integration of course concepts to create a cohesive philosophy statement |
| Assignment E: Designing of a learning experience | 200 | Application of course concepts and principles |
| Professionalism & Classroom Citizenship* | 200 | See below |
| TOTAL | 1000 | |

Grading Scale: Grades will be based on a percentage of points earned out of 1000 points. Scale:

A+: 100

| | |
|---|---|
| A: 99-94% | C: 75-73% |
| A-: 93-90% | C-: 72-70% |
| B+: 89-85% | D+: 69-68% |
| B: 84-81% | D: 67-66% |
| B-: 80-78% | D-: 65% |
| C+: 77-76% | E: 64% and below |

We will use APA citation style. Reference guide: http://owl.english.purdue.edu/owl/section/2/

**WHAT DOES PROFESSIONALISM AND CLASSROOM CITIZENSHIP' MEAN?**

This class is a learning community and you are a member of it. I will treat the class as a group of learning professionals and expect the same level of responsibility and effort you'll bring to your future job. We are all accountable to each other. Come prepared to speak, listen, write, learn, and participate in activities. Attendance, **completing the readings**, taking notes, and participation in discussions are very important in this course. You can expect to receive all Participation points if you are consistently:

- Reading the syllabus carefully and completing reading assignments on time, including online assignments as applicable.
- Attending class regularly and on time.
- Coming to class prepared and having done the readings.
- Keeping your papers and files organized and working with the course website.
- Maintaining a record of your own progress.
- Participating and engaging, and refraining from surfing, texting, etc.
- Responding to emails in a timely and professional manner.
- Following the technology policy.
- Being respectful of your peers and their time.
- Approaching the course from the perspective of both a learner and a future teacher.
- Be mindful of professional boundaries in terms of (for example) demanding the instructor change a grade, disproportionately taking up the time of students or the instructor.
- Adopting a sense of intellectual humility:
  - Refraining from one-upmanship.
  - Recognizing the limitations of your perspective and experience.
  - Being willing to learn with, about, and from each other.
  - When you find yourself struggling with something, seek to understand *why* it is happening, what you can do to improve, and how I can support you. (Not recommended/ineffective: Complaining and blaming.)

Unprofessional behaviors are those that go against the expectations above or any other standards of professionalism. **Up to 25 points will be deduct**ed for each instance of unprofessional behavior.

<u>Assignment Policies</u>

**Assignments will be turned in on Canvas and/or hard copy as determined for each assignment.**

**Re-doing an assignment:** My goal is to help you become learners, so you will have the opportunity to revise one assignment to potentially earn a higher grade. Here is the procedure:

· Use my feedback on your assignment to determine how to improve it. On your revision, include a short note about what you changed.

· Revisions are due 1 week after the original was returned to you. (We will determine the logistics for turning in revisions depending on the assignment type.) The new grade will be based on the extent to which you addressed the feedback and improved the assignment.

If it appears your original assignment was completed in a half-hearted way to simply meet the deadline on the assumption that you would re-do it later, the instructor may prohibit the re-do.

**<u>Late assignment submissions</u>**
I expect all assignments to be completed by the due date. When assignments are submitted late, it is difficult for me to honor our commitment to <u>all</u> of my students to return assignments in a timely fashion and to provide useful feedback. *ate assignments will have a 20% point deduction. Assignments more than 3 days overdue will not be accepted.*

If you need an extension for unanticipated circumstances, please see the instructor at least 3 days before the assignment is due.

# APA Citation Style Guide

**A complete guide is at the link above. Here are some examples:**

- Your own words, drawing on the author (Author, year).
- Your own words, drawing on the author (Author, year). As Author states, "exact quote from article" (p. x). (page # is alone because you cited the author right before.)
- As Glickman (year) states, "his exact words" (p. x). Or:
- According to Glickman (year), "his exact words" (p. x).

**Works cited examples:**

**Book:**

Apple, M. (2001). *Educating the 'right' way: Markets, standards, God, and inequality*.

