SWK 3311 D10/D20: Human Behavior in the Social Environment II

Course Dates, Time, and Location

Spring Semester, 2020: January 13, 2020 to May 8, 2020
Online Course
Collaborate Session 1 hour Wednesdays at 10 am and 6:00 pm

Instructor: Ingrid A. Russo, M.S.W., LCSW (Field Education Director/Clinical Assistant Professor)
Office: Archer Building, Room 224K
Phone: 325-486-6126
Email: Ingrid.Russo@angelo.edu
Office Hours: MW 8:30 am - 03:00 pm; and by appointment via Collaborate, Skype, or email
• Please note that emails received after 8 p.m. will be answered the following morning.

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Description

The biopsychosocial science base of social work practice; includes a critical analysis of the interactions between the person and the dynamic nature of groups, organizations, communities, society, and economic systems. Focuses on multiple dimensions of the person and the range of social systems in which they live. Prerequisite: SWK 3307

Course Introduction

This course offers a critical examination of the dynamic nature of person-in-environment transactions. These dynamic transactions that occur include those between the biological, psychological, and spiritual person and others, the family, small groups, organizations, communities, social institutions, culture, and so forth. Further, this course takes a multidimensional perspective that allows for breath and depth when considering personal, environmental, and the time dimensions of human behavior in the social environment.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Course Credits

This is a 3 credit course.

Prerequisite and Co-requisite courses

SWK 3307—HBSE I is a prerequisite to this course.

Program Outcomes

Upon completion of the program of study for the BSW Social Work Program, the graduate will be prepared to:

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1, 2</td>
<td>Discussions, professional performance, exams, PIE paper</td>
<td>Implement course work and use peer reviewed references, implement use of NASW code of ethics, etc</td>
</tr>
<tr>
<td>Competency 1, 6, 7, 8</td>
<td>Person In Environment Paper, discussions</td>
<td>Implement appropriate engagement, assessment, intervention strategies with individuals, families, groups, organizations, and communities within a particular theoretical model</td>
</tr>
</tbody>
</table>

Course Materials

Required Texts:


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association 7th ed.)*

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Required Reading Materials:
- Social Work Student Handbook and ASU student handbook
- NASW Code of Ethics
- Code of Conduct
- Scope of Practice

Technology Requirements

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Access to Blackboard Collaborate

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Grading System

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Professional Performance: Collaborate Sessions and Discussions</td>
<td>20</td>
</tr>
<tr>
<td>Person In Environment Assessment and Paper</td>
<td>30</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

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The following grading scale is in use for this course:

A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)

**Professional Performance: Discussions and Collaborate Sessions  20%**

This is relevant to attendance and participation in Required Collaborate Sessions on Wednesdays at 10 am or 6:00 pm, completing assignments, and completing discussions and peer posts in a timely manner, engaging in all course activities, and having professional and respectful communication with professor and peers; and so forth. The expectation for students in a social work program is that they are motivated to learn and are dedicated to their studies.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles. (especially when responding to a peers post, use the peers name)
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as Jk or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**HBSE II, the PIE Assessment Interview (15%) and Term Paper (20%)  30%**

Each student will interview an adult peer in the Library or other appropriate place. This will help maintain your client's confidentiality. Each student will use the Person In Environment Theory and assessment. This assignment is an opportunity to critically evaluate and apply HBSE concepts in a laboratory practice environment. Each student will record their assessments and upload into blackboard through Kaltura or collaborate (instructions will be posted on blackboard). Each student will write a paper that will

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include research regarding a specific problem that their client is living with such as i.e. poverty, mental health, criminal justice, physical health issues, diversity issues, etc. The student will conduct research on said problem and summarize their findings (5 peer reviewed Articles/texts/journals is the minimum for this paper). The student will also discuss the Person in Environment (PIE) theory, all Factors of the theory, and their engagement, assessment, and intervention of the selected individual.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

**HBSE II—Quizzes**  
10%

Weekly quizzes will be given to assess students reading of class assignments. One attempt no textbook and/or other resources will be allowed.

**Examinations**  
40%

There will be four (4) online (respondus lockdown browser) examinations in this course. Students will have two attempts for each exam, no textbook and/or other resources will be allowed during the exam. Each of these examinations is worth 10% of your total course grade.

**Testing via Respondus™ Monitor**

Access to Examinations/quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**OTHER REQUIRED MATERIALS**

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable

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· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

**Teaching Strategies**

This course is an asynchronous course with a synchronous Collaborate component (required). Collaborate sessions will be on Wednesdays from 10am to 11am and 6pm to 7pm, students have to pick the time that is most convenient for them. Students will also participate in Discussion and respond to one peer’s post. Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Ingrid.russo@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**POLICY ON LATE OR MISSED ASSIGNMENTS**

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a 0 for that assignment, unless the student has spoken to the instructor ahead of time.

