Department of Social Work and Sociology
SWK 3307 Human Behavior in Social Environment I Fall 2021

Instructor: Andrew Rivera, LMSW
Email: Andrew.rivera@angelo.edu
Phone: 325-486-6968
Office: 120C
Office Hours: Mon/Wed 9am-11am, Tues/Thurs 9am-12pm or by appointment

Class: Mon/Wed/Fri 1pm-1:50pm

Course Information

Course Description
The biopsychosocial science base of social work practice. Includes theories of biological, social, cultural, psychological, and spiritual development within the context of the social environment through the life course. Focuses on the critical evaluation and application of theories and knowledge to person-environment transactions.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307 and admission into the social work program or a declared minor in social work.
Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work and Sociology.

Program Outcomes
Upon completion of the program of study for the BSW program, the graduate will be prepared to understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice.

Student Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand
methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>• Final Paper</td>
<td>Competency 1,2,4, 6,7,8 and 9</td>
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<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
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<tr>
<td>• Engage Diversity and Difference in Practice</td>
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<td>• Engage In Practice-informed</td>
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**Student Learning Outcome**

By completing all course requirements, students will be able to:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Engage In Practice-informed

**Assignment(s) or activity(ies) validating outcome achievement:**

- Final Paper

**Mapping to Program Outcomes**

- Competency 1,2,4, 6,7,8 and 9
<table>
<thead>
<tr>
<th>Research and Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
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<tr>
<td>By completing all course requirements, students will be able to:</td>
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<td>Research-informed Practice</td>
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<tr>
<td>• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social</td>
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- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice 2.
- Demonstrate Ethical and Professional Behavior
- Engage In Practice-informed Research and Exams and Quizzes

Competency 1 and 2
Competency 1, 4, 6, 7, 8, and 9
<table>
<thead>
<tr>
<th>Research-informed Practice</th>
<th>Final Paper</th>
<th>Competency 4, 6, 7, 8 and 9</th>
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<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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**Course Delivery**

Face-to-face sections of this course have learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

**Required Texts and Materials**


*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.).*

**Required Links and Materials**

Technology Requirements

Testing via Respondus™ Monitor

Access to Exams 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 is one practice quiz: over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz 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.

Topic Outline

See Blackboard for module outline.

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- Please note that emails received after 6 p.m. may be answered the following morning.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.
Grading

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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<tbody>
<tr>
<td>Professional Performance</td>
<td>10 %</td>
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<tr>
<td>HBSE I Application Paper</td>
<td>40 %</td>
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<tr>
<td>Quizzes</td>
<td>10 %</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

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)

Teaching Strategies
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 and Activity Descriptions

*Please note: Grading rubrics will be included in assignment instructions inside of the Blackboard Learning Management System.

Professional Performance (10%)

This is relevant to communication; engaging in activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note: Students with more than 5 unexcused absences since the return to full on-campus classes (9/21/21) will automatically lose points for professional performance. Students with more than 7 absences since the return to full on-campus classes (9/21/21) will receive zero points for professional performance. Students with 10 or more unexcused absences since the return to full on-campus classes (9/21/21) will automatically receive a failing grade for the course.

Quizzes (10%)
There will be chapter quizzes via Respondus during the semester as outlined in the course schedule.

HBSE Application Paper (40%)

Each student will write a paper based on a case study and apply concepts of Human Behavior in the Social Environment (HBSE) learned in this course with a developmental (life course) ecological framework in mind. Each paper will adhere to the most recent APA guidelines, will be approximately 6-10 pages in length including the title and reference page, and must contain a discussion of the following:

I. Introduction of the Case Study
II. Discussion and Application of HBSE Life Course Perspective Concepts and Themes to Understand PIE Transactions, student will choose (3) Concepts
and (3) Themes which will be applied to their case study along with their ethical reasoning of why they choose those concepts and themes

III. How Socio-Cultural Variables (i.e., those that affect the client, the social worker, and potential others) and Ethical Issues influence HBSE

IV. A Critical Evaluation of the Forms and Mechanisms of Oppression and Discrimination that may affect HBSE

V. Application of HBSE Conceptual Frameworks to Guide the Process of Assessment, Intervention, and Evaluation

VI. Conclusion and References

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 project will result in the student not receiving credit for her/his term project.