New York: Routledge.

Apple, M. W., & Beane, J. A. (2007). *Democratic schools: Lessons in powerful*

*education.* New Hampshire: Heinemann.

## **Absence/Tardy Policies**

In this course, participation in the classroom community is an essential part of learning. You need to be in class to contribute to our collective growth and development. Therefore, in this course, you will have a maximum of **two unexcused absences. Note the definition of excused and unexcused:**

- **Excused** absences are:
  - jury duty, military deployment, religious observation (see below), representing the university on official business, or **other reasons outlined by university policy.**
  - A scheduled performance (not rehearsal) that is **open to the public and counts as an exam is excused. A dress rehearsal is not excused, even if you are assigned a grade for it.**

  **Unexcused:**
  - **Illnesses** are generally unexcused because some students may not have access to medical care, meaning that they are not able to bring a doctor's note if they are ill. Thus, having a doctor's note does not elevate your illness above that of someone who doesn't have a note unless the note details an extreme situation (hospitalization, etc.).
- If you are going through something that will significantly impact your ability to complete course requirements, **it is your responsibility to let me know.**

**Tardies** add up to absences as follows:
- Tardies of 20 minutes or later = 2 tardies. Two tardies = ½ absence. Therefore, tardies of 20 min or later = ½ absence.
- Leaving class more than 20 min. early = ½ an absence (which is excused or not depending on the above).

**Consequences for Multiple Absences and Tardies:**

Again, participation, peer learning, discussions, and other forms of active engagement are an essential part of this course. The learning cannot be replicated through reading and written assignments. **Therefore,**

- Final grades will receive a 5% point deduction for every unexcused absence after the second one.

- **Four or more absences *of any kind* are grounds for not passing the course or taking an Incomplete, which may require retaking the course.**

### Absences for Religious Observances

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

In accordance with this university policy, please let us me know at least a week in advance.

### Discussing Situations From the Field: Confidentiality

Make sure all names are masked in artifacts and that names of a) students, b) school staff & administrators, and c) students' family members are not used when recounting situations in conversations and assignments related to EDUC 649 and in discussions in social situations.

### Technology in the Classroom

As stated in the Program Policy Handbook for Secondary MAC (2015-2016), professionalism extends to an intern's use of technology in both the university classroom and field site. Teaching interns are expected, at all times and in all settings, to be fully engaged and present. Interns should not text, use of social media, or otherwise multitask (e.g., read and answer e-mail, search the web for personal reasons, and/or complete other work while simultaneously engaging with colleagues and content).

If you have a personal situation you need to monitor, see the instructor.

In this course, laptops should be seen as a resource that forwards our work in this space. You are free to bring laptops to the classroom, but please refrain from using them during large and small group discussions unless you are

- searching for relevant information or consulting the course readings
- presenting material to the class
- generating a written document that is part of an in-class activity.

Research demonstrates that taking notes by hand improves comprehension and retention, so it is recommended that do so. However, the choice is yours.

To facilitate honest conversations, we will typically not videotape or audiotape course activities or discussions without prior approval of those involves. Please respect course instructors and participants by not engaging in these behaviors without seeking consent of EDUC 649 instructors and colleagues.