- **Late assignments** are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10 points per day that it is late. Any assignment submitted any time after the deadline is late. No papers or discussion postings, that the instructor has agreed to accept late, will be accepted more than one week past the assigned due date.

**General Policies Related to this Course**

All students are required to follow the policies and procedures presented in these documents:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• Angelo State University Student Handbook
• Angelo State University Catalog

Student Responsibilities and Attendance
• Online: Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 4-6 study hours per week on average.
• Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
• Collaborate session attendance and participation is necessary and required. Students are responsible for understanding Angelo State University’s Student Handbook and Conduct code. Students must also follow the Social Work Department student handbook.
• All students are expected to follow the National Association of Social Workers Code of Ethics, Code of Conduct, and Scope of Practice.
• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf
• Make-up examinations will be considered on a case by case basis and will only be allowed for university and department approved absences.
• Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
• Electronic devices, including cell phones, Blackberries, etc., are not to be turned on during collaborate sessions, exams, quizzes, and PIE assessment.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

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Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any

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portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

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## Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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</table>
| **Week 1** 1/13-1/17 | Welcome! Module 1 Introduction to Course  
DUE Jan 16th by 11:59 PM*  
- Review START HERE page  
- Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.  
Post: Self-Introduction in the discussion board  
Reading: Chapter 1 (Hutchison)  
Collaborate Wednesday: 11am and 6:30pm  
**Discussion Topic:** Aspects of Human Behavior: Person, Environment, Time  
Due: Quiz 1 Opens Wednesday 8am to Friday 11:59pm. |
| **Week 2** 1/20-1/24  
1/20 MLK Holiday | Module 1  
Reading: Chapter 2 (Hutchison)  
Collaborate Wednesday: 11am and 6:30pm  
**Discussion Topic:** Theoretical Perspectives on Human Behavior  
Post: Discussion Board question and response (to one peers post), original post due on 1-23 by 11:59 pm and peer post due on 1-25 at 11:59 pm.  
Due: Quiz 2 Opens on Wednesday to Friday. |
| **Week 3** 1/27-1/31 | Module 1  
Reading: Chapter 3 (Hutchison)  
Collaborate Wednesday: 11am and 6:30pm  
**Discussion Topic:** The Biological Person  
Due: Quiz 3 opens on Wednesday to Friday.  
**Mandatory Field Orientation:** January 31, 2020 at the CJ Davidson Center from 9 am to 3:00pm (please be on time and prepared) |
| **Week 4** 2/3-2/7 | Module 2  
Reading: Chapter 4 (Hutchison)  
(*Course Schedule Continued on the Next Page*) |

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### Week 5  
**2/10-2/14**

| **Collaborate Wednesday: 11am and 6:30pm** |
| **Discussion Topic:** The Psychological Person: Cognition, Emotion, and Self; PIE Factor I: Social Role and Relationship Functioning |
| **Due:** Quiz 4 opens on Wednesday closes on Friday. |

| **Exam 1:** Chapters 1-3 (Hutchison), 2/7 to 2/10 by 11:59 pm |

| **Week 6  
2/17-2/21** |
| **Module 2** |
| **Reading:** Chapter 5 (Hutchison) |

| **Collaborate Wednesday: 11am and 6:30pm** |
| **Discussion Topic:** The Psychosocial Person: Relationships, Stress, and Coping; Factor II: Problems in the Environment |
| **Post:** Discussion Board question and response to one peers post, original post due on 2-13 by 11:59 pm and peer post due on 2-15 at 11:59 pm |
| **Due:** Quiz 5 Opens on Wednesday to Friday. |

| **Week 7  
2/24-2/28** |
| **Module 2** |
| **Reading:** Chapter 7 (Hutchison) |

| **Collaborate Wednesday: 11am and 6:30pm** |
| **Discussion Topic:** The Physical Environment |
| **Post:** Discussion Board question and response to one peers post, original post due on 2-27 by 11:59 pm and peer post due on 2-29 at 11:59 pm |
| **Week 1 of PIE Assessments:** Students must start recording PIE assessments with partner, they must be video recorded and saved. |
| **Due:** Quiz 7 Opens on Wednesday to Friday. |

