



## **SWK 511: O3, 04, & 06**

### **Human Behavior in the Social Environment I**

#### **COURSE SYLLABUS**

Web-based

#### **INSTRUCTOR INFORMATION**

Instructor: **Misty Ely, EdD, MSW, MA, BS**

Office Location: **HEN 323**

Office Hours: **By Appointment**

Office Phone: **903-468-3047**

Office Fax: **903,468-3221**

University Email Address: **Misty.Ely@tamuc.edu**

Preferred Form of Communication: **EMAIL**

Communication Response Time: **Within 2 business days**

#### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



*QR Code TELUS*

## 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* (11<sup>th</sup> ed.). Brooks/ Cole-Thomas Learning.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

### Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

### Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** 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.**

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

## 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

The 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.

	<b>Activity/Assessment</b>	<b>Dimension</b>
<b>Competency 1:</b> Students will demonstrate ethical and professional behavior.		
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	Intersectionality Paper	Cognitive Affective Values Knowledge
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Self-Reflection Paper	Values Cognitive Affective
Demonstrate professional demeanor in behavior, appearance, and oral and written and electronic communication	Intersectionality Paper	Values Skills
<b>Competency 2:</b> Students will engage in diversity and difference in practice.		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels	Intersectionality Paper Quizzes	Cognitive Affective Skills Knowledge

Present themselves as learners and engage clients and constituencies as experts of their own experiences	Intersectionality Paper	Knowledge Skills
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Self-reflection Paper	Values Knowledge
<b>Competency 6:</b> Engage with individuals, Families, Groups, Organizations and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Intersectionality Paper Self-Reflection Paper Quizzes	Knowledge Skills Values Cognitive Affective
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Intersectionality Paper	Cognitive Affective Skills Values

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

## **Instructional Methods**

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

## **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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 the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

## **GRADING**

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

Evaluation for the course grade is according to the following formula:

Assessments	Value
Assignment #1: Intersectionality Activity	100
Assignment #2: Self-Reflection	100
Quizzes: Chapters 1-8 (8 @ 20 pts. each)	160
<b>TOTAL</b>	<b>360 pts</b>

## Assessments

### Intersectionality Assignment (100 pts) See Rubric in Appendix A

For this assignment, students will examine the concept of intersectionality and describe how 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. **Note: Please use the headings below for each part.**

#### 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 advantages or disadvantages 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. A 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 a disadvantage



The Identity Wheel contains 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 advantages and disadvantages exercise. Describe how your own intersecting privileges and oppressions influence your identity and your relations with others in society. We will discuss on the first Zoom where to apply first person and where not to.**

**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). Remember no first person.**

**Self-Reflection Paper (100 pts) See Rubric in Appendix B**

- 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** to help you further understand the 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, socioeconomic status, spirituality, or other aspects of the human condition that impact your worldview.
- Paper should be 4-5 pages in length. Minimum of 3 peer-reviewed journal references. **This reaction paper should be written in the first person ONLY when discussing personal experiences/examples.**

### 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 be due by 11:30 pm on the Sunday during the assigned week. Students will have extended time to complete each quiz. **There are No Makeup quizzes.**

### Due Date Policy

All assignments are due on the indicated date in the course schedule and D2L unless otherwise communicated by the instructor. **No last assignments will be accepted.** You are always welcome to turn in your assignments early.

## 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool



[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **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](mailto: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. The 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - Procedure 13.99.99.R0.05.

### **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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Graduate Student Academic Dishonesty Form](#)

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

### **University Rules on Research**

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

### **AI Use Policy**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

### **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](mailto:StudentDisabilityServices@tamuc.edu)

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

### **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 connections 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](http://www.tamuc.edu/counsel)

## **School of Social Work & 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 the Instructor, peers, and 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 to successfully complete the course.