**<u>GENDER PRONOUNS</u>**
All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Teaching interns can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. As instructors, we will do our best to address and refer to all teaching interns accordingly and support classmates in doing so as well.
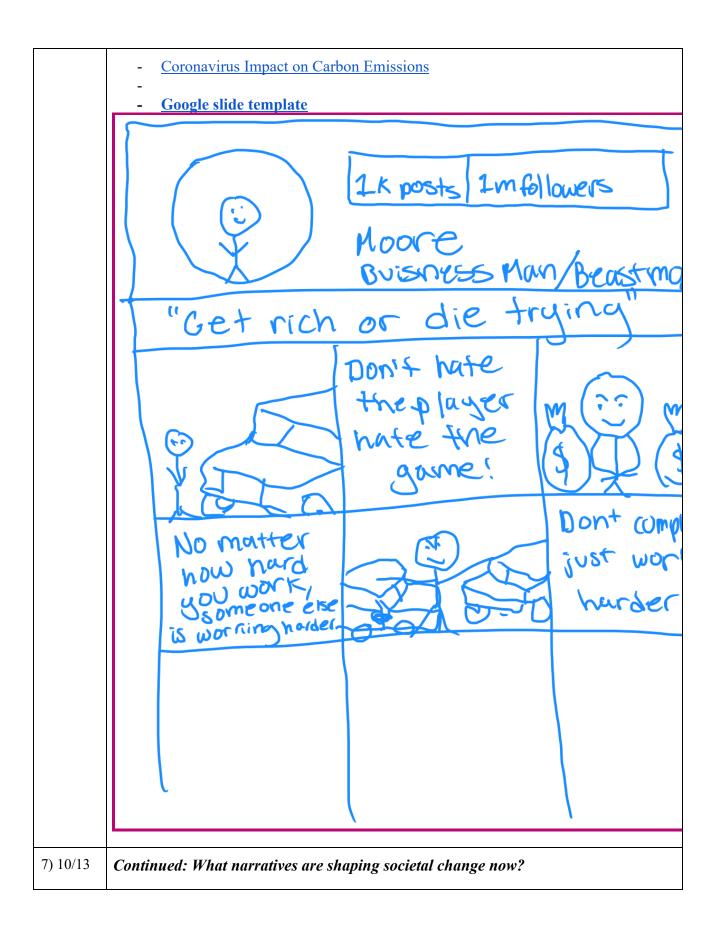
# Course Calendar

**Assignment due dates are shaded in blue. Some assignments are due on dates we don't meet. That is indicated by 'n.c.' (no class) in the left column.**

**The purple shading delineates the three main parts of the course.**

*Due dates or other specifics may be adjusted, with advanced notice, to best serve our learning.*

| Session/ Dat | Guiding question/Readings |
|---|---|
| | The first part of the course will broadly address the nature of learning, (i.e., the how, where, why, and when of learning), global and community perspectives on social change, and the role of learning within that. |
| 1) 9/1 | **Course introduction and framing.** |
| 2) 9/8 | ***What future do we want?*** **Taking stock of local/global challenges and solutions**<br><br>*Reframing the Curriculum*, Chapter 1, "What's the Story We Want?" (Reminder: The book is available <u>online through the U of M library.</u><br><br>You'll also choose and review data for two goals from the <u>UN Sustainable Development Goals</u> (SDGs). Be sure to review and take notes on the **targets and indicators** for your goals. We'll work with them in class.<br><br>Questions to consider as you read/review your data:<br><br>- What do the SDG data indicate about the direction we're headed as a world, i.e., towards or away from the story we want? Why? (Here, look at specific indicators, not just the targets (which all aim to move us 'towards.')<br>- How are the two goals and the indicators you looked at connected? How/why?<br>- Regarding the Tragedy of the Commons (in Chapter 1 of the book), what does Hardin's assessment of the Commons assume about human nature? Do you agree?<br>- What are the lessons/implications of the Tragedy of the Commons for education?<br><br>**File we'll use in class** |
| **3) 9/15** | ***How do community, culture, and family serve as contexts for learning?***<br><br>1. *How People Learn*, Chapter 2 (in Files section of Canvas). You can stop before "Physical Influences" (p. 30 in original<br>2. **Look to the Mountain by** Gregory Cajete. Read the Introduction (Starting at original internal page 25.). This reading provides an indigenous perspective on the purpose/goal of |

