



TAMUC Logo

SWK 511:
Human Behavior in the Social Environment I
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor: **Lyndsey L. Norris, LMSW, ABD**

Office Location:

Office Hours: **MONDAYS 10-2 pm or By Appointment**

Office Phone:

Office Fax:

University Email Address: **Lyndsey.Norris@tamc.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* (11th ed.). Brooks/ Cole-Thomas Learning.

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

Competency 2: Students will engage in diversity and difference in practice.		
Behaviors/Skills	Activity/Assessment	Dimension
<p>2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</p> <p>2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p><u>Assignment #1: Values and Ethics Paper</u> Students become astute on how to engage clients and be constituents as experts of their own experiences and further understanding how their own values influence practice. Student further are able to apply self-awareness and self-regulation to manage the influence of those personal biases and values in working with diverse clients and constituencies as indicated by a true understanding as to how their own values were influenced.</p> <p><u>Weeks 1 & 2: Chapter 1 Lecture and Content:</u> Allows students an understanding of the <i>Theoretical Perspectives on Human Behavior and the Social Environment</i>.</p> <p><u>Weeks 3 & 4 Chapter 2 and 3 Lecture & Content:</u> Allows students and understanding of <i>Psychological and Social</i></p>	<p>Knowledge, Skills, Values, Cognitive and Affective Skills,</p>

	<p><i>Development in Infancy and Childhood</i></p> <p>Weeks 11, 12, 13, & 14 <u>Chapters 7 & 8 Lecture & Content:</u> Allows students an understanding of the <i>Psychological and Social Development in Adolescence and Young Adulthood</i></p>	
<p>Competency 3: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p>		
<p>3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>3b. Engage in practices that advance social, economic, and environmental justice</p>	<p>Assignment #2: <u>Erikson Paper:</u> Allows students to apply and communicate an understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels. By engaging in this assignment, students will learn about intersectionality and present themselves as learners.</p> <p>Weeks 1 & 2: <u>Chapter 1 Lecture and Content:</u> Allows students an understanding of the <i>Theoretical Perspectives on Human Behavior and the Social Environment</i>.</p> <p>Weeks 7 & 8: Chapter 5 Lecture and Content: Allows students to have an understanding of the concepts of <i>Ethnocentrism and Racism</i> and how these <i>isms</i> impact populations and practice.</p>	<p>Knowledge, Skills, Values, Cognitive and Affective Skills</p>

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: Social Work Values & Ethics	100
Assignment #2: Erikson's Paper	100
Quizzes: Chapters 1-8 (8 @ 20 pts. each)	160
TOTAL	360 pts

Assessments

Assignment #1:

SOCIAL WORK VALUES & ETHICS ASSIGNMENT (100)

See Rubric in Appendix B

The purpose of this assignment is to get students to focus critically on self-reflection on their value systems and how they will affect their social work practice.

This assignment has two parts; both must be completed to receive full credit.

Part 1 requires you to reflect on your views on each question below critically. I am not looking for a 'textbook' answer. I am looking for **your** answers, views, values, and perspectives. This assignment is part self-reflection and requires you to analyze how you see the world and how you will provide services based on those views. We all have biases; however, acknowledgment is the first step to ensure these biases are not used in practice.

Part 2 requires you to watch the movie *My Sister's Keeper*. The movie allows you to see the ethical values, morals, and principles of Social Work as they relate to working with a child. The movie can be found on the following platforms: Amazon Prime, Sling, Hulu, YouTube, Apple TV, Tubi, Google Play Movies, and Fandango at Home.

You do NOT have to write this in a paper format; instead, you can number or use bullets for each question. You may also respond using the question in your response, OR you can leave the question there and answer it in complete sentences. Please be aware that a simple sentence or two will not be sufficient in your answers.

