Instructor: Holli Slater, MSSW  
Office Hours: 5:00 – 6:00 pm on Wednesdays in the classroom, or by appointment  
Office Number: None  
Office Telephone: None (Contact via e-mail or WebCT mail only)  
E-Mail: slater@uta.edu  

Course Information:  
SOCW 3302 - 002: Human Behavior and the Social Environment II  
Wednesdays from 6:00 – 8:50 in Building A, Room 316  

I. UTA SYLLABUS DISTRIBUTION REQUIREMENT  
Students must be given access to a course syllabus (either hardcopy or electronically) by the end of the first week of each fall and spring semester and by the second class day for each short semester (e.g. summer sessions, Wintersession, or Maymester). A copy must also be placed in the departmental office.  

II. CSWE, EPAS CONTENT POLICY: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT  
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.  

III. COURSE DESCRIPTION  

Undergraduate Catalog: One of three required human behavior courses that explores, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons and families from birth through death.  

Expanded Description: The Council on Social Work Education (CSWE) requires that social work students attain knowledge in the Human Behavior and the Social Environment (HBSE) foundation courses on the biopsychosocial development of individuals and the range of social systems in which individuals live. It is the intent of this course to provide some of this knowledge.  

This course, Human Behavior and the Social Environment II (HBSE SOCW 3302) is one of three required human behavior (HBSE) courses in the BSW Program. The other courses are Human Behavior and the Social Environment I (HBSE SOCW 3301) and Human Behavior and Diverse Populations (SOCW 3317).  

This course explores the behavioral and social science knowledge related to the development of individuals and families through the life course (e.g., biological and social research evidence and the theories of Freud, Erikson, Piaget, and others). In addition, theoretical perspectives that facilitate understanding of human behavior (e.g., Cognitive Theory, Feminist Theory, Social Learning Theory, Dynamic Systems Theory, the Ecosystems Perspective, and others) will be explored. Students will
explore (a) the role that culture and cultural identity play in human development and norms of behavior; (b) relevant concepts of genetics and neurobiology to facilitate understanding of human functioning at the biological level; and (c) the diversity of views which facilitate the professional social worker's understanding of class, culture, diversity, ethnic identification, oppression, populations-at-risk, race, sexual orientation, social and economic justice.

IV. COMPETENCY-BASED PERFORMANCE OUTCOMES

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills.

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
6. Graduates will engage in life-long learning and activities to update and improve professional knowledge and skills.

This course relates to and advances the program objectives by providing HBSE course content in the knowledge base and theories on human development of persons and families across the life span and across diverse environmental contexts.

A. Apply biopsychosocial development of individuals across the life course and as they live in families, groups, organizations, social institutions, and communities.
B. Apply evidence and theoretical frameworks for understanding human development and the interactions among various systems and between individuals and social systems.
C. Analyze the effect of social systems on human behavior as well as the impact of human behaviors on various social systems.
D. Recognize ways social systems promote or block the achievement and maintenance of optimal health and well-being. Strength’s based and empowerment-based approaches will be emphasized for the promotion of these goals.
E. Synthesize ways of evaluating theories and their applications to client situations. This will include identification of traditional and alternative assessment approaches and application of course content to practice, including clinical, community, and social welfare policy and services.
F. Recognize content on the promotion of social and economic justice (understanding the dynamics and consequences of human oppression and discrimination across the life span).
G. Recognize populations at risk (patterns and dynamics of discrimination, economic deprivation, and oppression on groups distinguished by age, ethnicity, class, sexual orientation, religion, and physical or mental ability and the impact of discrimination, economic deprivation, and oppression upon biopsychosocial development in members of these groups).
H. Apply content on diversity, including the differences and similarities in experiences, needs, and beliefs in groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
I. Apply values and ethics regarding biopsychosocial theories and developmental evidence.
Students are to develop awareness of their personal values and clarify conflicting values and ethical dilemmas about course content.

