**School of Social Work**

**SWK 322: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**
**BLENDED CLASS, IN-PERSON EVERY OTHER WEEK**
**MESQUITE METROPLEX: MONDAYS 1:00-4:00 P.M.\*\***
**FRISCO CAMPUS: TUESDAYS, 7:20-10:20 P.M.\*\***
**(\*\*An option to move up the time will be voted upon. Require unanimous agreement)**

*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: Dawn Nelson, LCSW-S, ACSW, SAP, CART

Office Location: Mesquite Metroplex

Office Hours: By Appointment

Contact Information: dawn.nelson@tamuc.edu; 972-989-2799

**A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.**

**Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances**

**directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.**

# Overview of Course

**COURSE DESCRIPTION:**

This course examines biophysical, psychological, and behavioral domains of human development.  Individuals and families' interactions with the environment are emphasized during each phase of the life cycle - infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years.  Major theories to underpin assessment and interventions with individual and family client systems are presented, within the broader context of a systems approach. Prerequisites:  SWK 2361, 2362, 2289, and SOC 1306.  Concurrent enrollment in SWK 328, 329, and 370 required; ANTH 2351 may be taken prior to or concurrently with this course.  This course is restricted to social work majors and social welfare minors.

**COURSE OBJECTIVE(S):**

The goal of this course is to promote understanding of human behavior through two perspectives:  (1) the social systems perspective in which human behavior occurs within the context of individual interactions with other individuals, families, groups, communities and organizations, and (2) the perspective of a dynamic process in which human needs, tasks, and milestones occur sequentially and predictably over an individual's life span.  The objectives leading to this goal to include the following:

1.  To introduce students to a system paradigm for incorporating knowledge, theories, and methodologies for practice with persons at different stages of life span development.
2.  To assist students in synthesizing biological, psychological, and social interactions of individuals in the processes of human growth and development.
3.  To identify the interdependence of individuals, families, groups, and organizations and communities on the processes of human growth and development.
4.  To emphasize the impact of age, race, ethnicity, socioeconomic class, gender roles and sexual orientation on interactions within the environment.
5.  To enhance students' awareness of social work values and ethics in relation to assessment and intervention strategies with diverse populations, especially populations at risk.
6.  To assist students in analyzing the research base of theories and knowledge presented in the course content.

**RELATIONSHIP TO OTHER COURSES:**

This course, Human Behavior in the Social Environment I, requires concurrent enrollment in SWK 328, Social Welfare Policy; SWK 329, Micro Practice, and SWK 370 Writing Technology. This course provides the student with a theoretical framework to practice in the MICRO level of practice.  It provides an understanding of how micro social work fits into the total delivery of social work services to clients and the profession of social work practice.

**PROGRAM GOALS**:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

**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 achieve programmatic goals listed above through demonstration the following ten 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 compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflects the following practice behaviors:

2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

2.1.9.1 Is skilled at continuously discovering, appraising and attending to changing locales, populations, scientific and technological developments and emerging societal trends in order to provide relevant services.

2.1.10[b].4 Select appropriate intervention strategies.

# Course Structure

**Texts and Associated Materials**

**Required Texts**:

Zastrow, C. & Kirst-Ashman, K. (2019). *Understanding human behavior and the social environment* (11th Ed.). Boston, MA: Cengage Learning

**Overview of Course Assignments**

**POLICY ON DUE DATES:**

All assignments are due AT THE BEGINNING OF CLASS, or at the time noted on the assignment, if electronic submission is indicated. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due.

There will be NO MAKE-UP exams offered. You will need to be in class, or online, on the day of examinations.

**Assignment #1** – Application of Developmental Theory (100pts)

The purpose of this assignment is to apply Erikson's theory of development to the adolescent stage of the student's development. The paper should be approximately 3 pages in length, in addition to the cover page. Be sure to cite the text on the reference page as well as any other sources of information used. The paper should be specific, descriptive and well organized. The following outline is suggested:

Introduction
Purpose of the Paper
Application of Theory
Include a brief overview of Erikson's theory of development.

Provide two-three specific examples from your adolescence and early adulthood which exemplify or illustrate Erikson's theory (refer to text).

Conclusion:  Include conclusions and insights gained from this assignment.

