Course Information

Course Description

This foundational course explores the social science approach to understanding of human behavior from a developmental life cycle perspective. Major societal systems examined in this course range from the individual and group through organizational and community. Diversity issues of special interest within each of the identified systems include race, ethnicity, class, sexual orientation, and culture.

Course Credits

3

Prerequisite and Co-requisite Courses

Prerequisite: Formal admission to the MSW program and good standing in the MSW program.
Prerequisite Skills

This course requires students to have an existing understanding of the values, ethics, skills, and knowledge base of the profession as well as the general intervention model and how to apply it to social work practice. General skill-based requirements of this course include: basic computer proficiencies (e.g., accessing Internet websites, using online and on-campus library resources, and familiarity with Microsoft Office programs) and the ability to understand and apply the formatting and style guidelines of the Publication Manual of the American Psychological Association (7th ed.).

Program Outcomes

Upon completion of the program of study for the Master’s degree in Social Work, the graduate will be prepared to practice as an advanced generalist in the field of social work as well as become licensed as a master’s level social worker.

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 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 understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong 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, because 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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary 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 inter-professional 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 decisionmaking.

**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,

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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><strong>Competency 1:</strong></td>
<td>Diversity and social work values/ethics paper; case study</td>
<td>Use reflection and self regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td><strong>Demonstrate Ethical and Professional Behavior</strong></td>
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<tr>
<td><strong>Competency 2:</strong></td>
<td>Diversity and social work values/ethics paper; case study</td>
<td>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity;</td>
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<tr>
<td><strong>Engage Diversity and Difference in Practice</strong></td>
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<tr>
<td><strong>Student Learning Outcome</strong></td>
<td>Assignment(s) or activity(ies) validating outcome achievement:</td>
<td>Mapping to Program Outcomes</td>
</tr>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>Diversity and social work values/ethics paper; case study</td>
<td>Understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing as well as the processes for translating research findings in effective practice</td>
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<td>understand the dimensions of diversity as the intersectionality of multiple factors</td>
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<td><strong>Competency 4:</strong></td>
<td>Diversity and social work values/ethics paper; case study; theory presentation</td>
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<tr>
<td><strong>Engage in Practice-informed Research and Research informed Practice</strong></td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Course Delivery
This is an online course with learning resources and supplemental materials posted in Blackboard. All testing will be done through Respondus Testing.

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.). If you do not already own the Publication Manual, this is a required text.

Technology Requirements
To successfully complete this course, students need the following:

- 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

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

Topic Outline
See Blackboard for Module Outline

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

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 in-person or with the assistance of the telephone, Collaborate, Skype, etc.

All course-related communication must be conducted in a respectful, professional manner. This encompasses all in-class or virtual communication. Individuals who violate this guideline will receive one warning only. Further violations will result in a failing grade for the course.

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>Theory Presentations</td>
<td>25 %</td>
</tr>
<tr>
<td>Diversity and Social Work Values/Ethics Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study</td>
<td>30 %</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20 %</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:

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

Theory Presentations  
25%
Students will create and submit a recorded presentation covering one of the theoretical models using the textbooks, supplemental materials posted on Blackboard, and other sources that they discover on their own accord. In addition to explaining the theory in-depth, students will discuss the theory as it relates to at least two life stages, and must utilize scholarly material outside of and in addition to those provided in the course. Presentations should be submitted in Blackboard by the due date and should be approximately 20-30 minutes in length.

Diversity and Social Work Values/Ethics Paper  
25%
Students will write a paper detailing at least two (2) experiences of working and interacting with persons of a different race, ethnicity, ability, sexual orientation, or other characteristic of diversity. The following items should be addressed in each detailed experience:

• Description of the experience from your own perspective  
• Information learned from the experience  
• Discussion of how the experience impacted your view of persons that differ from you  
• Specific values, principles, and guidelines from the NASW Code of Ethics that relate to human diversity and the dignity and worth of all persons

The paper should be five (5) to seven (7) pages of body text (i.e., excluding the title and reference pages) and written according to the formatting and style guidelines of the APA 7th edition publication manual. At least three (3) scholarly resources must be incorporated into

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the paper. **At least two (2) of these sources must be peer-reviewed journal articles.** Other sources may include government reports, demographic information, statistical census information, and similar resources. Each of the items must relate to your experience in working or interacting with persons that differ in diversity characteristics.

**Case Study 30%**
Students will write a case study on a child, young adult, midlife adult, or an older adult. **Apply three (3) theories and five (5) concepts from the chapters in the Hutchinson text on the life stage targeted for case study analysis.** The following information should be included in each paper.

- Detailed discussion of **specific theories and concepts while providing examples** of how the client demonstrates each theory, concept including characteristics of diversity such as race, ethnicity, national origin, social class, religion, physical and mental ability, and/or sexual orientation
- Description and illustration of **the ways particular social systems promote or obstruct the achievement and maintenance of health and well-being** for the particular individual discussed in the case study
- Listing of **biological aspects** of the targeted life stage, including physical changes that theoretically occur
- Listing of **psychological aspects** of the targeted life stage, including personality changes that theoretically occur
- Listing of **social aspects** of the targeted life stage, including societally-related changes that theoretically occur
- Listing of **spiritual aspects** of the targeted life stage, including the grief and dying process **when appropriate**

The paper should be **at least 8 pages of body text** (i.e., excluding title and reference pages) and written according to the formatting and style guidelines of the APA 6th edition publication manual. **At least six (6) scholarly resources** must be incorporated into the case study. **Two (2) of these resources must be peer-reviewed journal articles published in the past five (5) to seven (7) years.** Other sources may include the course textbooks, government reports, demographic information, statistical census information, and other such resources. This paper must be received via BLACKBOARD submission on the due date assigned.

