



**School of Social Work  
Spring 2018**

**SWK 513.41E: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II  
MPLX Campus  
MPLX-131  
Tuesdays, 4:30p-7:10p**

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

**Instructor:** Marta A. Mercado-Sierra, Ph.D.

**Office Location:** Henderson Bldg. / Office 323E- Commerce Campus

**Office Hours:** Commerce: Tuesdays and Thursdays, 9:00 - 11:00pm  
Mesquite (MPLX): Tuesdays, 3:30 - 4:30pm  
McKinney (CHEC): Thursdays, 6:00-7:00 pm

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**NOTE: Voice messages** left on my office phone will be accessed only on Tuesday and Thursday before 11:00am. **Emails** will be answered within 24 hours following your initial post during weekdays. Emails received on Fridays after 5:00pm will be answered the following Monday.

# Overview of Course

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## **COURSE DESCRIPTION:**

This course is designed to provide foundation students with knowledge and theoretical understanding of the bio-physical, psychological and behavioral aspects of human development within a variety of social systems. In this course we will study human development with attention to the interaction between individuals, families and the changing social environment as it pertains to the phases of adulthood. Traditional approaches to life stages will be considered, as well as less traditional issues such as the impact on human development of different cultures, poverty, physical/mental disabilities, gender roles, sexism, ageism and sexual orientation. With the foundation knowledge of human development and the understanding of biophysical, psychological and social interactions, this course will incorporate a theoretical perspective of Community Organization with the context of a Generalist Social Work perspective.

## **COURSE OBJECTIVE(S):**

1. Students will learn empirically validated theories and knowledge of human bio-psychosocial-spiritual development and ways in which systems promote or deter people in the maintaining or achieving optimal health and well-being.
2. Students will learn historical and contemporary theories of populations at risks to include a broadly based perspective re-defining the range of “normal” behavior in adulthood and developmental tasks specific to gender, age, sexual orientation, disability and culture.
3. Students will learn the reciprocal impact of relationships between individuals at the micro, mezzo and macro levels of environmental interaction using a systems theoretical approach.
4. Students will learn to recognize the interplay between theory development, theory selection and value issues that affect the uses of theory.

## **RELATONSHIP TO OTHER COURSES:**

This course builds on theories and concepts provided in Human Behavior and Development in the Social Environment I and is a continuation of the study of development through the life cycle. The course addresses the empirical evidence on which theories are based and relates this content to the importance of evidence in SWK 531. The course discusses mid and later life development and relates this content to behavior in families and groups discussed in SWK 503.

## **PROGRAM GOALS:**

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

## **CORE COMPETENCIES:**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

**Competency 2.1.1** Identify as a professional social worker and conduct oneself accordingly

**Competency 2.1.2** Apply social work ethical principles to guide professional practice

**Competency 2.1.3** Apply Critical thinking to inform and communicate professional judgments

**Competency 2.1.4** Engage diversity and difference in practice

**Competency 2.1.5** Advance human rights and social and economic justice

**Competency 2.1.6** Engage in research-informed practice and practice-informed research

**Competency 2.1.7** Apply knowledge of human behavior and the social environment

**Competency 2.1.8** Engage in policy practice to advance well-being and deliver services

**Competency 2.1.9** Respond to contexts that shape practice

**Competency 2.1.10** (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

## **PRACTICE BEHAVIORS:**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Content and assessment in this course reflect the bolded competencies and following practice behaviors:

**2.1.3.1** Is skilled at appraising and integrating multiple sources of knowledge and practice wisdom

**2.1.4.1** Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

**2.1.5.1** Understands the forms and mechanisms of oppression and discrimination

**2.1.7.1** Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation

**2.1.7.2** Critique and apply knowledge to understand person and environment

**2.1.9.2** Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

# Course Structure

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## Texts and Associated Materials

### Required Texts:

Publication Manual of the American Psychological Association (2009). 6th e.d.

Washington DC: American Psychological Association.

Zastrow, C.H. & Kirst-Ashman, K.K. (2010). *Understanding human behavior and the social environment*. 8th ed. Belmont, CA: Brook/Cole.

## Overview of Course Assignments

Assignments/ Examinations	Due Dates	Description	Value (Points)
<b>Analytic Papers (4)</b>	See Course Outline	<b>(4 papers @ 20 points = 80 points)</b> A 500 word count paper will summarize the reading assigned for the week (see course outline). The paper should identify and critique at least four key points from the reading. Students can also include 1-2 questions on major concepts. This paper is to be the student's personal reflection and critique of the corresponding readings. The paper is not intended to be a summary of the reading. Points will be deducted for a simple listing or summary of assigned reading. A hardcopy of the paper will be turned in at the beginning of the class.	80
<b>In-class Team Quizzes (3)</b>	See Course Outline	<b>(3 quizzes @ 20 points = 60 points)</b> Quizzes will be given which reflect content from all weekly assigned material, including lectures, videos, hand-outs and class readings. Each quiz will be timed and cannot be made-up if missed. The format may include multiple choice, true/false, short answer and essay questions. Note: If you are absent you will not be able to make-up these quizzes. <b>Note:</b> Lowest grade will be dropped at the end of the semester.	40
<b>In-class</b>	See	<b>(3 activities @ 20 points = 60 points)</b>	40