Part 1:

- Why did you decide to become a social worker?
- Do you believe people really change? Why or why not? Where does this belief come from? In other words, how did you come to believe this? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- What is the development and origin of “problems”? (How do people come to experience specific problems like domestic violence, poverty, sexism, depression, etc.)? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answers to these questions?
- Why do or don't people seek help?
- What causes people to change? What helps or forces people to change?
- How do you handle conflicts/disagreements in your personal life? - How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- What is your primary communication style (open and direct, beat around the bush)? How does your background (e.g., professional, familial, current relationships, ethnic-racial, religious, age, gender, socio-political perspectives) shape your answer to this question?
- Do you have a population of clients you would prefer to work with (children, adolescents, individuals, families, groups, justice-involved, adults, complex trauma, hospice, etc.)? Why or why not?
- Is there a population (such as the ones listed above) that you do not want to work with? Why or why not? **If you answer “I like everyone, there isn't any population/issue that I will struggle with helping”, you will receive a ZERO on this assignment.**
- What are examples of implicit and explicit bias in social work?
- Throughout this assignment, have you identified your implicit and explicit biases?
- How will you work toward making any identified changes? **Please come up with concrete steps you can take if faced with a client with these characteristics. Note: “I would try harder”, “I will not let it affect me,” and “I would ignore it” are not correct answers.**
- What do you think will be your strengths as a social worker? What areas do you need to improve or work on as a budding social worker?

Part 2:

Part 2 requires the student to use critical thinking skills to cite the SWK Code of Ethics, Values, and Principles.

After watching the movie ***My Sister's Keeper***, picture yourself as Anna's social worker. After reviewing the NASW Code of Ethics, please identify which Social Work Values and Guiding Principles would be challenging to navigate in this scenario. Would your personal views as a parent or sibling influence how you interact or provide treatment with this client? There are six values/principles; you must include at least three in your answer.

The NASW Code of Ethics states, "Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should consider all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted." What ethical dilemmas or difficulties could arise from this specific client and case? **Please cite using APA citations.**

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

ERIKSON PAPER (100 pts) See Rubric in Appendix B.

Assignment #2: ERIKSON PAPER:

ADOLESCENT STAGE: IDENTITY VS. ROLE CONFUSION

100 pts.

Please watch "***The Breakfast Club***" and use one of the characters in the movie as your client.

The purpose of this assignment is to apply Erikson's theory of development to the adolescent stage of one of the characters in the movie ***The Breakfast Club***.

- The paper should be approximately 3-4 pages long, besides the cover and reference page.
- Be sure to **cite the text two times**
- Must include **two other peer-reviewed journal** articles and cite from both within the paper.
- Must demonstrate basic APA formatting for cover page, body of paper, in-text citation, and reference page.
- Sources need to be within 10 years
- **DO NOT QUOTE**
- **DO NOT USE AI, or you will be awarded a grade based ONLY on the portion that is NOT AI. I will no longer grade assignments again due to AI.**
- The following outline is suggested:
 - Introduction
 - Brief Description of Erikson's Developmental Theory, highlighting in particular the adolescent stage of development: Identity vs Role Confusion
 - Application of Theory to the character in the movie, giving specific examples
 - Conclusion

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 it is given. The quiz will be due by 11:30 p.m. on 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

Zoom Video Conferencing Tool

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.

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

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

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 VALUES & ETHICS

Student's Name

Points Received	Points Available	Description of Activity/Task
	25	Comprehensive and thoughtful answers to each question in Part 1 of the assignment. Students use critical thought and honest responses. Student answers are in-depth, not just short answers.
Feedback:		
	15	Students answer in depth the question regarding populations that may be difficult or a struggle for students to work with. Students can link these feelings about certain populations, or groups, and personal feelings back to their own implicit/explicit bias.
Feedback:		
	25	Students give concrete and actionable suggestions on how to work towards changing their identified bias to in accordance with the NASW Code of Ethics.
Feedback:		

	30	Part 2: Students can answer in depth the questions regarding working with Anna from the movie as it relates to the application of social work values and guiding principles as well as social work ethics. Students will need to cite the value/principal or social work ethics used in APA format.
Feedback:		
	5	Students use appropriate writing skills for the level of expectation with proper grammar, including correct spelling, sentence structure, and APA citations.
Feedback:		

APPENDIX B GRADING RUBRIC

APPENDIX A GRADING RUBRIC Assignment #2: Adolescence Paper: 100 points

Criteria	Points Earned	Comments
Part 1 (30 points) <ul style="list-style-type: none"> • Introduction • Description of Erikson's Stages of Development. • Description of the Adolescence Stage of Development: Identity vs. Role Confusion 		

