

**University of North Texas at Dallas**  
**FALL 2014**  
**SYLLABUS**

<b>SOWK 3500D.020 Human Behavior and the Social Environment – 3 Credit Hours</b>			
<b>Department of</b>	<b>Counseling and Human Services</b>	<b>Division of</b>	Education and Human Services
<b>Instructor Name:</b>	<i>Cynthia H. Spann, LCSW</i>		
<b>Office Location:</b>	<i>DAL 2, Room 305</i>		
<b>Office Phone:</b>	<i>214-356-4814</i>		
<b>Email Address:</b>	<i><a href="mailto:Cynthia.Spann@untdallas.edu">Cynthia.Spann@untdallas.edu</a>; Blackboard course email</i>		
<b>Office Hours:</b>	<b>One hour prior to class &amp; by appointment</b>		
<b>Classroom Location:</b>	<i>DAL2 - 337</i>		
<b>Class Meeting Days &amp; Times:</b>	<i>Tuesdays, 7:00PM – 9:50 PM</i>		
<b>Course Catalog Description:</b>	Theories of human interaction as a framework for practice decisions. Ecological and strengths-based perspective to explore social systems as vehicles for individual and societal change. Part of a two-course sequence focusing most specifically on the human life course as it is impacted by biological, psychological, social and cultural factors.		
<b>Prerequisites:</b>	None		
<b>Co-requisites:</b>	None		
<b>Required Text:</b>	<p>Ashford, J. B., LeCroy, C. W., &amp; Lortie, K.L. (2001) <i>Human Behavior in the Social Environment: A Multidimensional Perspective [5th Edition]</i>. Belmont, CA: Brooks/Cole. <b>ISBN10:</b> 0-8400-2911-X</p> <p>Hudley, E., Haight, W., &amp; Miller, P. (2003) <i>Raise Up a Child</i>. Chicago, IL: Lyceum Books. <b>ISBN-10:</b> 0925065471</p>		
<b>Note: Ashford, LeCroy, &amp; Lortie E-books can be rented and/or purchased at: <a href="http://www.cengagebrain.com/shop/search/9780840029119">http://www.cengagebrain.com/shop/search/9780840029119</a></b>			
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>		
<b>Course Goals or Overview:</b>			
	<p>In keeping with the Core Values and Educational Themes of UNT Dallas, students will demonstrate the following Core Competencies during the course of the semester. These competencies meet the following learning goals:</p> <ul style="list-style-type: none"> <li>• Critical thinking and problem-solving skills</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Open-mindedness (ability and willingness to embrace a global and diverse mindset)</li> <li>• Computer literacy</li> <li>• Ability to frame issues from multiple perspectives</li> <li>• Sound written and verbal communication skills</li> <li>• Ethical behavior</li> </ul>
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will be able to:	
1	describe key areas of bio-psycho-social-spiritual development through written and oral presentations and discuss ways that these areas interact with each other in diverse populations and throughout the life span
2	discuss typical dilemmas that people face throughout the stages of the lifespan - and identify ways that families, communities and society can help or hinder them as they face these challenges and opportunities
3	explore the impact of social, cultural and economic forces on diverse and/or vulnerable populations, so that you can understand the way oppression works and find ways to mitigate it
4	apply various theories and models to explore human and societal behavior and identify multiple perspectives and implications for decision-making
5	apply social work ethics and values to critique these viewpoints and courses of action
6	identify underlying ethical issues related to the power of particular viewpoints and associated power of understanding human behavior

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and on Blackboard.

Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
Week 1 Face-to-Face (F2F)	8/26/14	Introductions (Ice Breakers) Explanation of Syllabus & Assignments Blackboard LEARN Instructions Course Overview	<p><b>Readings:</b> Syllabus, Orientation, Calendar, Blackboard LEARN Tutorials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Sign-up for interviews and group presentations</li> <li>• Complete ONLINE introduction</li> <li>• Journal 1 Entry</li> </ul>
Week 2 F2F	9/2/14	Complexity of development and growth – what difference does our viewpoint make? Multi-dimensional Framework for Assessing Social Functioning; Theories and Developmental Perspectives	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 1 Ashford PowerPoint presentations Weekly PowerPoint presentations All Ancillary Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• PIE Analysis of the James Moore Case Study</li> <li>• Personal Dot Map</li> <li>• Journal 2 Entry</li> </ul>

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Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
Week 3 On-line (O/L)	9/9/14	Biophysical & Psychological Dimensions for Assessing Social Functioning	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapters 2-3 Ashford PowerPoint presentations Weekly PowerPoint presentations All Ancillary Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board activities</li> <li>• Analysis of the Raul Salazar case (both biophysical and psychological)</li> <li>• Journal 3 Entry</li> </ul>
Week 4 O/L	9/16/14	Social and Spiritual Dimensions (Faith Development & Implications for Practice) Diversity	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 4 Hudley: Interludes 1 &amp; 2 Chapter PowerPoint presentation Weekly PowerPoint presentation Family Systems Theory PowerPoint presentation "Unpacking the Invisible Knapsack," All Ancillary Materials</p> <p><b>Video:</b> "A Class Divided" at: <a href="http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html">http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html</a>.</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board activities</li> <li>• Analysis of the Raul Salazar case (from social perspective)</li> <li>• "Diversity and Privilege" assignment</li> <li>• Journal 4 Entry</li> </ul>
Week 5 F2F	9/23/14	Pregnancy, Birth & the Newborn; Infancy (birth to 2 ½):	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapters 5-6 Chapter PowerPoint presentations Weekly PowerPoint presentation All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Group Presentation - Infancy</li> <li>• Interview - Infancy</li> <li>• Journal 5 Entry</li> </ul>
Week 6 F2F	9/30/14	Early Childhood (2 ½-5):	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 7 Chapter PowerPoint presentation Weekly PowerPoint presentation All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Group Presentation, as assigned</li> <li>• Interview Presentation, as assigned</li> </ul>

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Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
			<ul style="list-style-type: none"> <li>Journal 6 Entry</li> </ul>
Week 7 O/L	10/7/14	Applying Child Welfare Content – Child Abuse, Neglect, & Exploitation: Theory in Practice: Antwone Fisher	<p><b>Readings:</b> Ashford: pp348-352 Hudley: Interlude #4 PowerPoint presentation</p> <p><b>Film:</b> <i>Antwone Fisher</i> (2002). Available from Amazon Instant Video for \$2.99 at: <a href="http://www.amazon.com/gp/product/B000JPKKRO/ref=atv_feed_catalog?tag=imdb-amazonvideo-20">http://www.amazon.com/gp/product/B000JPKKRO/ref=atv_feed_catalog?tag=imdb-amazonvideo-20</a></p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Film Review: Theory in Practice – Child Welfare Content</li> <li>Discussion Board</li> <li>Journal 7 entry</li> </ul>
Week 8 F2F	10/14/14	Middle Childhood (6-12):	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 8 Ashford PowerPoint presentation Weekly PowerPoint presentation All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Group Presentation, as assigned</li> <li>Interview Presentation, as assigned</li> <li>Journal 8 Entry</li> </ul>
Week 9 F2F	10/21/14	Adolescence (11-21)	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 9 Ashford PowerPoint presentation Weekly PowerPoint presentation All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Group Presentation, as assigned</li> <li>Interview Presentation, as assigned</li> <li>Journal 9 Entry</li> </ul>
Week 10 F2F	10/28/14	Young Adulthood (22-34)	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 10 Ashford PowerPoint presentation Weekly PowerPoint presentation All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Hudley Book Review – Part I</li> </ul>