Assignments/ Examinations	Due Dates	Description	Value (Points)
<b>Team Application Activities (3)</b>	Course Outline	Participate actively in 3 in-class team application activities. These activities provide important application exercises related to the content of the class. Each activity will have a value of 20 points. <b>Note:</b> Lowest grade will be dropped at the end of the semester.	
<b>Cultural Experience Reflection Paper</b>	March 9	<p>You need to have a cultural experience with a culture other than your own. This could be a celebration, religious service, theater production or other event that meets the criteria. Write a <b>1000-1200 word count paper</b> detailing your experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); gathering of a specific race or ethnicity group; a gay, lesbian, bisexual, and transgendered (LGBT) gathering. You need to have evidence (a ticket stub or program) to demonstrate that you attended the activity.</p> <ol style="list-style-type: none"> <li>1. Write the paper in first-person.</li> <li>2. Describe the event – what you saw / experienced.</li> <li>3. Describe your impressions – what you liked and did not like – whether anything surprised you or made you feel uncomfortable.</li> <li>4. The paper should conclude with what you learned from the experience.</li> </ol> <p>Note: If you have doubts of the place to choose please consult with the instructor prior to assisting to the activity.</p>	50
<b>Research Paper on Social Problem</b>	April 6	<p>Each student will choose a topic of interest that relates to middle or late adulthood developmental stage. This <b>2300-2500 word count</b> paper should make reference to 10 academic resources and written in APA format. The paper will address a specific social problem that impacts human development and/or social functioning in middle to late adulthood and includes a major macro component. Possible topics include but are not limited to the following: (professor must approve topic): unemployment, ageism, familial caregiving, HIV/AIDS, abuse and neglect, poverty, homelessness, domestic violence, etc.</p> <p>Note: You may submit an outline and a list of references before spring break for instructor's feedback.</p>	100

Assignments/ Examinations	Due Dates	Description	Value (Points)
<b>Team Case Study Presentation</b>	February 27 March 27 April 3 April 24	<p>Each team will be given a case study. The group will develop an appropriate assessment and intervention. This is a team assignment, but you can divide the duties any way the group decides. You need to read the assigned chapter, prepare a <b>1 hour Power Point presentation</b> and present to the class on the assigned day. Each group member needs to participate in the class presentation and have approximately the same amount of time. You should not simply read the introduction to each section, but summarize and present the materials using a case study to demonstrate chapter concepts. The PowerPoint must be uploaded onto eCollege for grading. Only one member of the team will upload a copy of the presentation to eCollege for grading. The Power Point presentations will be made available on eCollege to others in the class. Turn in a paper copy of the presentation outline to the instructor prior to the presentation designating which team member is assigned to each section. The presentation must include:</p> <ol style="list-style-type: none"> <li>1. Major points including theories and concepts</li> <li>2. Practical applications (use a Case Study)</li> <li>3. Use the opening questions, key ideas, and implications for social work practice as a guide.</li> </ol>	100
<b>Peer Assessments</b>	May 1	<p>Complete a Peer Assessment form for each team member at the end of the semester. You can receive up to 15 points based on the average of all the evaluation of your team peers. If you do not submit the assessments you will not receive the corresponding points. The instructor will provide the Peer Assessment form.</p>	15
<b>Comprehensive Final Exam</b>	May 8	<p>A comprehensive exam will be given which reflects content from the entire course, including all assigned material. The format may include multiple choice, true/false, short answer and essay questions. Questions may also come from any weekly reading quizzes.</p>	100

Assignments/ Examinations	Due Dates	Description	Value (Points)
Extra Credit	May 8	TBD <b>5 point extra credit</b> opportunity for Final Exam	(5)
<b>TOTAL</b>			<b>525</b>

*\*Assignments and discussion postings to be uploaded or completed on eCollege are due no later than 11:59pm of the due date.*

### **Grading Scale**

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

Below 60% = F



# Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

## Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

## **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Libaray - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## Students Responsibilities

### Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u> (class meets 1X week)</b>	<u>Up to 2 absences: No Penalty</u>	<u>3 absences: 1 letter grade drop</u>	<u>4 absences: Class grade of "F"</u>
<b><i>Bi-Weekly</i> (class meets 2X week)</b>	<i>Up to 3 absences: No Penalty</i>	<i>4 absences: 1 Letter grade drop</i>	<i>5 absences: 1 Letter grade drop</i> <i>6 absences: Class grade of "F"</i>
<b><i>Summer 10-week</i></b>	<i>Up to 1 absence: No Penalty</i>	<i>2 Absences: 1 Letter grade drop</i>	<i>3 absences: Class grade of "F"</i>

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues.

To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the

instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book*

at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be

competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf> ) Students are expected to read and understand the University's Academic Dishonesty Policy.

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)*

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Technology Mediate Resources**

*NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.* You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses utilize the learning management systems to deliver content below is information and technology resources.