Examinations (40%)

There will be four (4) timed examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser. Students have one attempt and may not use the textbook, notes, or any outside materials.

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 Andrew.rivera@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.

Late Work or Missed Assignments Policy

Assignment due dates are shown on the schedule. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers, assignments, or examinations will be accepted after the due date indicated in the syllabus unless the late
assignment is due to a university-approved absence. Make-up work will be considered on a case-by-case basis and will only be allowed for university approved absences.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

• Angelo State University Student Handbook¹
• Angelo State University Catalog²

Student Responsibility and Attendance
This is a face-to-face class. Attendance is expected and required. 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 9 study hours per week on average.

Please note: Students with more than 5 unexcused absences since the return to full on-campus classes (9/21/21) will automatically lose points for professional performance. Students with more than 7 absences since the return to full on-campus classes (9/21/21) will receive zero points for professional performance. Students with 10 or more unexcused absences since the return to full on-campus classes (9/21/21) will automatically receive a failing grade for the course.

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.³
**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.

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.7

**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 Day8 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 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
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 (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

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

## Course Schedule

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<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Week 1: Aug. 23-29</strong></td>
<td>Welcome!</td>
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<tr>
<td></td>
<td>• Course Introduction</td>
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<td>• Review Syllabus</td>
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<td>• Reading: Chapter 1 (Hutchison)</td>
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<tr>
<td><strong>Week 2: Aug 30-Sept 5</strong></td>
<td>• Reading: Chapter 2</td>
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<td>• Quiz 1: Ch. 1-2: Open Wednesday 8:00 to Friday 23:59</td>
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<tr>
<td><strong>Week 3: Sept 6-12</strong></td>
<td>• Labor Day Holiday (9/6)</td>
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<td>• Reading: Chapter 3</td>
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<tr>
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<td>• Exam 1: Ch. 1-2, Open Wednesday 8:00 to Sunday 23:59</td>
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<tr>
<td><strong>Week 4: Sept. 13-19</strong></td>
<td>• Reading: Chapter 3, continued</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 5: Sept. 20-26</td>
<td>• Reading: Chapter 4</td>
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</table>
| Week 6: Sept. 27-Oct 3 | • Reading: Chapter 5  
| | | • Quiz 2: Ch. 3-5, Open Wednesday 8:00 to Friday 23:59                                        |
| Week 7: Oct. 4-10 | • Reading: Chapter 6  
| | | • Exam 2: Ch. 3-5, Open Wednesday 8:00 to Sunday 23:59                                       |
| Week 8: Oct. 11-17 | • Reading: Chapter 6, Continued                                                               |
| Week 9: Oct. 18-24 | • Reading: Chapter 7                                                                           |
| Week 10: Oct. 25-31 | • Reading: Chapter 8                                                                           |
| Week 11: Nov 1-7  | • Quiz 3: Ch. 6-8 Open Wednesday 8:00 to Friday 23:59                                         |
| Week 12: Nov 8-14 | • Reading: Chapter 9                                                                           |
| | | • Exam 3: Ch. 6-8, Open Wednesday 8:00 to Sunday 23:59                                        |
| Week 13: Nov 15-21| • Reading: Chapter 10, Continued                                                               |
| | | • HBSE I Application Paper Due Sunday, 11/21, by 23:59                                        |
| Week 14: Nov. 22-28 | • Quiz 4: Ch. 9-10 Open Monday 8:00 to Friday 23:59                                             |
| | | • Thanksgiving Break 11/24-11/26                                                              |
| Week 15: Nov 29-Dec 5 | • Final Exam Review                                                                            |
| Week 16: Dec 6-10 | • Final Exam: Ch. 9-10 Open Monday to Friday (12/10) at 23:59                                 |
**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. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus