



SWK 513 Human Behavior and the Social Environment II

COURSE SYLLABUS: Summer 1 2026

INSTRUCTOR INFORMATION

Instructor: Misty Ely

Office Location:

Office Hours: Tuesdays 10-12 pm and 1-3:00 pm and by appointment

Office Phone: N/A

Office Fax:

University Email Address: Misty.Ely@etamu.edu

Preferred Form of Communication: **By Email**

Communication Response Time: Within 48 business hours

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required:

Zastrow, C.H., Kirst-Ashman, K.K. & Hessenauer, S.L (2018). *Understanding human behavior and the social environment*. 11th ed. Boston, MA: Cengage.

Publication manual of the American Psychological Association (2020). 7th ed. Washington DC: American Psychological Association.

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. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

COURSE DESCRIPTION

This course provides foundation students with knowledge and theoretical understanding of human development's bio-physical, psychological, and behavioral aspects within various social systems. In this course, we will study human development with attention to the interaction between individuals and families and the changing social environment that pertains to the phases of adulthood. Traditional

The syllabus/schedule are subject to change.

approaches to life stages will be considered, as well as less traditional issues such as the impact on human development of different cultures, poverty, physical/mental disabilities, gender roles, sexism, ageism, and sexual orientation.

STUDENT LEARNING OUTCOMES

(Should be measurable; observable; use action verbs)

The Council on Social Work Education (CSWE) requires a competency-based approach to identifying and assessing 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.

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	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the NASW Code of Ethics standards, Relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	In the News	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	In the News	
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	In the News	
Competency 2: Engage in Diversity and Difference in Practice		
Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Culture Other than their own	
Present themselves as learners and engage clients and constituencies as experts in their own experiences.	Culture Other than their own	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Culture Other than their own	
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other	Course Quizzes Culture Other Than Their Own	

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multidisciplinary theoretical frameworks to engage with clients and constituencies.		
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Course Quizzes Culture Other Than Their Own	

COURSE REQUIREMENTS

MINIMAL TECHNICAL SKILLS NEEDED

In this class, 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 have knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email; if you have any issues using the various systems or software, you must contact support services and notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments. Some of these will include 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 or Tips for Success in the Course

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

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the instructor and peers and 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 the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can contribute and receive knowledge and skills.

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5. Participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities. This is vital for learning and success in this course and the program.
6. Work ahead when possible, completing assignments before the due date so you are prepared to submit them on the due date.
7. Sign into the D2L course multiple times weekly 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, and work, as well as growth in knowledge, skills, abilities, and 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

ASSIGNMENT	POINTS
IN THE NEWS (2 @ 25 points each)	50 POINTS
CULTURAL EXPERIENCE	100 POINTS
QUIZZES (8 @ 10 points each)	80 POINTS
Discussions (2 @ 15 points each)	30 POINTS
TOTAL:	260 POINTS

ASSESSMENTS

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1. IN THE NEWS (2 papers @ 25 points = 50 points)

SEE APPENDIX A: RUBRIC

You will need to choose a current event story from any media source that reflects the content of the readings up to this point, and you will need to be ready to discuss it with the class. You will also write a one- to two-page, double-spaced paper applying the assigned reading for the week (see the course calendar). This means you will use and cite current events AND the chapter. The paper should identify and critique at least two key points from the reading.

IMPORTANT: (See RUBRIC)

- Points will be deducted for not citing the text two times at a minimum.
- Points will be deducted for using the first person singularly or plural form
- DO NOT USE QUOTES: Paraphrase and Cite.

2. CULTURAL EXPERIENCE: ENGAGE WITH A CULTURE OTHER THAN YOUR OWN: MAKE SURE TO FOLLOW THE RUBRIC and all parts of the instruction are located within your presentation.

SEE RUBRIC: APPENDIX B

You must have a cultural experience with a culture other than your own. This could be a celebration, religious service, alternative theater production, LGBTQIA+, AA/NA open meeting, or other event that meets the criteria. Please step outside your comfort zone. You need some sort of ticket, pictures, or program to demonstrate that you attended. Within your Presentation you will need to include:

- Describe the event – what you saw/experienced.
- Describe your impressions – what you liked and did not like – whether anything surprised or made you uncomfortable.
- Describe why you chose this particular culture/event and why it was essential to experience it.
- The presentation should conclude with what you learned from the experience and how that will impact your practice in social work.