V. PERFORMANCE MEASURES

By the end of the semester, the student will have achieved the following:

A. Articulate in writing assignments, class discussions, and examination experiences knowledge of selected theories of the biopsychosocial development of individuals.
B. Articulate in writing assignments, class discussions, and examination experiences knowledge and understanding of the range of social systems, interactions among them, and interactions among individuals and social systems. Demonstrate the capacity to apply social systems and ecological theoretical approaches to case situations.
C. Articulate in class discussion, writing assignments, and examination experiences knowledge of strengths based and empowerment based approaches and their implications for achievement and maintenance of optimal health and well-being.
D. Articulate in class discussions and written assignments the capacity to assess practice situations from the perspective of diversity, and the similarities and differences in experiences, needs, and beliefs among diverse groups.
E. Demonstrate, through written work, the capacity to assess practice situations in terms of social and economic oppression, and discrimination in populations-at-risk.
F. Articulate in class discussions, and in written work, potential sources of conflict in values and ethics regarding the course content. Demonstrate self-awareness in identifying personal conflicts regarding persons from diverse populations and willingness to rethink biased or otherwise negative views in respect to professional contacts and experiences, and rethink discriminatory behaviors. Commit to appreciation of human diversity.

Students may vary in their competency levels on these objectives at the completion of the course. Students can expect to acquire these skills only if they honor all course policies, attend and participate in class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

VI. READING MATERIALS

Required Texts:

Recommended Texts:

VII. ADDITIONAL COURSE REQUIREMENTS

Web CT: WebCT is a Learning Management System licensed by UTA for faculty members to communicate electronically with students. It may be used as a mechanism to deliver supplemental materials. There are many WebCT features that may be used during the course of this class, some of which include:

- Email and Discussion Groups
- Calendar
- Assignments
- Grade Book
- Online Quizzes
- Group Projects
It is expected that students will actively utilize the WebCT platform to submit all assignments and to communicate with class members and the instructor. Only assignments submitted through WebCT will be accepted. All assignments must be submitted by 5:00 p.m. on the day they are due in MS Word or RTF format. See additional policy on late assignments.

You may access the WebCT platform at [http://www.uta.edu/webct/](http://www.uta.edu/webct/). Information on how to login, submit assignments, take quizzes, and review grades will be provided.

### VIII. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/1</td>
<td>Course Introduction Review of WebCT</td>
<td>None</td>
<td>Send e-mail to instructor using WebCT</td>
</tr>
<tr>
<td>2</td>
<td>9/8</td>
<td>Effective Writing and APA A Life Course Perspective</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/15</td>
<td>A Life Course Perspective Theoretical Overview</td>
<td>Ch 1 &amp; Additional Readings</td>
<td>Quiz #1 – Complete by 5:00 pm in WebCT</td>
</tr>
<tr>
<td>4</td>
<td>9/22</td>
<td>Conception, Pregnancy, &amp; Childbirth</td>
<td>Ch 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/29</td>
<td>Infancy &amp; Toddlerhood</td>
<td>Ch 3</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>6</td>
<td>10/6</td>
<td>Early Childhood [Guest Speaker – Tonya West]</td>
<td>Ch 4</td>
<td>Ethics Paper Outline Due in Class</td>
</tr>
<tr>
<td>7</td>
<td>10/13</td>
<td>Middle Childhood</td>
<td>Ch 5</td>
<td>Last Day to Submit Draft of Ethics Paper for Feedback</td>
</tr>
<tr>
<td>8</td>
<td>10/20</td>
<td>Adolescence (Part I) [Guest Speaker – Tori Sisk]</td>
<td>Ch 6</td>
<td>Ethics Paper Due by 5:00 pm in WebCT</td>
</tr>
<tr>
<td>9</td>
<td>10/27</td>
<td>Adolescence (Part II)</td>
<td>Ch 6</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>10</td>
<td>11/3</td>
<td>Young Adulthood</td>
<td>Ch 7</td>
<td>Case Study Outline Due in Class</td>
</tr>
<tr>
<td>11</td>
<td>11/10</td>
<td>Middle Adulthood (Part I) (Online Class)</td>
<td>Ch 8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/17</td>
<td>Middle Adulthood (Part II)</td>
<td>Ch 8</td>
<td>Quiz #4 – Last Day to Submit Draft of Case Study Paper for Feedback</td>
</tr>
<tr>
<td>13</td>
<td>11/24</td>
<td>Late Adulthood (Online Class)</td>
<td>Ch 9</td>
<td>Case Study Paper Due by 5:00 pm in WebCT</td>
</tr>
<tr>
<td>14</td>
<td>12/1</td>
<td>Late Adulthood [Guest Speaker – Ann Wilder]</td>
<td>Ch 9</td>
<td>Quiz #5 (Optional)</td>
</tr>
<tr>
<td>15</td>
<td>12/8</td>
<td>Death and Dying Class Responsibility Form</td>
<td>Ch 10</td>
<td>Final Exam Questions Due by 5:00 pm in WebCT</td>
</tr>
<tr>
<td>16</td>
<td>12/15</td>
<td>Final Exam</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
IX. GRADED COURSE REQUIREMENTS

Grading in %:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

Grading in Points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315 - 350</td>
</tr>
<tr>
<td>B</td>
<td>280 – 314.99</td>
</tr>
<tr>
<td>C</td>
<td>245 – 279.99</td>
</tr>
<tr>
<td>D</td>
<td>210 – 245.99</td>
</tr>
<tr>
<td>F</td>
<td>209.99 or below</td>
</tr>
</tbody>
</table>

Assignment Weights:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Quizzes*</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Diversity, Values, and Ethics Paper</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Class Responsibility</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Extra Credit</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td></td>
</tr>
</tbody>
</table>

* 4 Quizzes @ 15 points each for a total of 60 points

Descriptions of Major Assignments and Examinations:

1. **Quizzes (60 points) – Student Learning Outcomes A-I**

   There will be a total of 4 scheduled required quizzes. Quiz #5 is optional and can be taken in order to replace the lowest quiz grade. Quizzes will cover material from that particular week’s assigned readings or the previous week’s lecture. All scheduled quizzes will be given on the dates noted on the course outline. Quizzes may be in the form of matching, true/false, multiple choice, short answer, or essay. There is the potential for unscheduled “pop” quizzes at any time during the semester. “Pop” quizzes that are given will be worth 10 points each and will go toward the overall points for the final exam.

2. **Working with Diverse Groups and SW Values and Ethics Paper (60 points) – Student Learning Outcomes F-I**

   Due 10/20 by 5:00 pm via WebCT

   Apply explicit aspects of the NASW Code of Ethics and values (in the preamble) that relate to human diversity and the worth and dignity of all persons as related to the person you have chosen for your case study. Using your NASW Code of Ethics as a guide, what ethical dilemmas would you anticipate with this client? How would you resolve these? Be sure to cite the particular section of the code of ethics and to identify which of the social work values (in the preamble) are in conflict. Cite at least two peer-reviewed academic journal articles that relate to your experiences in working with persons different than yourself. Must be written in APA style. Paper should be a minimum of 4-5 pages in length and include a reference page. An outline of your paper with APA style headings is due in class on October 6. In order to receive feedback on papers you may submit a draft of your paper to the instructor at any time up to October 13. All papers must be submitted via WebCT by 5:00 pm on October 20. Any late papers will receive a 3-point penalty reduction per calendar day.
Students will be graded on this assignment based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Maximum Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear: Content is expressed with clarity and coherence</td>
<td>10 points</td>
<td>This includes grammar, spelling, and coherence. Use spell check and proofread. Extensively Evident (9 - 10 points) Moderately Evident (7 - 8 points) Inconsistently Evident (5 - 6 points) Rarely Evident (3 - 4 points) Not Evident (0 - 2 points)</td>
</tr>
<tr>
<td>Applications: Substantive, comprehensive, detailed, more than 1 or 2 sentences.</td>
<td>20 points</td>
<td>A minimum of 1 ethical dilemma is described in detail including which sections of the Code of Ethics and values are in conflict. The resolution of the dilemma is detailed and guided by the Code of Ethics. Extensively Evident (18 - 20 points) Moderately Evident (14 - 17 points) Inconsistently Evident (9 - 13 points) Rarely Evident (5 - 8 points) Not Evident (0 – 4 points)</td>
</tr>
<tr>
<td>Depth: Paper as a whole reflects depth versus superficiality and includes minimum number of references</td>
<td>20 points</td>
<td>Application of the Code of Ethics, the evaluation of the ethical dilemma, and the resolution of the dilemma are intricate, comprehensive, and reflect depth versus superficiality. Citations from the Code of Ethics and minimum of 2 journal articles are required. Extensively Evident (18 - 20 points) Moderately Evident (14 - 17 points) Inconsistently Evident (9 - 13 points) Rarely Evident (5 - 8 points) Not Evident (0 – 4 points)</td>
</tr>
<tr>
<td>Writing Style</td>
<td>10 points</td>
<td>Must be written in APA style with title page, running head, page numbers, and reference list. A detailed outline is required to be provided 2 weeks prior to due date.</td>
</tr>
</tbody>
</table>

3. **Case Study Paper (100 points) – Student Learning Outcomes A-I**
   **Due 8/10 by 5:00 pm via WebCT**

Write a case study on a child, young adult, midlife adult, or older adult chosen from a movie, book, or TV series of your choice. Apply any three theories discussed in class to your client (Use the textbook and at least 2 peer-reviewed journal articles). In addition, address how the person is related to the concepts of: race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation. Give examples of how the client demonstrates each theory, concept, and other factors listed. Describe and illustrate ways in which social systems (referring the macro aspects of this course) promote or block the achievement and maintenance of health and well-being for your person.

Citations from the text, peer reviewed journal articles (minimum of 2), and class lectures must be integrated throughout the paper. Paper should be a minimum of 10-12 pages in length and should include a reference page. An outline of your paper with appropriate APA style headings is due in class.
on November 10. In order to receive feedback on papers you may submit a draft of your paper to the instructor at any time up to November 17. It is strongly recommended that all students submit a draft for feedback. All papers must be submitted via WebCT by 5:00 pm on November 24. Any late papers will receive a 3-point penalty reduction per calendar day.

Students will be graded on this assignment based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Maximum Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity – Content is expressed with clarity and coherence</td>
<td>10 points</td>
<td>This includes grammar, spelling, and coherence. Use spell check and proofread.</td>
</tr>
<tr>
<td>Application of theories</td>
<td>15 point</td>
<td>Minimum of 3 theories. Need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td>Application of concepts</td>
<td>25 points</td>
<td>Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td>Socio-cultural Influences</td>
<td>10 points</td>
<td>These include gender, social class, ethnicity, mental/physical ability/challenges/disability. Need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td>Promotion of Health and Well-Being</td>
<td>10 points</td>
<td>Discuss in terms of social systems and how they promote or block the achievement of health and well-being.</td>
</tr>
<tr>
<td>Depth and Substance</td>
<td>20 points</td>
<td>Applications of theories, concepts, and socio-cultural influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 2 journal articles are required.</td>
</tr>
<tr>
<td>Writing Style</td>
<td>10 points</td>
<td>Must be written in APA style with title page, running head, page numbers, and reference list. A detailed outline is required 2 weeks prior to due date.</td>
</tr>
</tbody>
</table>

**Total Possible Points** 100 points

4. **Final Exam (100 points) – Student Learning Outcomes A-I**
   **Due 12/15**

The final exam will be made up of a variety of multiple choice, matching, true/false, short answer, and/or essay questions from reading assignments and lectures. The exam will be cumulative and cover content from the entire semester. More information will be available closer to the exam date.

5. **Class Responsibility (30 points)**
   **Due 12/8 - To be completed during class**

Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that you complete reading assignments prior to each class session. Students are encouraged to discuss readings with peers and the instructor. Students are encouraged to consult additional readings in the bibliography when time allows.
Students will assess their own level of class responsibility. Honest self-evaluation is a critical component to social work practice. You will use the class responsibility form attached to this syllabus to complete the assessment on the final class day. The instructor will consider students’ self-assessment for class responsibility in assigning points/grade to this course requirement.

Extra Credit Opportunity: A good resource list can be an invaluable tool for a social worker regardless of the population they work with. Students who compile a list of resources for their community can earn up to 10 extra credit points to be added to their final grade. The resource list should contain 1-2 resources that can help clients and their families deal with various issues encountered at each stage in the life span covered in this course. Submit the names of the organizations, contact information and a 1-2 line description of why the resource might be helpful.

X. COURSE POLICIES

In order for this class to be successful in reaching the course objectives it is imperative that certain standards be set to ensure a comfortable environment that is conducive to every student’s learning. Each student must actively participate in order for class to be successful. Active participation requires that students be both physically and mentally present in every class as well as be prepared for discussion by having read the relevant readings and completed required assignments. Students must feel like the classroom is a safe environment to openly discuss opinions and ideas without fear of judgment or negative criticism. It is likely that we will not agree on every topic or discussion; however, it is imperative that students respect one another’s ideas and opinions. The following policies are developed based on these principles.

Attendance/Tardiness: Regular attendance for entire class periods is expected. Students should arrive to class on time and stay until the end of class. Arriving late and departing early is disruptive to the class. In the event that a student is unable to attend a session due to illness, emergency or special circumstance, he or she is expected to notify the instructor via WebCT e-mail. If at all possible, notification should occur prior to the particular class session the student will be missing. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. Any student missing more than 3 classes will be asked to drop the course or could receive a failing grade for the course. Please note that attendance will be taken at the beginning of each class session.

Cell Phones: Please turn off all cell phones during class. If you must have your phone available in case of emergencies please keep it on vibrate and leave the classroom if you need to answer it. Texting can be distracting. Limit any texting to emergencies only.

Computers: Computers are permitted for the purposes of taking notes and looking up information related to the class discussion only. Students who use their computer for purposes not related to class will be asked to close their computer for the remainder of the class. Students who are asked to close their computers in more than two classes will not be allowed to use a computer during class time.

Late Assignments/Papers: All written assignments must be turned in on the scheduled due date by 5:00pm via WebCT. After the designated time and due date WebCT will not allow you to upload your assignment. All late assignments will receive a deduction of 3 points per calendar day. There are no make-up quizzes.

XI. WRITING EXPECTATIONS
Academic writing is more formal than everyday writing, and should be clear, concise, and grammatically correct. Your writing should be disciplined and focused; it should present clearly reasoned arguments that are well supported with references from the literature and class readings.

At the university level critical thinking, judgment, reflective learning, and similar skills are required. The ability to concisely distill key points within a specified word or page limit is also required. For success, hone skills and habits, such as knowing how to seek clarification, drafting materials in advance of deadlines, and reviewing and revising your assignment before submitting it.

I expect that all work will demonstrate college level content and presentation:

• Use complete sentences.
• Check for punctuation and grammar errors.
• Use APA style.
• Organize your material by using headings.
• Be sure you answer all parts of each question – use headings so I can see where you responded to each part.
• Use sources in addition to the text and give citations and references for all sources.
• Do your own work; consultation and collaboration are fine – just turn in your own work.
• It’s often helpful to have someone else review your work to ensure that you’ve used correct spelling and grammar.

APA Guidelines: APA format is the primary writing format used for many of the social sciences including Social Work. It is expected that all written work submitted is properly referenced using APA format.

The following websites are helpful for new writers unfamiliar with APA style as well as experienced writers looking for clarification. Online resources for APA are not a replacement for the APA Publication Manual. The manual provides a wealth of information on a variety of topics, not just how to cite sources. It is still recommended that students purchase the latest edition of the APA manual. See the Recommended Texts section of this syllabus for more information. Please note that many online resources will not have been updated with the latest information from the 6th edition of the APA manual.

http://owl.english.purdue.edu/owl/resource/560/01/
http://www.apastyle.org/apa-style-help.aspx (Free Tutorial)

XII. UNIVERSITY DROP POLICY

If you choose to drop the course at any point during the semester, please be attentive to specific University calendar dates established for completing this process. It is the student’s responsibility to complete the necessary paperwork according to the University’s schedule. Not doing so may result in a failing grade.

XIII. STUDENT SUPPORT SERVICES AVAILABLE

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.
XIV.  ACADEMIC DISHONESTY

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

XV.  AMERICANS WITH DISABILITIES ACT

If you are a student who requires accommodations in compliance with the ADA, please consult with the instructor at the beginning of the semester. Faculty members are required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. The student’s responsibility is to inform the instructor of the disability at the beginning of the semester and provide documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) that is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

XVI.  STUDENT RESOURCES

Social Work Electronic Library (SWEL): The SWEL is located in room 111 of Building A of the School of Social Work Complex and is open Monday-Friday from 9:00 am – 6:00 pm. The SWEL has six computers that require UT Arlington authentication. These are available for accessing the library’s online catalog, electronic resources and the Internet. They also include the Microsoft Office Suite and the Statistical Package for the Social Sciences (SPSS). Quota-based printing is available. Every student with a student ID is allotted a print quota that ranges from $30 (summer only) - $100 (entire academic year – Fall, Spring, & Summer combined).

Librarian: John Dillard is the SWEL librarian. He is an invaluable resource for students and is knowledgeable about unique materials housed in the main UT Arlington Library and on-line. He can offer suggestions regarding web sites and tips for using search engines or databases.

You may contact him between the hours of 9:00 am and 6:00 pm in the SWEL library or via e-mail at dillard@uta.edu. The SWEL desk telephone number is 817-272-7518. Information on various resources can be located on his website at http://libraries.uta.edu/dillard/.

XVII.  SELECTED BIBLIOGRAPHY


Class Responsibility Rubric

Class responsibility allows students to complete a self-evaluation relative to their class attendance, preparation, and participation. This will be completed in class on the last day of class. Please do not complete prior to this time. Please respond honestly when evaluating yourself.

**A. Attendance:** It is expected that students attend each class session. In the event that a student is unable to attend a session due to illness, emergency or special circumstances, he or she is expected to notify the instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. Students should arrive to class on time. Arriving and departing early is disruptive to the class. Arriving or departing in excess of one/half hour is considered attendance for one half of the class.

1) How many sessions have you been absent? ______
2) How many sessions did you arrive late for class? ______
3) How many sessions did you depart early from class? ______

**B. Preparation:** It is expected that students will complete reading assignments and be sufficiently prepared to discuss readings in class. Students are encouraged to discuss readings with peers, classmates, and instructor. Students are encouraged to consult additional readings and read recommended articles when time allows.

4) I completed all of the assigned readings prior to each session approximately (check one):
   - 100% of time
   - 99-90% of time
   - 89-80% of time
   - 79-70% of time
   - less than 70% of time

5) I felt adequately prepared to discuss the readings at each session (check one)
   - all of the time
   - most of the time
   - some of the time
   - rarely
   - never

6) In order to prepare for class sessions, I typically (check all that apply):
   - Reread required materials more than once
   - Read recommended materials
   - Identify materials: ________________________________________________
   - Read supplemental materials other than recommended ones
   - Identify materials: ________________________________________________
   - Read notes from prior class sessions
   - Made written notes of any questions I had

7) Consulted with instructor:
   - about every week
   - about 5-10 times
   - about 3-4 times
   - 2-3 times
   - never
8) Approached consultation with instructor in a prepared manner. I prepared an outline or made notes in advance of questions and possible resolutions to questions.

_____ all of the time
_____ most of the time
_____ some of the time
_____ rarely
_____ never
_____ not applicable

C. Participation: It is expected that students will contribute to the maintenance of a healthy learning environment. It expected that all course participants (students and instructor) would respect the dignity of one another. It is expected that students actively participate in class discussions and exercises.

9) I actively participated in classroom discussions (check one):

_____ all of the time
_____ most of the time
_____ some of the time
_____ rarely
_____ never

Briefly describe your classroom discussion participatory efforts:

____________________________________________________
____________________________________________________
____________________________________________________

10) I was respectful and supportive of the rights of participation of my student peers in the class (check one):

_____ always
_____ almost always
_____ occasionally
_____ rarely

11) I was respectful and supportive of the rights of participation of the instructor in the class (check one):

_____ always
_____ almost always
_____ occasionally
_____ rarely

12) I feel I contributed to a healthy classroom learning environment (check one):

_____ yes
_____ no

Briefly provide some key examples that support your response:

__________________________________________________________________________
__________________________________________________________________________
13) On at least one occasion, I detracted from a healthy classroom learning environment (check one):

_____ yes
_____ no

If yes, briefly describe how you detracted (on at least one occasion) from a healthy classroom learning environment:

________________________________________
________________________________________
________________________________________
________________________________________

SUMMARY:

A. Attendance: Based upon your responses to items (1) through (3), enter a number between 0 and 10 as your score for attendance:_____
Briefly justify this score:

________________________________________
________________________________________
________________________________________

B. Preparation: Based upon your responses to items (4) through (8), enter a number between 0 and 10 as your score for preparation:_____
Briefly justify this score:

________________________________________
________________________________________
________________________________________

C. Participation: Based upon your responses to items (9) through (13), enter a number between 0 and 10 as your score for participation:_____
Briefly justify this score:

________________________________________
________________________________________
________________________________________

4. Enter your total score (add the 3 scores above)______