**Assignment #2** – HBSE Research Paper (100pts)

The purpose of this assignment is to enable students to research a topic of interest related to the content in Chapters 5, 9, or 13 (i.e., ethnocentrism, racism, gender roles, sexism, homophobia, and sexual orientation). Students are expected to demonstrate the skills necessary for writing a basic research paper. The paper should be 5-6 pages in length, in addition to the cover and reference page. The paper should include at least 3 journal articles from scholarly publications. Use of website based or Internet articles must be in addition to 3 journal articles. Topics for your paper should be relevant to course, i.e. human behavior in the social environment. Students are encouraged to talk with the instructor if they have questions about their chosen topic.

**EXAMINATIONS:**

There will be four exams throughout the semester. Examinations will focus on pertinent information discussed in class, lecture materials and course readings. Exam questions

will consist of short answer, multiple choice, and true/false. Specifics of each exam will be discussed in class prior to the examination date. There will be NO Make-Up Exams.

## Grading Scale

Assignments:
| | |
|---|---|
| Erikson paper: | 100 points |
| HBSE paper: | 100 points |
| Four Exams: | <u>400 points</u> (4 @ 100 points each) |

Total points possible:     600 points

## Grading Scale:
A= 90 - 100% of the total points
B= 80 - 89%
C= 70 - 79%
D= 60 - 69%
F= 50 – 59%
**Social Work Majors only:** Less than 70%:  Student must retake the class

## Written Assignments:

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA, 7th ed.). Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must follow the APA 7th ed. Guidelines. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. All assignments must be turned in on hard copy, no electronic papers; either e-mail or flash drives will be accepted. At the discretion of the instructor, it may be required to submit written assignments via "turn-it in", a program utilized to determine instances of plagiarism.  Please follow-up to ensure I have received your paper by the date assigned. Below is a partial list of factors that are addressed in the grading process:

Any error in APA reference or citation format from the 7th edition

Lack of quotation marks at the beginning and end of all direct quotes

Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)

Incomplete sentences (i.e., sentences without a verb)

Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)

Incorrect spelling

Inappropriate and inconsistent verb tense

Lack of noun-verb agreement

Incorrect use of capitalization (e.g., social work is generally not capitalized)

Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)

Any contractions (e.g., I'm, can't, won't), except in direct quotes from another

source)

Lack of neatness (e.g., hand-written corrections, uneven indentions)

Papers that are not typewritten will not be accepted

Use of a size other than #12 fonts

Lines not double spaced

Margins that are less than or wider than 1 inch

Failure to indent the first line of a paragraph

Incoherent sentences

# Student Rights and Responsibilities

"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 Guidebook, p 35).  To create an optimum learning environment, students have rights and responsibilities.

# Student Rights

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.

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**

Gee Library, Room 162

Phone: 903-886-5150

Email: StudentDisabilityServices@tamuc.edu

    a. Notify instructor of course/s needing accommodations

    b. YouSeeU Sessions

        i. Hire transcriptionist

        ii. Information needed from the instructor:

            1. Format used-YouSeeU, Adobe Connect, Other

            2. Link to live sessions

3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)

4. The day of the week of the live sessions (every Tuesday)

5. The time of the live sessions (6:00-9:00pm)

## Students Responsibilities

### Engagement Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

- Students will engage in class, reflecting responsibility, inherent in the development as a social work professional.

- 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.

- ==**Student Engagement is Defined as the Following:**==

- To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

- Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

- Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80%of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face

course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

➢ Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

➢ Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

➢ ***Final Evaluation and Grade Depends on both Course Engagement and Completion of Assignments.***

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.

Engagement activities are defined as active participation in live synchronous classroom instruction; active involvement in interactive group projects; participation in asynchronous discussions and other opportunities for peer to peer interaction, faculty to student interactions and interaction outside of classroom expectations (such as interviewing a social worker for an assignment) among other possible venues.  One half of the students' grade will be based on their level of engagement throughout the course. Example:

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: 95%+75%/2 – 85% (B) for the course.

Students will be provided with a Schedule of Engagement activities prior to or on the first day of class.

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

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*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.*

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

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*"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](https://www.socialworkers.org/pubs/code/code.asp) ) on the NASW website: [https://www.socialworkers.org](https://www.socialworkers.org)

### 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](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.


**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*.

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[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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 how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

**Desktop Support**

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|---|---|---|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

**Tablet and Mobile Support**

| Device | Operating System | Browser | Supported Browser Version(s) |
|---|---|---|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or **point** |

| | | | release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
|---|---|---|---|
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive
    - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
    - o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.