- Cite the textbook 2 Times with APA format, relating the cultural experience to topics in the textbook. This can be both verbally and included on a slide within your presentation.

- Please be creative! Do something besides a Power Point.
- A recorded version of your presentation must be uploaded to D2L in the correct folder.
- You will present your presentation to the class during the Zoom Meet Up

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3. QUIZZES: (Eight Quizzes @ 10 pts each TOTAL: 80 points)

Quizzes will be given, which reflect content from all weekly assigned material, including lectures, videos, handouts, and class readings. Each quiz will consist of 10 questions from the corresponding chapters, and you will be given extended time to complete once you enter the quiz. I want you to learn the material and not just memorize it. Each quiz will open with the course but close on Sunday nights at 11:30 pm each week, corresponding to the assigned chapter. You must take the quiz within the allotted period. You cannot make up a quiz if it is missed. The format may include multiple choice, true/false, short answer, and essay questions.

4. DISCUSSIONS (2 Discussions @ 15 pts. each, TOTAL: 30 points).

There are TWO discussions for this course. During the week the discussion is assigned, students must respond to the instructor's prompt by 11:30 pm Wednesday with 8-10 sentences that cite the textbook or other empirical literature at least TWO times.

Then, students are to respond to TWO peers between Thursday and Sunday the same week by 11:30 p.m. on Sunday with 3-5 sentences to each peer. "Me too, I agree, etc." does not constitute a reasonable response. Please use critical thinking and writing skills aligned with this level of education. I appreciate those responses to your peers who may have different thoughts than what you posted.

Please be mindful that we can discuss difficult subject matters professionally and respectfully.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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@etamu.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

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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>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

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@etamu.edu.

TECHNOLOGY-RELATED ISSUES

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

LEARNING MANAGEMENT SYSTEM (LMS) – D2L

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

- View the [Learning Management System Requirements Webpage](#).

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- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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COURSE AND UNIVERSITY 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.

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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

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ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

ACADEMIC INTEGRITY

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

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

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

USE OF ARTIFICIAL INTELLIGENCE

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

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software 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.

Furthermore, if your work is identified as AI-generated, whether written or paraphrased, I will only grade the portion of the paper that is not identified as AI-generated. For example, if a paper is identified as 75% AI-generated, only 25% of the grade will be awarded.

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

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

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reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

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

NONDISCRIMINATION NOTICE

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

The Counseling Center at East Texas A&M University, 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

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 or go to

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https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

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

Course Engagement

Final Evaluation and Grade depend on Classroom attendance and Participation. Inadequate participation or a 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. Students must demonstrate mastery of content and active engagement to earn competency within a specific course.

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, social work is built upon human interactions and building human relationships, defined as engagement. Engagement is interacting 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 the threshold of active engagement of the time set during a semester by the instructor.

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Instructors are experts in each course content area and set the standards for students to meet to complete the course successfully.

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 the Department Head. More serious offenses will 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 ethically and professionally. The social worker's compliance with the profession's ethical standards is closely linked with professional recognition. Professional social workers must be competent and ethical in practice if the profession is to maintain public trust. Each social work student must thoroughly understand the ethical principles that guide practice and actively demonstrate behavior in and out of the classroom. Student conduct is to reflect the NASW Code of Ethics tenets (<https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>.

University Code of Conduct is in the *Student Guidebook* at

<http://www.ETAMU.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.

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**APPENDIX A
RUBRIC FOR “IN THE NEWS”**

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of current event topic and direction or purpose of your paper (thesis statement). This should be a general overview of your paper. This should include the mention of the two topics that will be cited from the text.	Subject	Identification
	10	5 pts. Each – Discussion of the two topics provided according to directions, Cite the text two times, showing your comprehension of the information from the text to the current event information. DO NOT QUOTE: Paraphrase and cite. This goes without saying, but you should cite your media source APA throughout your paper.	Demonstration of Assimilation of Knowledge	Discussion
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned, WITHOUT USING FIRST PERSON: Singular or Plural.	Critical Thinking	Your Conclusion
	5	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used	Writing Competency	Professional Presentation
	25			

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APPENDIX B
CULTURAL EXPERIENCE RUBRIC