### **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred

- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check [http://help.ecollege.com/LS\\_Tech\\_Reg\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)  
Running the browser check will ensure your internet browser is supported.  
Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office.

Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: System Requirements for

LearningStudio <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.



4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

### **Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

### **FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

- The Courses App for Android and iPhone contain the following feature set:
- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two

email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## Course Schedule

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Weeks/ Dates	Topics, Required Readings, and In-class Activities	Assignments/ Examinations	Due Dates*
1 2/6	<b>Introduction and course overview:</b> discussion of syllabus; review of major assignments and grading policy; description of course outline and structure <b>Required reading:</b> Syllabus  <b>In-class Activities:</b> <ul style="list-style-type: none"><li>• Introductions</li><li>• Course overview presentation</li></ul>		

<b>Weeks/ Dates</b>	<b>Topics, Required Readings, and In-class Activities</b>	<b>Assignments/ Examinations</b>	<b>Due Dates*</b>
	<ul style="list-style-type: none"> <li>• Course expectations activity</li> <li>• Complete Self ID Form</li> <li>• Assign Team Memberships</li> </ul>		
<b>2</b> 2/13	<p><b>Topics:</b> Introduction to Human Behavior and the Social Environment &amp; Ethnocentrism and Racism</p> <p><b>Required readings:</b> Zastrow &amp; Kirst-Ashman, Chapters 1 &amp; 5</p> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> </ul>	<b>Analytic Paper 1</b>	February 13
<b>3</b> 2/20	<p><b>Topics:</b> Biological Aspects of Young and Middle Adulthood</p> <p><b>Required reading:</b> Zastrow &amp; Kirst-Ashman, Chapter 10</p> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• <b>In-class Team Quiz 1</b></li> </ul>		
<b>4</b> 2/27	<p><b>Topics:</b> Psychological Aspect of Young and Middle Adulthood</p> <p><b>Required reading:</b> Zastrow &amp; Kirst-Ashman, Chapter 11</p> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• <b>Team Application Activity 1</b></li> <li>• Team Case Study Presentation</li> </ul>	<b>Racism or Ethnocentrism Team Case Study Presentation</b>	February 27
<b>5</b> 3/6	<p><b>Topics:</b> Sociological Aspects of Young and Middle Adulthood</p> <p><b>Required reading:</b> Zastrow &amp; Kirst-Ashman, Chapter 12</p> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> </ul>	<b>Analytic Paper 2</b>  <b>Cultural Experience Reflection Paper</b>	March 6  March 9
<b>6</b> 3/13	<b>SPRING BREAK March 12-16</b>		
<b>7</b> 3/20	<p><b>Topic:</b> Gender, Gender Identity Expression and Roles &amp; Sexual Orientation</p> <p><b>Required readings:</b> Zastrow &amp; Kirst-Ashman, Chapters 9 &amp; 13</p> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• <b>Team Application Activity 2</b></li> </ul>	<b>Analytic Paper 3</b>	March 20
<b>8</b> 3/27	<p><b>Topic:</b> Biological Aspects in Later Adulthood</p> <p><b>Required reading:</b></p>	<b>Young/Middle Adulthood</b>	March 27

<b>Weeks/ Dates</b>	<b>Topics, Required Readings, and In-class Activities</b>	<b>Assignments/ Examinations</b>	<b>Due Dates*</b>
	Zastrow & Kirst-Ashman, Chapter 14  <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• <b>In-class Team Quiz 2</b></li> <li>• Team Case Study Presentation</li> </ul>	<b>Team Case Study Presentation</b>	
<b>9</b> 4/3	<b>Topic:</b> Psychological Aspects in Later Adulthood <b>Required reading:</b> Zastrow & Kirst-Ashman, Chapter 15, pp.685-702  <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• Team Case Study Presentation</li> </ul>	<b>Gender and/or Sexual Identity Team Case Study Presentation</b>  <b>Research Paper</b>	April 3  April 6
<b>10</b> 4/10	<b>Topic:</b> cont. Psychological Aspects in Later Adulthood <b>Required reading:</b> Zastrow & Kirst-Ashman, Chapter 15, pp.703-714  <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• <b>Team Application Activity 3</b></li> </ul>		
<b>11</b> 4/17	<b>Topic:</b> Sociological Aspects in Later Adulthood <b>Required reading:</b> Zastrow & Kirst-Ashman, Chapter 16  <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> </ul>	<b>Analytic Paper 4</b>	April 17
<b>12</b> 4/24	<b>Topic:</b> Phases of Adulthood: Global Perspective <b>Required reading:</b> (will be provided by instructor)  <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>• Short Lecture and Discussion</li> <li>• <b>In-class Team Quiz 3</b></li> <li>• Team Case Study Presentation</li> </ul>	<b>Later Adulthood Team Case Study Presentation</b>	April 24
<b>13</b> 5/1	<b>Review of Comprehensive Exam</b>	<b>Peer Assessments</b>	May 1
<b>14</b> 5/8	<b>Comprehensive Exam</b>	<b>Extra Credit</b>	May 8

*\*Assignments and discussion postings to be uploaded or completed on eCollege are due no later than 11:59pm of the due date.*