## **Student Conduct**

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

### **Department Code of Conduct**

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "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 that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

**APPENDIX A  
GRADING RUBRIC  
Intersectionality Activity**

Criteria	Points Earned	Comments
<p><b>Part 1</b> (25 points) Using reliable sources of information (not a dictionary) defined</p> <ul style="list-style-type: none"> <li>• Privilege</li> <li>• Oppression</li> <li>• Systems of Power</li> <li>• Intersectionality.</li> <li>• Presented arguments of 2 proponents of the intersectionality approach/theory</li> <li>• Presented arguments of 2 opponents of the intersectionality approach/theory</li> <li>• Presented an informed position on intersectionality after the research</li> </ul>		
<p><b>Part 2</b> (25 points)</p> <ul style="list-style-type: none"> <li>• Reflected on self-experience applying the intersectionality theory</li> <li>• Used examples from the advantage and disadvantages exercise.</li> <li>• Described how your intersecting privileges and oppressions influence your identity</li> <li>• Described how your intersecting privileges and oppressions influence your relations with others in society.</li> </ul>		
<p><b>Part 3</b> (20 points)</p> <ul style="list-style-type: none"> <li>• <b>Described the</b> relationship between Social Justice and Intersectionality</li> <li>• Discussed how Intersectionality informs our interventions as social workers.</li> </ul>		

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

**APPENDIX B**  
**GRADING RUBRIC**  
**Self-Reflection Paper**  
(100 points)

**Assignment #2:** -- 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- 10pts***

**Appropriate references and APA- 5pts**

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

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
<b>Week 1</b> 8/26-9/1	<p style="background-color: yellow;">Zoom Meet and Greet Tues. Aug.27 @ 7:00 pm</p> <p style="background-color: yellow;">Please make every effort to attend. If unable to attend; all meetings will be recorded and placed in the D2L Course shell</p>	Introduction & Overview of Class via Zoom  <b>Chapter 1: Understanding Human Behavior and the Social Environment</b>	<ul style="list-style-type: none"> <li>• Attend Live Zoom Session or Review Recording</li> <li>• Read the entire syllabus</li> <li>• Begin to Read Chapters 1 &amp; 2 in the Textbook</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• <b>Begin to Work on the Study Guide</b></li> </ul>
<b>Week 2</b> 9/3-9/8  Labor Day (9/2) School Closed		<b>Chapter 1: Understanding Human Behavior and the Social Environment</b>	<ul style="list-style-type: none"> <li>• Cont. to Read Chapters 1 &amp; 2 in the Textbook</li> <li>• Work on the Study Guide</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• <b>Begin to Work on Intersectionality Assignment</b></li> <li>• <b>Begin to Work on the Self-Reflection Paper</b></li> </ul>
<b>Week 3</b> 9/9-9/15	<p style="background-color: yellow;">Zoom Meet-Up: Guest Speaker Tuesday, Sept. 10<sup>th</sup> 7:00 pm</p>	<b>Chapter 2: Biological Development in Infancy and Childhood</b>	<ul style="list-style-type: none"> <li>• Read Chapter 2 in Textbook</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• Work on the Study Guide</li> <li>• Begin to Work on Intersectionality Assignment</li> <li>• Begin to Work on the Self-Reflection Paper</li> <li>• <b>Quiz 1: Chapter 1 Due: Sunday, Sept 15 by 11:30pm</b></li> </ul>
<b>Week 4</b> 9/16-9/22		<b>Chapter 3: Psychological Development in Infancy and Childhood</b>	<ul style="list-style-type: none"> <li>• Cont. to Read Chapter 3</li> <li>• Work on the Study Guide</li> <li>• Begin to Work on Intersectionality Assignment</li> <li>• Begin to Work on the Self-Reflection Paper</li> </ul>