| | |
|---|---|
| | education. We'll use this as we compare and contrast approaches. As you read, consider if/how your K12 education supported or undermined the goals.<br><br>IN CLASS:<br><br>**Ancient Futures: Learning from Ladakh**<br><br>==Handout for use in class== |
| **9/17- n.c.** | **Due: Assignment A: Educational autobiography** |
| **4) 9/22** | ***What does it mean to "know" a community? What is a sustainable community?***<br><br>- Understanding and describing the community (This is part of a toolkit for community activities, social workers, etc.). This portion will help prepare you for assignment B.<br><br>- **File we'll use in class**<br><br>- In class: Film: Activist's story about a movement to remove Joseph Kony (start at 4:00)<br><br>     Analysis: Review the Tweets: White Savior Industrial complex |
| **9/27  n.c.** | **Due: Assignment B: Community Profile** |
| 5) 9/29 | ***What is intelligence? How can different definitions advance or hinder social change?***<br><br>- "In a Nutshell": Chapter 1 of Multiple Intelligences: New Horizons by Howard Gardner (1993). In Canvas. Read pp 1-23, ending before "Newly Identified Intelligences"<br><br>- **CASEL Competencies** (2-page PDF in Files in Canvas). CASEL = The Collaborative for Academic and Social-Emotional Learning<br><br>For possible use in class<br><br>Solving problems in your community |
| 6)  10/6 | ***What narratives are shaping societal change now?***<br><br>*Reframing the Curriculum: Chapter 2: The Dominant Narrative: The Story of More*<br><br>Suggestion: Revisit the section about The Tragedy of the Commons near the end of Chapter 1.<br><br>Links we may access in class:<br><br>    - Covid Impact on Economies of Low-income countries<br>    - Coronavirus' Impacts on Economy |

| 7) 10/13 | *Continued: What narratives are shaping societal change now?* |
| --- | --- |

| | |
|---|---|
| | *Reframing the Curriculum: Chapters 3: The Story of Better*<br><br>File to use in class |
| II) The second part of the class will look at ways the concepts addressed so far "show up" in learning experiences. We'll examine broad teaching philosophies, barriers to learning for social change, and the competencies needed by students and citizens. |
| 8) 10/20 | **We'll start class with a quiz on concepts addressed so far.**<br><br>-------------------------------------------------------------------------------------------<br><br>***What are foundational pedagogies of social change? How can the way we deliver learning affect social change?*** Concepts: Democratic education, critical pedagogy, culturally responsive teaching, social-emotional engagement, Experiential learning vs. "banking" models of learning<br><br>- ***Reframing the Curriculum*, Introduction to Part II and Chapter 4.**<br><br>  As you read Chapter 4, identify the pedagogies that are most interesting and applicable to you: Which have you experienced? Which pedagogies will support the type of educational program you'll design as the final assignment?<br><br>- **Tip: Read through the definitions of sustainability and social justice in the Part I Culminating Activity. You do not need to do the activities.**<br><br>We will start class with a quiz (Assignment C) on concepts covered so far. **STUDY GUIDE W/TABLE TO SUMMARIZE THE CONTRASTING NARRATIVES**<br><br>**Files for in-class use. These do NOT need to be read/viewed ahead of time:**<br>- **Video case study of a school in Boston**<br>- **Other files we may use in class:**<br>  - **What does it mean to be educated?**<br>  - **Chapter 4 Pedagogies**<br>  - **Short recording about the pedagogies** **(This is a back-up/for reference.)** |
| 9) 10/27 | ***How can learning inhibit social change and reinforce injustice?*** Deficit thinking, dehumanization, policies that support narrow definitions of achievement and intelligence<br><br>**Read: Reframing the Curriculum, Chapter 5**<br><br>*This is a video I made explaining the "How did we get here?" section at the beginning of the chapter. Please review this. Here are the slides (note that there are many not used or for instructor use only. Please make a copy for yourself.)*<br><br>-------------------- |