**Quizzes 20%**
There will be **six (6) timed quizzes** for this course. Each quiz will be based on the textbook as well as any other class materials that have been assigned and/or used. **You may not use notes,**

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PowerPoint lecture slides, or other materials when taking the exams. RespondusMonitor™ and Respondus™ LockDown Browser software will be used to administer each quiz.

Please note that quizzes are due by the time stated on the syllabus. This means that quizzes submitted after the time due will be late and no points will be earned (i.e., a zero grade). For safety’s sake, do not wait until the hour before the quiz is due to begin the quiz. Technical difficulties will not excuse a missed deadline.

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 ajones109@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
Late assignments are not accepted. Accommodations may be made on a case-by-case basis, but only for extreme circumstances of University-approved or instructor-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 Handbook
- Angelo State University Catalog

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be online at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities. Students are expected to engage in course activities and submit work by due dates and times.

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Note: There will be collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These synchronous (i.e., realtime) will occur, when announced in Blackboard, on Thursdays from 6:00 – 7:00 pm. If you are unable to join at that time, you may reach out by email: ajones109@angelo.edu. Please turn on your cameras and mute yourself when not speaking. Collaborate sessions are optional.

**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.

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

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

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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 (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.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>• Course Introduction and Syllabus Review</td>
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<td></td>
<td>• Collaborate session 8/26/21, 6:00 pm</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Aug. 30- Sept. 5</th>
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<tbody>
<tr>
<td>Read Robbins Ch. 1: The Nature of Theories and Ch. 14: Application of Theories</td>
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<tr>
<th>Week 3</th>
<th>Sept. 6-12</th>
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<tbody>
<tr>
<td>Read Robbins Ch. 2: Conflict and Ch. 3: Theory</td>
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<tr>
<td>Quiz 1 opens 9/9 at 8am closes 9/11 at 11:59pm</td>
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<tr>
<th>Week 4</th>
<th>Sept. 13-19</th>
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<tr>
<td>Read Robbins Ch. 4: Theories of Empowerment and Social Capital and Ch. 7: Psychodynamic Theory</td>
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<tr>
<th>Week 5</th>
<th>Sept. 20-26</th>
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<tr>
<td>Read Robbins Ch. 5: Feminist Theory and Ch. 6: Theories of Assimilation, Acculturation...</td>
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<tr>
<td>Quiz 2 opens 9/23 at 8am and closes 9/25 at 11:59pm</td>
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<tr>
<th>Week 6</th>
<th>Sept. 27- Oct. 3</th>
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<tr>
<td>Read Robbins Ch. 8: Theories of Life Span Development and Ch. 9: Theories of Cognitive, Moral, and Faith Development</td>
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<tr>
<th>Week 7</th>
<th>Oct. 4-10</th>
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<tr>
<td>Read Robbins Ch. 10: Symbolic Interaction and Ch. 11: Phenomenology, Social Constructionism, and Hermeneutics</td>
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<tr>
<td>Quiz 3 opens 10/7 at 8am and closes 10/9 at 11:59pm</td>
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<tr>
<th>Week 8</th>
<th>Oct. 11-17</th>
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<tr>
<td>Read Robbins Ch. 12: Behaviorism, Social Learning Theory, and Exchange Theory and Ch. 13: Transpersonal and Integral Theories</td>
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<tr>
<td>Diversity and Social Work Values/Ethics Paper Due 10/14 at 11:59pm</td>
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<tr>
<th>Week 9</th>
<th>Oct. 18-24</th>
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<tbody>
<tr>
<td>Read Hutchison Ch. 1: A Life Course Perspective</td>
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<tr>
<td>Quiz 4 opens 10/21 at 8am and closes 10/23 at 11:59pm</td>
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<tr>
<th>Week 10</th>
<th>Oct. 25 -31</th>
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<tr>
<td>Read Hutchison Ch. 2: Conception, Pregnancy, and Childbirth</td>
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<tr>
<th>Week 11</th>
<th>Nov 1 -7</th>
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<tbody>
<tr>
<td>Read Hutchison Ch. 3: Infancy and Toddlerhood and Ch. 4: Childhood</td>
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<tr>
<td>Quiz 5 opens 11/4 at 8am and closes 11/6 at 11:59pm</td>
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<tr>
<th>Week 12</th>
<th>Nov. 8 -14</th>
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<tr>
<td>Read Hutchison Ch. 5: Middle Childhood and Ch. 6: Adolescence</td>
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Week 13
Nov 15-21

- Read Hutchison Ch. 7 Young Adulthood and Ch. 8 Middle Adulthood
- Quiz 6 opens 11/18 at 8am and closes 11/20 at 11:59pm

Week 14
Nov 22-23
Thanksgiving holiday 24-26

- Read Hutchison Ch. 9 Late Adulthood and Ch. 10 Very Late Adulthood
- Theory Presentations due 11/23 by 11:59pm.

Week 15
Nov 29-Dec. 5

- Case Study Paper Due 11/30 by 11:59 pm.

Week 16
Dec. 6-11

Optional Bonus Quiz opens 12/6 at 8am and closes 12/8 at 11:59pm (covers Hutchison Ch. 9 and 10)

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.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

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