- o \*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.

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:
  - o Adobe Reader  https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player  https://get.adobe.com/shockwave/
  - o 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.

# ACCESS AND NAVIGATION

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.

**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.

## COMMUNICATION AND SUPPORT

### Brightspace Support
### Need Help?
### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778

or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

## System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

**Desktop Support**

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|---|---|---|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

**Tablet and Mobile Support**

| Device | Operating System | Browser | Supported Browser Version(s) |
|---|---|---|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or **point** |

| | | | release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
|---|---|---|---|
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- 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

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.

- o *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.

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:
  - o Adobe Reader  https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player  https://get.adobe.com/shockwave/
  - o 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.

# ACCESS AND NAVIGATION

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.

**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.

## COMMUNICATION AND SUPPORT
### Brightspace Support
### Need Help?
### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

# System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

| Week | Content | CHAPTER/ASSIGNMENTS DUE |
|---|---|---|
| #1-8/24-26<br><br>Mesquite In-Person | Introduction and course overview: discussion of syllabus; review of major assignments and grading policy; description of class structure and outline<br><br>**Topic:** Intro to Human Behavior and the Social Environment | **Required reading:** Syllabus & Chapter 1<br><br>**In-class activities**:<br>• Introductions<br>• Course overview presentation<br>• Course expectations activity<br>• Complete Self ID Form<br>In-class activities<br>• Assign Team Memberships<br>• Team Activity<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #2-8/31-9/2<br><br>Frisco In-Person | **Topic:** Biological Development | **Required reading:** Chapter 2<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #3- 9/7-9/9(Note: Labor Day is a holiday so no in-class instruction | **Topic:** Psychological Development | **Required reading:** Chapter 3<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |

| | | |
|---|---|---|
| this week).<br>ALL ONLINE | | |
| #4-9/14-16<br><br>Frisco In-Person | **Topic:** Social Development | **Exam 1: online**<br>**Chapters 2-4 (online)**<br>**Required reading:** Chapter 4<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #5-9/21-23<br><br>Mesquite In-Person | **Topic:** Ethnocentrism, Racisms and other Isms | **Required reading:** Chapter 5<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion<br>• Team Application Activity |
| #6-9/28-30<br><br>Frisco In-Person | **Topic:** Biological Development in Adolescence | **Application of Developmental Theory**<br>***(Submit in BrightSpace)***<br><br>**Required reading:** Chapter 6<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #7-10/5-7<br><br>Mesquite In-Person | **Topic:** Psychological Development in Adolescence | **Required reading:** Chapter 7<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #8-10/12-14<br><br>Frisco In-Person | **Topic:** Social Development in Adolescence | **Exam 2: online**<br>**Chapters 6-8**<br>**(online)**<br><br>**Required reading:** Chapter 8<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #9-10/19-21 | **Topic:** Gender and Sexual Identities | Ch. 13<br>**Required reading:** Chapters 9 &13<br>**In-class activities:**<br>• Team Readiness Assessment |

| | | |
|---|---|---|
| Mesquite In-Person | | • Lecture and Discussion<br>• Team Application Activity |
| #10-10/26-28<br><br>Frisco In-Person | **Topic:** Biological & Psychological Aspects of Young and Middle Adulthood | **Required reading:** Chapters 10 & 11<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #11-11/2-4<br><br>Mesquite In-Person | **Topic:** Sociological Aspects | **Exam 3: online<br>Chapters 10-12<br>(online)**<br><br>**Required reading:** Chapter 12<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #12-11/9-11<br><br>Frisco In Person | **Topic:** Biological & Psychological Aspects | **Required reading:** Chapters 14 & 15<br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion |
| #13-11/16-18<br><br>Mesquite In-Person | **Topic:** Sociological Aspects<br>**Required reading:** Chapter 16 | **HBSE Conceptual Paper**<br>*(Submit in BrightSpace)*<br><br>**In-class activities:**<br>• Team Readiness Assessment<br>• Lecture and Discussion<br><br>**In-class activities:**<br>• **Course Assessment**<br>• Work on Conceptual Paper |
| #14-11/23-25<br><br>FINAL EXAM-ALL ONLINE | | **Exam 4: online<br>Chapters 14-16<br>(online)** |