| | |
|---|---|
| | Note: Below are activities/resources for different topics in the chapter. In class, you'll choose one of the topics and focus on that activity using the Google doc provided. (You do not need to read these ahead of time.)<br><br>Handout for full-class review of ed policy<br><br>**Topic 1: Social-Emotional Learning (Google doc with activities)**<br><br>- CASEL SEL Framework<br>- Finn's critique of Social-Emotional Learning<br>- How to sell SEL<br><br>**Topic 2: Culturally-responsive/multicultural curriculum (Google doc with activities)**<br><br>- **Learning for Justice (formerly, Teaching Tolerance (a nonprofit offering resources for teachers)**<br>- Culturally Responsive Teaching: Resources compiled by Edutopia<br>- Sample units from the Core Knowledge Sequence (In Canvas files: Chapter 5 Activities folder > Hirsch folder. Choose "Early Explorers and Settlers" book, "Native Americans and Westward Expansion," or "The Age of Explorers."<br><br>**Topic 3: Environmental/place-based/sustainability education: (Google doc w/activities)**<br><br>**Topic 4: Grit/Deficit Thinking (Google doc w/activities)** |
| **10/29-n.c.** | **Assignment D Due: Philosophy Statement** |
| **10) 11/3** | *What competencies do people need to advance social justice and sustainability?* Knowledge, skills, and dispositions; how to use them in practice<br><br>- **Reframing the Curriculum, chapter 6**<br>- You'll bring in an example of a training, workshop, or curriculum on a topic of your choice. We'll evaluate it in class based upon the course principles.<br>- **Document (Table 6.2) we'll use in class.**<br>- **Rubric we'll also use in class (make your own copy)** |
| **11) 11/10** | **Framing Narratives**<br>*How is social change affected by the way we frame issues and create narratives?* |

| | |
|---|---|
| | *This week, we're looking at* the impact storytelling ("framing") on the public's understanding of the causes/solutions to social problems. In other words, we'll be looking at different ways to talk about an issue, and how that affects people's receptivity, responses, etc.<br><br>**Readings are pretty short; the last one is divided:**<br><br>● **Episodic vs thematic**<br><br>● Five questions about Framing<br><br>● What's in a Frame?<br><br>● Making the Case for Equitable and Just Public Education: Core Story of Education Messaging Strategies **All read the beginning, then read (Stopping before Recommendation 1).** Then, you'll read one of the recommendations as follows:<br><br>    ○ Mohammed and Allegra: Recommendation #1 (i.e., you'll continue and read through #1).<br><br>    ○ Sydney, Tanner, and Sara: #2<br><br>    ○ Kenzie and Harleigh: #3<br><br>    ○ Tori, Grace, and Alexa: #4.<br><br>Note: The document takes a particular position on equity in education. The point here is not necessarily to endorse that position, but to look at the framing strategies.<br><br>Frameworks Institute Homepage (for reference)<br><br>● Handout we'll use in class (no need to preview it)<br>● Media analysis activity for class |
| 12) 11/17 | # Nov. 18) Critical Race Theory: What's it about?<br><br>● To get an overview of CRT, view this **Ed Week video** **(less than 3 minutes)**<br>● I uploaded "Ed Week Critical Race Theory" (see Files in Canvas). This is a PDF of Ed Week's special issue on CRT. (Education Week is the primary 'newspaper' for current education stories.) From within that document, read one or more of the following:<br><br>    ○ What is Critical Race Theory, and Why is it Under Attack?<br><br>    ○ Four States Have Placed Legal Limits on How Teachers Can Discuss Race.<br><br>    ○ Efforts to Root Out Racism in School Would Unravel Under Critical Race Theory Bills<br><br>    ○ Critical RaceTheory Puts Educators at Center of a Frustrating Cultural Fight Once Again |

| | |
|---|---|
| | ● **Other resource:** <u>Education Week landing page for Critical Race Theory</u><br>● <u>Map: Where Critical Race Theory Is Under Attack</u><br>● <u>Four Things Schools Won't Be Able to Do Under 'Critical Race Theory' Laws</u><br><br>For use in class:<br><br><mark><u>Handout for crowd sourcing</u></mark><br><br><u>Violence/threats at school board meetings</u> |
| III) In the last part of the course, we'll apply what we've learned to design a workshop, curriculum, or other learning experience focused on social change (your final assignment). We'll use specific design steps that guide you through the creation of your project.<br><br>**NO CLASS 11/24** | |
| 13) 12/1 | ***How can we apply the concept of 'narrative' to guide effective instructional design?***<br><br>- Reframing the Curriculum, Introduction to Part III<br><br>- Reframing the Curriculum, Chapter 8-10 (these are very short, activity-oriented chapters)<br><br>- You do not need to complete the activities unless otherwise directed.<br><br>Here's the <mark>**final assignment directions with the unit design template**</mark> you'll use to create your program. MAKE YOUR OWN COPY.<br><br>- This is <mark>**a sample unit**</mark> (more in-depth than you need to create) that uses the design process outlined in the book. |
| 14) 12/8 | - We'll use this day for further work on your final assignment. |
| n.c. | **DECEMBER 10: FINAL ASSIGNMENT DUE.** |

## Details and Additional Guidance on Weekly Reading

We will use this space for additional notes, reading prompts, or other details that may be helpful as you read the weekly selections. It will be added to as we go through the course.

# UNIVERSITY POLICIES

## ACADEMIC AND PROFESSIONAL INTEGRITY POLICY

The University is an academic community which students join of their own volition. As members of this community, and as future leaders in research and the professions, all students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University.

Misconduct in the pursuit of scholarship and research includes at least the following major offenses:
- Cheating
- Plagiarism and other misappropriation of the work of another
- Falsification of Data
- Improperly obtaining or representing laboratory or field data
- Obstruction of the academic activities of another
- Aiding or abetting academic misconduct

See the following [website](http://www.rackham.umich.edu/policies/academic_policies/) (http://www.rackham.umich.edu/policies/academic_policies/) for a more extensive list of violations along with explanations of each as well as how allegations of misconduct will be handled if they occur.

### *Accommodations for Students with Disabilities*

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

## SUPPORT SERVICES

### *Office of Services for Students with Disabilities* http://ssd.umich.edu/

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge.  Assists students in negotiating disability-related barriers to the pursuit of their education.  Strives to improve access to University programs, activities, and facilities for students with disabilities.

**Location:** G-664 Haven Hall 505 South State Street

**Hours:** 8:00AM-5:00PM Mon-Fri
**Phone:** (734) 763-3000
**E-mail:** ssdoffice@umich.edu

### *Mental health support resources*
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at(734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mentalhealth resources available on and off campus, visit: http://umich.edu/~mhealth/.

### *Counseling and Psychological Services*   http://www.umich.edu/~caps/
Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes and knowledge that will enable them to take full advantage of their experiences at the University of Michigan.

**Location:** Third floor of the Michigan Union (Room 3100)
**Hours:** 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday
**Phone:** (734) 764-8312

### *ITCS Computing Assistance Hotline* http://its.umich.edu/help/
Provides support for various computer resources and services at the University of Michigan.

**Monday–Friday:** 7:00 a.m.–6:00 p.m.
**Sunday:** 1:00 p.m.–5:00 p.m. (email only)
(734) 764-HELP

### *Sweetland Writing Center*  http://www.lsa.umich.edu/sweetland/
The Sweetland Writing Center offers a variety of writing courses and support for graduate students.

Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style.

Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms including walk-ins.  During spring and summer half-terms, the limit on visits is four (4) including walk-ins.

**Location:** 1310 North Quad
**Hours:** For hours each semester, click on *Schedule a Writing Workshop Appointment* under the "For Students" tab. **Avoid waiting until the last minute to schedule appointments so you can get your work read in a timely manner.**

**Phone:** (734) 764-0429
**Email:** sweetlandinfo@umich.edu