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Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
			<ul style="list-style-type: none"> <li>• Group Presentation, as assigned</li> <li>• Interview Presentation, as assigned</li> <li>• Journal 10 Entry</li> </ul>
Week 11  O/L	11/4/14	Decision-Making in Adult Life	<p><b>Readings:</b> Hudley: Interlude 3 PowerPoint presentation All Ancillary Materials Video: “Life Coaching: Tools for Counselors” : <a href="http://libproxy.library.unt.edu:3362/view/1779213">http://libproxy.library.unt.edu:3362/view/1779213</a></p> <p><b>Due:</b> Discussion Board Activities Journal 11 Entry</p>
Week 12  F2F	11/11/14	Middle Adulthood (35-60)	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 11 Ashford PowerPoint presentation Weekly PowerPoint presentations All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Group Presentation, as assigned</li> <li>• Interview Presentation, as assigned</li> <li>• Journal 12 Entry</li> </ul>
Week 13  F2F	11/18/14	Late Adulthood (60 +)	<p><b>Readings:</b> Ashford, LeCroy, &amp; Lortie: Chapter 12 Ashford PowerPoint presentation Weekly PowerPoint presentation All Lecture Materials</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Group Presentation, as assigned</li> <li>• Interview Presentation, as assigned</li> <li>• Journal 13 Entry</li> </ul>
Week 14  O/L	11/25/14	End of Life Issues: Death and Dying	<p><b>Readings:</b> Ashford: pp. 616-617 PowerPoint presentations All Ancillary Materials</p> <p><b>Videos:</b> Dealing with Sudden Death Documentary video: <a href="http://www.youtube.com/watch?v=5oH515Qi0yQ">http://www.youtube.com/watch?v=5oH515Qi0yQ</a></p> <p>Talking to Children about Death video: “Remembering”, produced by Marx, Sue. (Aquarius Health Care Media, 2007), 24:01 min.: <a href="http://libproxy.library.unt.edu:3362/view/1779139">http://libproxy.library.unt.edu:3362/view/1779139</a></p>

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Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
			<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Discussion Board activities</li> <li>• Journal 14 Entry</li> </ul>
Week 15 O/L	12/2/14	Course Reflection & Instructor Feedback	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Hudley Book Review – Part II</li> <li>• Work on Final Comprehensive Papers</li> <li>• Journal 15 Entry</li> </ul>
Week 16 O/L	12/9/14	Final Evaluation	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Final Comprehensive Paper</li> </ul>

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

**Assignments** – *written assignments and oral presentations designed to supplement and reinforce course material*

**Comprehensive Reflection Paper** – *written paper designed to apply and synthesize material learned through critical thinking, evaluation, research, and self-reflection; and designed to demonstrate that the course's learning objectives have been met*

**Attendance and Class Participation** – *punctual attendance and active participation in class/group discussions designed to help students achieve maximum benefits from taking the course*

### Grading Matrix:

Instrument	Value (points)	Total
Dot Map Development – Due: 09/10/13	20	20
James Moore Case Study – PIE Analysis – Due: 09/10/13	20	20
Salazar Case Analyses – Due: 09/17/13 & 09/24/13	3 reviews at 25 points each	75
Diversity and Privilege Exercise – Due: 09/24/13	100	100
Film Review: Theory in Practice – Due: 10/15/13	100	100
Book Reviews – Due: 11/05/13 & 12/03/13	2 reviews at 100 points each	200
Corroborative Interview – Dates vary by developmental stage	150	150
Group Presentation - Dates vary by developmental stage	150	150
Final Comprehensive Reflection Paper – Due: 12/10/13	300	300
Attendance & Class Participation	285	285
<b>Total:</b>		<b>1400</b>

### Grade Determination:

A = 1260 – 1400 - i.e. 90% or better

B = 1120 – 1259 – i.e. 80 – 89 %

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C = 980 – 1119 - i.e. 70 – 79 %  
 D = 840 – 979 - i.e. 60 – 69 %  
 F = 839 points or below; i.e. less than 60%

### **Explanation of Assignments**

#### **Dot Map Development – Due: 09/05/2014**

Develop a personal Dot Map using the following categories:

- Biophysical
- Psychological
- Social
- Spiritual
- Environmental

An example and a blank template can be found in the Ancillary Material of Module 1.

#### **James Moore Case Study – Person-in-Environment (PIE) Analysis – Due: 09/05/14**

Read the James Moore Case Study and the Outline for Using the PIE and DSM IV- TR form (which are found in the Ancillary Material of Module 1) and complete a PIE assessment of James Moore. Read Pages 35-37 for an example. Discuss your assessment with your classmates.

#### **Salazar Case Analyses**

- **Biophysical Analysis – Due: 09/12/14**

Read the Salazar Case Study posted in the Ancillary Material of Module 2 and respond to the following questions regarding the Biophysical Dimension:

1. What problems does Raul have that may be genetically based?
2. What role might inheritance play in his case history?
3. What prenatal and postnatal conditions might be impacting his current biophysical condition?

- **Psychological Analysis – Due: 09/12/14**

Read the Salazar Case Study posted in the Ancillary Material of Module 2 item and respond to the following questions regarding the Psychological Dimension:

1. What difficulties is Raul experiencing in terms of his emotions, attitudes or perceptual abilities?
2. What problems does Raul have with concentration or attention?
3. What, if any, of Raul's behavioral problems are learned behaviors?

- **Social Analysis – Due: 09/19/14**

Read the Salazar Case Study posted in the Ancillary Material of Module 3 and respond to the following items from the perspective of the Social Dimension and family relationships:

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1. Describe the family rules, roles, & patterns of communication
2. Who has power in the family?
3. What are some of the major issues that you see?
4. How would you describe the family's support systems, the community, and the external environment?
5. What social strengths, hazards, and risks would you identify?

### **Diversity and Privilege Exercise – Due: 09/19/14**

Watch the PBS Documentary, "A Class Divided" at:

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>. Answer the following questions:

1. What scene had the strongest impact on you? Why did that stick with you?
2. What did you learn about discrimination and segregation?
3. How was the exercise that Elliott designed a response to the children's question, "Why would anyone want to murder Martin Luther King?" Did the film provide an answer to the question? How would you answer the question?
4. How did the negative and positive labels placed on a group become self-fulfilling prophecies?
5. In the prison seminar, one of the white women asserts that all people face some kind of discrimination. Another woman challenges her, claiming that whites can't really know what it's like to face discrimination every minute of every day. What do you think?
6. How did Elliott's discrimination create no-win situations for those placed in the inferior group? How did she selectively interpret behavior to confirm the stereotypes she had assigned?
7. It's easy to understand why third-graders might not refuse to obey their teacher, but when the exercise is done with the prison guards, why don't any of the adults object?

Consider the kinds of privileges that Jane Elliott created for her third-graders, such as extra recess time, getting to go back for seconds at lunch, and being first in line. While these were appropriate rewards for her 8 year olds, look at what kinds of privileges exist in the adult world by reading the classic article "[Unpacking the Invisible Knapsack](http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf)," by Peggy McIntosh. (The article can be accessed at: <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>. A copy is also included in the "Assignments" tab of Blackboard.)

8. Use the checklist as self-reflection, asking "Can you count on this?" A "yes" answer scores 1 point. For a "no," subtract 1 point. Score nothing for "does not apply to me." The higher the score, the greater the degree of privilege one has in the context of living in the United States today. **What is your score?** Were you surprised by your score, or did it confirm what you already knew?
9. Why is privilege normally invisible and what does it feel like to make it visible?
10. **Discuss McIntosh's argument that the word "privilege" is misleading. Do you agree or disagree, and why?**

### **Film Review: Theory in Practice – Child Welfare Content – Due: 10/10/14**

Watch the movie, *Antwone Fisher (2002)*. Based on the Child Welfare PowerPoint material and the Antwone Fisher story, provide a Dot Map representing Antwone's adult life. Provide an analysis of the long-term effects on Antwone's life of child mistreatment. Include physical, psychological, and sexual abuse as well as the concepts of neglect and abandonment. Based on Interlude #4 in the Hudley text, This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.



Antwone Fisher, this week's PowerPoint presentation, and the Ashford text, explain your point of view regarding the concept of "spanking" in relation to child abuse. (Cite the text as applicable.) Post your point of view on the Discussion Board and dialogue with your classmates. (Film is available from Amazon Instant Video at:

[http://www.amazon.com/gp/product/B000JPKKRO/ref=atv\\_feed\\_catalog?tag=imdb-amazonvideo-20.](http://www.amazon.com/gp/product/B000JPKKRO/ref=atv_feed_catalog?tag=imdb-amazonvideo-20.)

### **Book Reviews – (Parts 1 & 2) Due: 10/31/14 and 12/05/14**

Read and review the secondary text: Hudley, E., Haight, W., & Miller, P. (2003) Raise Up a Child. Chicago, IL: Lyceum Books. You will submit two separate Book Reviews. The first should cover Chapters 1 – 13 and is due 10/28/14. The second should cover Chapters 14-34 and is due review is due 12/05/14.

**Your review should reflect critical thinking and should be written using correct grammar and spelling. Your double-spaced typewritten paper should be 3-5 pages, and should include the following:**

- A creative introduction that captures the reader's attention
- A summary of important points the author makes about Edith Hudley
- At least four concrete examples of the relationship between Hudley's life and developmental theories and/or the Multidimensional Framework for Assessing Social Functioning (i.e., biophysical, psychological, social, and spiritual)
- Concepts from class discussions and the assigned reading related to Early Childhood, Middle Childhood, and Adolescence (Part I) and Early, Middle, and Late Adulthood (Part II)
- Identification of social supports, hazards, and risks (including the impact of social, cultural, and economic forces) that Hudley experienced throughout her life
- A conclusion that incorporates what you've learned from reading this book; how it applies to what you've learned in this class; and how you might use what you've learned if you were to become a professional social worker

### **Corroborative Interviews: Looking for Evidence – Due: Dates vary by developmental stage**

Interview or observe a person you know. (In the case of infants and/or young children, you will need to interview one or both of the parents.) Address biological, psychological, social and spiritual development. Discuss the key social systems with which they are engaged; explore the strengths and weaknesses of those systems in supporting their needs and desires. Address the impact of diversity / privilege on their development. You will sign up for 1 specific life period. Be sure to include citations from the text as you compare the information from the interviewee with concepts in the text. You will be required to make a formal PowerPoint presentation of your interview findings to the class. Submit one copy of your PowerPoint presentation. The due dates for these assignments will be determined by the life period being presented. (Your interview should be with someone who is in the same life stage as your group assignment.)

### **Group Presentation - Dates vary by developmental stage**

In groups, prepare a **comprehensive** Power Point presentation on your assigned life period. This should be more extensive than the summaries that are at the beginning of each chapter in your text book. Address

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biological, psychological, social and spiritual development. Utilize supplemental reading materials and cite your sources. Use concrete examples to clarify the concepts. **Be creative!** Submit one copy of your PowerPoint presentation and include the names of all of the group members. **Presentations should be 45 minutes to 1 hour.** The due dates for these assignments will be determined by the life period being presented. (Your group presentation should cover the same life stage as your individual interview.)

### **Final Comprehensive Reflection Paper – Due: 12/09/14**

In place of a Final Exam, you will be required to submit a comprehensive paper that synthesizes the material that you have learned from a reflective viewpoint. You will identify your current life stage and complete a self-analysis of your current stage and significant elements of each of the preceding stages. What physical, psychological, spiritual, and social factors significantly impacted your development thus far? (Include a dot map.) Interview parents/surrogates, siblings, extended family members, friends, neighbors, etc. to assist you with information related to your infancy and early childhood years that you are unable to recall. In what ways has your environment strengthened and/or hampered your development? How can you apply what you have learned in this class to help you better understand some of the physical, psychological, spiritual, and social dimensions that you are now experiencing? How can you apply what you have learned in this class to help you better understand and relate to significant others in your life? As a potential social worker, how can you apply what you have learned in this class to help you better understand your clients? You are to demonstrate that you have met the learning objectives outlined in the syllabus. Specific grading guidelines are attached. **Your double-spaced typewritten paper should be 6-10 pages.**

### **Attendance & Class Participation**

Your contribution to the class is essential. You must show evidence of critical thinking related to readings and consider the implications for human services work. Points are earned in class sessions for attendance and/or activities. **In accordance with the Attendance Policy in the UNT Undergraduate Catalog (p.78), Attendance COUNTS in this class! In-class exercise points can NOT be made up due to absences.** Grades will be calculated as follows: Face-to-face class participation will be worth up to 10 points each, excluding the first class session.

You will also be expected to submit 14 Discussion Board posts (10 points each) as well as 15 journal posts (1 per week) - for instructor review, only- (5 points each).

Summary of Potential Class Participation Points (285):

- Face-to-Face Class Participation – 70 Points
- Discussion Board posts – 140 Points (Due by Fridays at 11:59 PM)
- Journal Entries – 75 Points (Due by Fridays at 11:59 PM)

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more* This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### **Late Assignment Policy:**

***Late assignments will be penalized 10% each day for a maximum of 3 days. Late assignments will not be accepted after the third day unless there is a documented and approved emergency.***

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

### **Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. **The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. There will be in-class exercises that will count towards your Class Participation scores.** Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Leaving Class Prior to Dismissal:** *Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction. **Leaving class prior to dismissal will impact your grade for class participation and attendance.***

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**Diversity/Tolerance Policy:** *Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

### **Blackboard LEARN**

*This course requires use of “Blackboard” for designated interactive processes. You are required to check announcements using “Blackboard” along with email correspondence, discussion board assignments, group assignments, written assignments, etc. Written assignments are to be submitted through Blackboard. There will be 2 on-line classes during the course of the semester. Specific assignments will be announced in class and will also be posted on “Blackboard”.*

### **Grade of Incomplete, “I”**

*A Grade of Incomplete can only be given during the last ¼ of semester. The student must have a passing grade to that point; have a justifiable reason for the request; and must have the approval of the Department Chair and/or Dean. The instructor must specify the work to be completed and the date by which it will be completed.*

### **Classroom Policies:**

- a) *Disruptive behavior (e.g., chronic tardiness, classroom outbursts, and/or side-bar conversations) will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*
- b) *Use of **cell phones** and **paggers** in the classroom is **prohibited** and will result in students being asked to leave class. In such case, no credit will be given for in-class assignments submitted during that class period. (If it is essential that you you’re your phones and paggers turned on, you must set them on mute.)*
- c) ***NO CHILDREN** are allowed to come to class with you. The presence of children in the classroom could present a liability for the university. Their presence might also prohibit the depth of conversation that would otherwise take place in the classroom or might prohibit the use of audio visual materials that were scheduled for that class session.*
- d) *Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted as approved by the instructor.*
- e) *Material shared in class is to be maintained in confidence among the members of the group (although this cannot be guaranteed). Because some members of the class may choose to share personal information regarding themselves, family, or friends, all students are asked to keep what is said in the classroom in strict confidence and respect the feelings and beliefs of other class members. **Our classroom, our laboratory, is a safe space for nonjudgmental learning.***

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

Running Head: Your Short Title Here

TITLE OF YOUR PAPER

Your Name

University of North Texas Dallas

Professor Cynthia Spann

HSML 3000.092 - Human Services & Non-profit Organizations

Date

\*\*\*\*\*Follow this format for all submitted papers, please!

This syllabus is subject to change by the instructor. Any changes will be communicated in class and on Blackboard.

## SOWK 3500 Syllabus Acknowledgement Form

I have read and understand the format of this course, the use of Blackboard Learn, and the policies described in the syllabus. I acknowledge that failure to comply with the terms of the syllabus, or to complete the requirements listed on Blackboard may affect my success in this class.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete this form, scan it, and submit it in PDF format through Blackboard Learn during the first week of class.

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