Score	Possible Points	Point breakdown	Area	Consisting of
	50	Introduction to the culture the student experienced for the assignment, and an explanation of the culture. Covered all Bullet points in the instructions	Subject	Identification
	20	10 pts. Each – Cite the text TWO times, connecting the information in the text to the cultural experience. NO QUOTES	Demonstration of Assimilation of Knowledge	Discussion
	10	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned	Critical Thinking	Your Conclusion
	20	Creative Presentation		
	100	TOTAL POINTS AVAILABLE		

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 1/29-2/1	Meet & Greet Next week, due to the late start.	Please begin reading Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	<ul style="list-style-type: none"> Chapter 9
Week 2 2/2-2/8	Zoom Meeting TUESDAY 2/3/26 at 6:00 pm "Meet and Greet"	Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	<ul style="list-style-type: none"> Review Course Syllabus and Expectations Participate in the Meet/Greet Zoom Meeting
Week 3 2/9-2/15		Chapter 10: Biological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> Chapter 9: Quiz Due: 2/15/25 by 11:30 pm. Read Chapter 10
Week 4 2/16-2/22	Zoom Meet-Up: Guest Speaker: "Starting Your Own Non-Profit" Tuesday, February 17, 2026, at 6:00 pm Zoom Meet-Up: Discussion #1 "Transgender Youth" Zoom Meeting Tuesday 2/17 at 7:00 pm	Chapter 11: Psychological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> Chapter 10: Quiz Due: 2/22/25 by 11:30 pm. Discussion #1: Respond to the assigned Discussion prompt by 11:30 pm on Wednesday of the week assigned and then to TWO peers between Thursday and Sunday by 11:30 pm. of the same week.
Week 5 2/23-3/1	ZOOM Meeting: Guest Speaker: Brian Brumley Tuesday 2/24 6:00 pm	Chapter 12: Sociological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> Zoom Meeting: Guest Speaker Chapter 11: Quiz Due: 3/1 by 11:30 pm.

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Week 6 3/2-3/8	ONLINE	Chapter 13: Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> Chapter 12: Quiz Due: 3/8 by 11:30 pm.
Week 7 3/9-3/15	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 8 3/16-3/22	COMP EXAM WEEK	Chapter 13: Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> Read Chapter 13 In News #1, Choose a topic from Ch. 9, 10, or 11. Due by 11:30 pm on Sunday, 3/22
Week 9 3/23-3/29	Discussion #2 "The Opioid Epidemic" Zoom Meeting Tuesday 3/24 at 7:00 pm	Chapter 14: Biological Aspects of Later Adulthood	<ul style="list-style-type: none"> Chapter 13 Quiz Due: 3/29 by 11:30 pm. Read Chapter 14 Discussion #2: Respond to the assigned Discussion prompt by 11:30 pm Wednesday of the week assigned and then to <u>TWO</u> peers between Thursday and Sunday by 11:30 pm of the same week.
Week 10 3/30-4/5		Chapter 15: Psychological Aspects of Later Adulthood	<ul style="list-style-type: none"> Chapter 14: Quiz Due: 4/5 by 11:30 pm. In the <u>News #2</u> Ch. 12,13 or 14 Due 11:30 pm on Sunday 4/5

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<p>Week 11 4/6-4/12</p>	<p>ZOOM Discussion #3 "Conversion Therapy" Tuesday 4/7 at 6:00 pm</p>	<p>Chapter 16: Sociological Aspects of Later Adulthood</p>	<ul style="list-style-type: none"> • Discussion #3 Respond to the Discussion prompt by 11:30 pm on Wednesday of the assigned week and then to <u>TWO</u> peers between Thursday and Sunday by 11:30 pm of the same week period. Please see the Discussion directions • Chapter 15: Quiz Due: 4/12 by 11:30 pm
<p>Week 12 4/13-4/19</p>			<ul style="list-style-type: none"> • Chapter 16: Quiz Due: 4/19 by 11:30 pm. "In The News" #3 Chapter 15 or 16 Due by 11:30 pm on Sunday, 4/19 •
<p>Week 13 4/20-4/26</p>			<ul style="list-style-type: none"> • Cultural Experience <u>Due:</u> 11:30 pm April 26
<p>Week 14 4/27-5/1</p>	<p>ZOOM Meeting: Cultural Experience Presentations by the class on Tuesday, 4/28 at 6:00 pm</p>		<p>Cultural Experience Presentation for the class on Tuesday 4/28 at 6:00 pm.</p>

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