*Course Schedule Continued on the Next Page*

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<tr>
<th>Week 8</th>
<th>Module 3</th>
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</thead>
<tbody>
<tr>
<td>3/2-3/6</td>
<td><strong>Reading:</strong> Chapter 8 (Hutchison)</td>
</tr>
<tr>
<td>3/9-3/13</td>
<td><strong>Collaborate Wednesday:</strong> 11am and 6:30pm</td>
</tr>
<tr>
<td>Spring Break</td>
<td><strong>Discussion Topic:</strong> Culture; PIE Interventions</td>
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<tr>
<td></td>
<td><strong>Week 2 of PIE Assessments</strong></td>
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<tr>
<td></td>
<td><strong>Due: Quiz 8 Opens on Wednesday to Friday.</strong></td>
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<tr>
<td></td>
<td><strong>Exam 2:</strong> Chapters 4-7, 3/6 to 3/8 by 11:59 pm.</td>
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<tr>
<th>Week 9</th>
<th>Module 3</th>
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<tbody>
<tr>
<td>3/16-3/20</td>
<td><strong>Reading:</strong> Chapter 9 (Hutchison)</td>
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<tr>
<td></td>
<td><strong>Collaborate Wednesday:</strong> 11am and 6:30pm</td>
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<td></td>
<td><strong>Discussion Topic:</strong> Social Institutions and Social Structure; Case Examples</td>
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<td><strong>Due: Quiz 9 Opens on Wednesday to Friday.</strong></td>
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<td><strong>Post:</strong> Discussion Board question and response to one peers post, original post due on 3-19 by 11:59 pm and peer post due on 3-21 at 11:59 pm</td>
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<td></td>
<td><strong>Week 3 of PIE Assessments</strong></td>
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<tr>
<th>Week 10</th>
<th>Module 3</th>
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<tbody>
<tr>
<td>3/23-3/27</td>
<td><strong>Reading:</strong> Chapter 10 (Hutchison)</td>
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<td></td>
<td><strong>Collaborate Wednesday:</strong> 11am and 6:30pm</td>
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<td></td>
<td><strong>Discussion Topic:</strong> Families; Questions about PIE Assessment or paper</td>
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<td><strong>Due: Quiz 10 Opens on Wednesday to Friday.</strong></td>
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<td></td>
<td><strong>Week 4 of PIE Assessments; EHR Assignment due on 3-31-19 by 11:59 pm.</strong></td>
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<thead>
<tr>
<th>Week 11</th>
<th>Module 4</th>
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<tbody>
<tr>
<td>3/30-4/03</td>
<td><strong>Reading:</strong> Chapter 11 (Hutchison)</td>
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<tr>
<td></td>
<td><strong>Collaborate Wednesday:</strong> 11am and 6:30pm</td>
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<tr>
<td></td>
<td><strong>Discussion Topic:</strong> Info on Chapter 11, small groups; Questions about PIE Paper</td>
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<td><strong>Due: Quiz 11 Opens on Wednesday to Friday.</strong></td>
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<td><strong>Exam 3:</strong> Chapters 8-10, 4/03 to 4/06 11:59 pm.</td>
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*Course Schedule Continued on the Next Page*

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<table>
<thead>
<tr>
<th>Week 5 of PIE Assessments</th>
<th>this is the last week to record your video assessment.</th>
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</thead>
</table>
| Week 12 4/06-4/10 | **Module 4**  
**Reading:** Chapter 12 (Hutchison)  
**Collaborate Wednesday: 11am and 6:30pm**  
**Discussion Topic:** Formal Organizations; Questions about PIE, APA, etc  
**Post:** Discussion Board question and response to one peers post, original post due on 4-9 by 11:59 pm and peer post due on 4-11 at 11:59 pm  
**Due:** Quiz 12 Opens on Wednesday to Friday. |
| Week 13 4/13-4/17 | **Module 4**  
**Reading:** Chapter 13 (Hutchison)  
**Collaborate Wednesday: 11am and 6:30pm**  
**Discussion Topic:** Communities, PIE  
**Due:** Quiz 13 Opens on Wednesday to Friday.  
**Assignment Due:** The PIE Assessment System Paper and recording is due 4/17 by 11:59 pm, paper will be submitted through “turnitin” and recording will be uploaded. |
| Week 14 4/20-4/24 | **Module 4**  
**Reading:** Chapter 14 (Hutchison)  
**Collaborate Wednesday: 11am and 6:30pm**  
**Discussion Topic:** Social Movements  
**Post:** Discussion Board answer questions and respond to one peers post, original post due on 4-23 by 11:59 pm and peer post due on 4-25 at 11:59 pm  
**Due:** Quiz 14 Opens on Wednesday to Friday. |
| Week 15 4/27-5/01 | Dead Week  
**Collaborate Wednesday: 11am and 6:30pm**  
**Discussion:** Next Steps  
Final Exam Review  
Course Evaluations  

*Course Schedule Continued on the Next Page*

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SYLLABUS CHANGES

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Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning how to find, evaluate, and use resources to explore a topic in depth
4. Developing ethical reasoning and/or ethical decision making
5. Learning to analyze and critically evaluate ideas, arguments, and points of view
6. Learning to apply knowledge and skills to benefit others or serve the public good

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i https://www.angelo.edu/student-handbook/
ii https://www.angelo.edu/catalogs/
iii https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
iv https://www.angelo.edu/services/disability-services/
v https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
vi https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
vii https://www.angelo.edu/dept/writing_center/academic_honesty.php
viii https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

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