			<ul style="list-style-type: none"> <li>Review PowerPoint &amp; Recorded Lecture</li> <li><b><u>Quiz 2: Chapter 2 Due: Sun. Sept 22 by 11:30 pm</u></b></li> </ul>
<b>Week 5</b> 9/23-9/29	<b>Zoom Meet-Up: Guest Speaker</b> Tuesday, Sept. 24 <sup>th</sup> 7:00 pm	<b>Chapter 4: Social Development in Infancy and Childhood</b>	<ul style="list-style-type: none"> <li>Begin to Read Chapter 4</li> <li>Review PowerPoint &amp; Recorded Lecture</li> <li>Work on the Study Guide</li> <li>Work on Intersectionality Assignment</li> <li>Work on Self-Reflection Paper</li> </ul>
<b>Week 6</b> 9/30-10/6		<b>Chapter 4: Social Development in Infancy and Childhood</b>	<ul style="list-style-type: none"> <li>Cont. to Read Chapter 4</li> <li>Work on the Study Guide</li> <li>Work on Intersectionality Assignment</li> <li>Work on Self-Reflection Paper</li> <li>Review PowerPoint &amp; Recorded Lecture</li> <li><b><u>Quiz 3: Chapter 3 Due: Sunday, Oct. 6 by 11:30 pm</u></b></li> </ul>
<b>Week 7</b> 10/7-10/13	<b>Zoom Meet-Up: Guest Speaker</b> Tuesday, Oct. 8 @ 7:00 pm	<b>Chapter 5: Ethnocentrism and Racism</b>	<ul style="list-style-type: none"> <li>Begin to Read Chapter 5</li> <li>Review PowerPoint &amp; Recorded Lecture</li> <li>Work on the Study Guide</li> <li>Work on Intersectionality Assignment</li> <li>Work on Self-Reflection Paper</li> <li><b><u>Quiz 4: Chapter 4 Due: Sun. Oct. 13 by 11:30 pm</u></b></li> </ul>
<b>Week 8</b> 10/14-10/20		<b>Chapter 5: Ethnocentrism and Racism</b>	<ul style="list-style-type: none"> <li>Cont. to Read Chapter 5</li> <li>Review PowerPoint &amp; Recorded Lecture</li> <li>Work on the Study Guide</li> <li>Work on Intersectionality Assignment</li> <li><b><u>Self-Reflection Paper Due Sun. Oct., 20 by 11:30 pm</u></b></li> </ul>
<b>Week 9</b> 10/21-10/27	<b>Zoom Meet-Up: Guest Speaker</b> Tuesday, Oct. 22 @ 7:00 pm	<b>Chapter 6: Biological Development in Adolescence</b>	<ul style="list-style-type: none"> <li>Begin to Read Chapter 6</li> <li>Review PowerPoint &amp; Recorded Lecture</li> <li>Work on the Study Guide</li> </ul>

			<ul style="list-style-type: none"> <li>• Work on Intersectionality Assignment</li> </ul>
<b>Week 10</b> 10/28-11/3		<b>Chapter 6: Biological Development in Adolescence</b>	<ul style="list-style-type: none"> <li>• Cont. to Read Chapter 6</li> <li>• Work on the Study Guide</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• <b>Quiz 5: Chapter 5 Due: Sunday, Nov. 3 by 11:30 pm</b></li> </ul>
<b>Week 11</b> 11/4-11/10	Zoom Meet-Up: Guest Speaker Tuesday, Nov. 5 @ 7:00 pm	<b>Chapter 7: Psychological Development in Adolescence</b>	<ul style="list-style-type: none"> <li>• Begin to Read Chapter 7</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• Work on the Study Guide</li> <li>• Work on Intersectionality Assignment</li> <li>• <b>Quiz 6: Chapter 6 Due: Sunday, Nov. 10 by 11:30 pm</b></li> </ul>
<b>Week 12</b> 11/11-11/17		<b>Chapter 7: Psychological Development in Adolescence</b>	<ul style="list-style-type: none"> <li>• Cont. to Read Chapter 7</li> <li>• Work on the Study Guide</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• <b>Intersectionality Assignment Due Sun. Nov. 17 by 11:30 pm</b></li> </ul>
<b>Week 13</b> 11/18-11/24		<b>Chapter 8: Social Development in Adolescence</b>	<ul style="list-style-type: none"> <li>• Begin to Read Chapter 8</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• Work on the Study Guide</li> <li>• <b>Quiz 7: Chapter 7 Due: Sunday, Nov. 24 by 11:30 pm</b></li> </ul>
<b>Week 14</b> 11/25-12/1	Thanksgiving Break (Nov. 27-29) University Closed	<b>Chapter 8: Social Development in Adolescence</b>	<ul style="list-style-type: none"> <li>• Cont. to Read Chapter 8</li> <li>• Review PowerPoint &amp; Recorded Lecture</li> <li>• Work on the Study Guide</li> </ul>
<b>Week 15</b> 12/2-12/6	Last Day of Class (Dec. 6)  Final Exam Week (Dec. 7-13)	<b>Wrap Up</b>	<ul style="list-style-type: none"> <li>• <b>Quiz 8: Chapter 8 Due: Tues Dec. 3 by 11:30 pm</b></li> </ul>

