



The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

SWK 511: Human Behavior in the Social Environment I

COURSE SYLLABUS: SEMESTER YEAR

INSTRUCTOR INFORMATION

Instructor: Ahfiya Howard, DrPH, LMSW

Office Location: Henderson Building (Commerce)

Office Hours: Tuesday, 12:00 pm-2:00 pm or By Appointment (Virtual)

Office Phone: (817) 730-6020

Office Fax: N/A

University Email Address: ahfiya.howard@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Usually respond within 24 hours Monday thru Friday only

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Zastrow, C.H., Kirst-Ashman, K.K., & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment*. 11th ed. Belmont CA: Brooks/Cole-Thomas Learning.

Publication manual of the American Psychological Association (2019) 7th ed.

Washington, DC: American Psychological Association

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

Course Description

This foundation course in Human Behavior in the Social Environment is designed to provide foundation students with an understanding of the bio-physical, psychological, and behavioral aspects of human development from before birth through adolescence. Content in this first course covers interactions between individuals, families, and their relationship to the social environment. Systems theory is the underlying context used to underpin all other major theories of individual and family development. Life stages will be considered in diverse frames of reference, e.g., different cultures/ethnicity/races, gender and sexual orientation, poverty, and physical or mental disabilities. In addition to theory, practical skills in parenting, communications, self-esteem, and relationship building will be explored to engage and assess individuals and families.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

Competency 1: Demonstrate Ethical and Professional Behavior
With successful completion of this course, students will be able to...

- Make ethical decisions by applying the standards of the NASW Code of Ethics, Relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior, appearance, and oral and written and electronic communication

Competency 2: Engage in Diversity and Difference in Practice

With successful completion of this course, students will be able to...

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 6: Engage with individuals, Families, Groups, Organizations and Communities

With successful completion of this course, students will be able to...

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.

9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Assignment #1: Intersectionality Activity	100 points
Assignment #2: Self-Reflection	100 points
Quizzes: Chapters 1-6 (20 pts. each)	160 points
<u>TOTAL</u>	<u>360 points</u>

Grades will be determined according to the following:

Final grades in this course will be based on the following scale:

A = 90%-100% of total points
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Assessments

Assignment #1:

Intersectionality & Self-Reflection (100 pts)

Note: Please use headings for each part

For this assignment, students will examine the concept of intersectionality and describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects. In addition, you will recognize how our multiple identities change how we experience and see the world.

Instructions:

1. Using reliable sources of information define **Privilege, Oppression, Systems of Power, and Intersectionality**. DO NOT use a dictionary. Then research arguments for and against Intersectionality. Present their arguments referencing at least 2 proponents and 2 opponents of the intersectionality approach/theory in no more than **2-pages. (25 pts)**
2. **Then Watch the video: Intersectionality 101 (25 pts.)**

(<https://www.youtube.com/watch?v=w6dnj2lyYjE>).

Using the Identity Wheel explore areas where you have experienced advantage or disadvantage in your life.

- Circle the factors that bring you ADVANTAGE. Advantage is a special right or privilege available to a particular person or group of people. It can be earned or unearned.
- Underline the factors that bring you DISADVANTAGE. Disadvantage is when a special right or advantage is unavailable to a particular person or group.
- Note: In some cases, it could be both an advantage and disadvantage



The Identity Wheel social factors that influence the extent to which we experience advantages or disadvantages in our lives. It is the intersection of these factors that influences the way we experience life in our society. These factors include sexual orientation, Indigenous ancestry, age, social class, education, sex, race and ethnicity, length of time in the community, gender identity, religion and spirituality, place of origin, marital or family status, geographical location, disabilities, language, income, immigration status, and other factors. Most of us experience more than one form of discrimination (ableism, racism, heterosexism, sexism, classism, ethnocentrism, transphobia, ageism, and homophobia) These factors interact with wider social forces, such as history and the legacies of colonialism, patriarchy, economic exploitation, level of education, inaccessible legal systems, and racist immigration policies. Write a **2-page reflection** applying the ***intersectionality theory to your experiences using the advantage and disadvantages exercise. Describe how your own intersecting privileges and oppressions influence your identity and your relations with others in society.***

3. **Write a 1-page analysis on the** relationship between Social Justice and Intersectionality and how can Intersectionality inform our interventions as social workers **(20 pts)**.
4. Write clearly and concisely using correct grammar, spelling, acronyms, punctuations, and academic tone. **(10 pts.) See Guidelines Below**
- Write in 1st person.
 - Used proper sentence structure and length with correct punctuation, especially commas and apostrophes.
 - Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs.
 - Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) within each part.
 - Wrote with minimum spelling errors/typos.
 - Avoided colloquial and biased expressions.
 - Stayed within the range of pages (excluding title and reference pages).
- rote clearly and concisely using correct grammar, spelling, acronyms, punctuations, and academic tone. (10 pts.)
- Wrote in 1st person.
 - Used proper sentence structure and length with correct punctuation, especially commas and apostrophes.
 - Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs.
 - Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) within each part.
 - Wrote with minimum spelling errors/typos.
 - Avoided colloquial and biased expressions.
 - Stayed within the range of pages (excluding title and reference pages).
5. Follow APA 7th Format& Style **(10 pts.) See Guidelines Below**
- Title page
 - Line spacing
 - Page numbers
 - Font
 - Identified relevant, reliable, and up to date (less than 10 years old) sources of information
 - Paraphrased and quoted adequately
 - Cited sources of information accurately using different citing structures (parenthetical and narrative citations) in all the parts.
 - Formatted the sources of information and formatted a single reference page for the 3 parts of the assignment.

Assignment #2: -- SELF REFLECTION PAPER (100 points)

- Reflect upon your life including your experiences from birth through adolescence and your reasons for becoming a social worker. This is not a full self-revelation of all your life experiences but look at key factors that led you to this career.
- Using the introductory course materials, we have read so far (chapter 1), what influenced your life course? Identify, define, and apply 4 theories/perspectives and 8 concepts that can help you further understand your previous life stages that brought you to where you are now. Underline the applied concepts and theories.
- Explore the concerns/issues you faced as a teenager. Incorporate, as appropriate, any possible impact on culture, ethnicity, race, sexual orientation, physical/cognitive/developmental factors, socio- economic status, spirituality or other aspects of the human condition which impact your worldview.
- Paper should be 4-5 pages in length. Minimum of 3 peer reviewed journal references. The first reaction paper should be written in first person.

Quizzes (160 points)

Students will participate in 8 short quizzes at various times during the semester. The quizzes will have multiple choice and true/false responses. Each quiz will cover the assigned chapter for the week in which the quiz is given. The quiz will open for two days during the assigned week, and students will have extended time to complete the quiz once it is open. There are No Make-up quizzes.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two business days

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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.

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

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*.

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>

University Code of Conduct located in the *Student Guidebook* 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

Appendix (Rubrics)

INTERSECTIONALITY & SELF REFLECTION PAPER (100 points)

Criteria	Points Earned	Comments
Part 1 (25 points) Using reliable sources of information (not a dictionary) defined		

Criteria	Points Earned	Comments
<ul style="list-style-type: none"> • Privilege • Oppression • Systems of Power • Intersectionality. • Presented arguments of 2 proponents of the intersectionality approach/theory • Presented arguments of 2 opponents of the intersectionality approach/theory • Presented an informed position on intersectionality after the research 		
Part 2 (25 points) <ul style="list-style-type: none"> • Reflected on self-experience applying the intersectionality theory • Used examples from the advantage and disadvantages exercise. • Described how your intersecting privileges and oppressions influence your identity • Described how your intersecting privileges and oppressions influence your relations with others in society. 		
Part 3 (20 points) <ul style="list-style-type: none"> • Described the relationship between Social Justice and Intersectionality • Discussed how Intersectionality informs our interventions as social workers. 		
Wrote clearly and concisely using correct grammar, spelling, acronyms, punctuations, and academic tone. (10 pts.) <ul style="list-style-type: none"> • Wrote in 1st person. • Used proper sentence structure and length with correct punctuation, especially commas and apostrophes. 		

Criteria	Points Earned	Comments
<ul style="list-style-type: none"> Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs. Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) within each part. Wrote with minimum spelling errors/typos. Avoided colloquial and biased expressions. Stayed within the range of pages (excluding title and reference pages). 		
Followed APA 7th Format& Style (10 pts.) <ul style="list-style-type: none"> Title page Line spacing Page numbers Font Identified relevant, reliable, and up to date (less than 10 years old) sources of information Paraphrased and quoted adequately Cited sources of information accurately using different citing structures (parenthetical and narrative citations) in all the parts. Formatted the sources of information and formatted a single reference page for the 3 parts of the assignment. 		

Assignment #2: -- SELF REFLECTION PAPER (100 points) Use headings provided below

Introduction 5pts- provide broad overview of experiences. Conclude with the purpose of the paper.

Summary of birth to adolescence experiences and social work pursuit 15 pts

Reflect upon your life including your experiences from birth through adolescence and your reasons for becoming a social worker. This is not a full self-revelation of all of your life experiences but look at key factors that led you to this career.

Application of Course Materials 40pts

Using the introductory course materials, we have read so far (chapter 1), what influenced your life course? Identify, define, and apply 4 theories/perspectives and 8 concepts that can help you further understand your previous life stages that brought you to where you are now. Underline the applied concepts and theories.

Concerns as a Teenager 20pts

Explore the concerns/issues you faced as a teenager. Incorporate, as appropriate, any possible impact on culture, ethnicity, race, sexual orientation, physical/cognitive/developmental factors, socio- economic status, spirituality or other aspects of the human condition which impact your worldview.

Conclusion- 5pts**Writing and length-10****Appropriate references and APA-5**

Paper should be 4-5 pages in length. Minimum of 3 peer reviewed journal references. The first reaction paper should be written in first person.

COURSE OUTLINE / CALENDAR

	READING & ACTIVITIES	DUE DATE
WEEK 1		
Aug. 29-Sept.4	1. Course Syllabus	
	2. Engagement (Introduction)	Sept.11
WEEK 2	Chapter 1: Understanding Human Behavior and the Social Environment Chapter 2: Biological Development in Infancy and Childhood	
Sept.5-Sept.11	1. Read Chapter 1	Sept. 11
	2. Read Chapter 2	Sept. 11
Holiday: Labor Day, Sept. 5	3. Quiz 1: Chapter 1	Sept. 11
	4. Attend and/or Review Zoom Session	Sept. 11
WEEK 3	Chapter 2: Biological Development in Infancy and Childhood	
Sept.12-Sept.18	1. Read Chapter 2	Sept. 18
	2. Attend and/or Review Zoom Session	Sept. 18
	3. Self-Reflection Paper	Sept. 18
WEEK 4	Chapter 3: Psychological Development in Infancy and Childhood	
Sept.19-Sept.25	1. Read Chapter 3	Sept. 25
	2. Quiz 2: Chapter 2	Sept. 25
	3. Attend and/or Review Zoom Session	Sept. 25
WEEK 5		
Sept.26-Oct.2	1. Read Chapter 3	Oct. 2
	2. Attend and/or Review Zoom Session	Oct. 2
WEEK 6	Chapter 4: Social Development in Infancy and Childhood	
Oct.3-Oct.9	1. Read Chapter 4	Oct. 9
	2. Quiz 3: Chapter 3	Oct. 9
	3. Attend and/or Review Zoom Session	Oct. 9
WEEK 7	Chapter 4: Social Development in Infancy and Childhood	
Oct.10-Oct.16	1. Read Chapter 4	Oct. 16
	2. Attend and/or Review Zoom Session	Oct. 16
WEEK 8	Chapter 4: Social Development in Infancy and Childhood	
Oct. 17-Oct. 23	1. Quiz 4: Chapter 4	Oct. 23
	2. Begin to Work on Intersectionality Assignment	Oct. 23
WEEK 9	Chapter 5: Ethnocentrism and Racism	
Oct.24-Oct.30	1. Read Chapter 5	Oct. 30
	2. Attend and/or Review Zoom Session	Oct. 30
	3. Work on Intersectionality Assignment	Oct. 30
WEEK 10	Chapter 5: Ethnocentrism and Racism	

	READING & ACTIVITIES	DUE DATE
Oct.31-Nov.6	1. Read Chapter 5	Nov. 6
	2. Attend and/or Review Zoom Session	Nov. 6
	3. Quiz 5: Chapter 5	Nov. 6
	4. Work on Intersectionality Assignment	Nov. 6
WEEK 11	Chapter 5: Ethnocentrism and Racism	
Nov.7-Nov.13	1. Attend and/or Review Zoom Session	Nov. 13
	2. Work on Intersectionality Assignment	Nov. 13
WEEK 12	Chapter 6: Biological Development in Adolescence	
Nov.14-Nov.20	1. Chapter 6	Nov. 19
	2. Attend and/or Review Zoom Session	Nov. 19
	3. Work on Intersectionality Assignment	Nov. 19
	4. Quiz 6: Chapter 5	Nov. 19
WEEK 13	Chapter 6: Biological Development in Adolescence	
Nov.21-Nov.27 Thanksgiving Break Nov. 23-25	Self-Care Week	
WEEK 14	Chapter 6: Biological Development in Adolescence	
	1.Read Chapter 6	Dec. 4
	2. Attend and/or Review Zoom Session	Dec. 4
	3. Work on Intersectionality Assignment	Dec. 4
	4.Quiz 7: Chapter 6	Dec. 4
WEEK 15		
Dec.5-Dec.11 Last Day of Class Dec.9 Final Exam Week Dec.10-Dec.16	1.Study for Quiz 8	Dec. 9
	2. Intersectionality Assignment Due	Dec. 9
WEEK 16		
Dec.12-Dec.16 Final Exam Week Dec.10-Dec.16 Commencement Dec.16 & 17	1. Attend and/or Review Zoom Session	Dec. 11
	2. Complete online class evaluation	Dec. 11
	3. Quiz 8: Chapter 6	Dec. 11