Part 2 (30 points) <ul style="list-style-type: none"> Citation of the Text TWO times (15 pts. each) as applies to Erikson's theory of development 		
Part 3 (20 points) <ul style="list-style-type: none"> Application of TWO peer-reviewed journal articles (10 pts. each) regarding Erikson's Stages of Development and specifically the adolescence stage. 		
Followed APA 7th Format & Style and Grammatical Style (20 pts.) <ul style="list-style-type: none"> Title page Line spacing Page numbers Font TWO Peer-reviewed journal Articles (less than 10 years old) as sources of information Paraphrased adequately, DO NOT QUOTE Cited sources of information accurately Grammatically correct, including punctuation, sentence structure, and flow of the paper. 		

COURSE OUTLINE /CALENDAR

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 6/2-8	Zoom Meet and Greet Tues. June 3 @ 5:00 pm	Introduction & Overview of Class via Zoom Chapter 1: Understanding Human	<ul style="list-style-type: none"> Attend Live Zoom Session or Review Recording Read the entire syllabus Read Chapters 1 Review PowerPoint & Recorded Lecture

	Please make every effort to attend. If unable to attend; all meetings will be recorded and placed in the D2L Course shell	Behavior and the Social Environment	
Week 2 6/9-6/15		Chapter 2: Biological Development in Infancy and Childhood	<ul style="list-style-type: none"> • Read Chapter 2 in the Textbook • Review PowerPoint & Recorded Lecture • Begin to Work on Values and Ethics Paper • <u>Quiz 1: Chapter 1 Due: Sunday, June 15th by 11:30 pm</u>
Week 3 6/16-6/22	Zoom Meet-Up: TBD	Chapter 3: Psychological Development in Infancy and Childhood	<ul style="list-style-type: none"> • Read Chapter 3 • PowerPoint & the Recorded Lecture • Work on Values and Ethics Paper • <u>Quiz 2: Chapter 2 Due: Sun. June 22 by 11:30 pm</u>
Week 4 6/23-6/29		Chapter 4: Social Development in Infancy and Childhood	<ul style="list-style-type: none"> • Read Chapter 4 • Review PowerPoint & Recorded Lecture • Work on Values and Ethics Paper • <u>Quiz 3: Chapter 3 Due: Sunday, June 29th by 11:30 pm</u>
Week 5 6/30-7/6	Zoom Meet-Up: TBD	Chapter 5: Ethnocentrism and Racism	<ul style="list-style-type: none"> • Read Chapter 5 • Review PowerPoint & Recorded Lecture • Values & Ethics Paper Due: Sun. July 6th by 11:30 pm • <u>Quiz 4: Chapter 4 Due: Sun. July 6th by 11:30 pm</u>
Week 6 7/7-7/13		Chapter 6: Biological Development in Adolescence	<ul style="list-style-type: none"> • Read Chapter 6 • Review PowerPoint & Recorded Lecture

			<ul style="list-style-type: none"> • Begin Work on Erikson Paper • <u>Quiz 5: Chapter 5 Due: Sunday, July 13th by 11:30 pm</u>
Week 7 7/14-7/20	Zoom Meet-Up: TBD	Chapter 7: Psychological Development in Adolescence	<ul style="list-style-type: none"> • Read Chapter 7 • Review PowerPoint & Recorded Lecture • Work on Erikson Paper • <u>Quiz 6: Chapter 6 Due: Sunday, July 20th by 11:30 pm</u>
Week 8 7/21-7/27		Chapter 8: Social Development in Adolescence	<ul style="list-style-type: none"> • Begin to Read Chapter 8 • Review PowerPoint & Recorded Lecture • Work on Erikson Paper • <u>Chapter 7 Quiz Due: Sunday, July 27th by 11:30 pm</u>
Week 9 7/28-8/4	Zoom Meet-Up: TBD		<ul style="list-style-type: none"> • Erikson Paper Due on August 4 by 11:30 PM • <u>Quiz 8: Chapter 8: Due: Sunday, Aug 4th by 11:30 pm</u>
Week 10 Thursday 7/7/25 LAST DAY			

