



SYLLABUS: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

SOWK 3500-001

Course Information

Course: HBSE 1; SOWK 3500 (3 Credit Hours)

Semester: Fall 2026

Class Location: ENV 120

Class Meeting Day(s) & Time(s): Thursdays, 5:30–8:20 p.m.

Instructor

Professor Name: Madalyn Worley, LMSW

Office Location: Chilton Hall 390D

Office Hours: By Appointment or Drop-in Hours

Drop-in Hours: (Changes to these hours will be posted on Canvas)

Monday 12p - 3:00p; Tuesday 12p- 1:30p; Thursday 12p – 4p

Preferred Method of Contact: Email

Email: Madalyn.Worley@unt.edu

Response Time: Typically, within 24 hours

Teaching Assistant Name: Makenna Painter

Email: MakennaPainter@my.unt.edu

COURSE DESCRIPTION

Part of a two-course sequence focusing on Human Behavior in the Social Environment (HBSE). Examines a multidimensional, person and environment framework addressing the interactions between the varied factors that influence behavior in a multicultural society. Students will analyze theories of human development, functioning, and well-being in the first half of the life span from conception to young adulthood.

TEACHING PHILOSOPHY & METHODOLOGY

I believe students learn best when education is relational, applied, and reflective. My teaching centers on the idea that learning, particularly in social work, must feel accessible and relevant rather than abstract or overwhelming. I strive to create a classroom where students are encouraged to think critically about human behavior, development, and the systems that shape individual and family experiences while developing confidence in their emerging professional identities.

A central goal of my teaching is to help students understand that theories of human behavior are not simply concepts to memorize but practical frameworks that inform assessment, intervention, and ethical decision-making. I intentionally design learning experiences that encourage students to connect developmental, psychological, biological, social, and environmental influences to real-world practice. Through case studies, discussion, reflection, and applied activities, students learn to view individuals within the broader context of their families, communities, cultures, and social systems, reinforcing the profession's person-in-environment perspective.

I view my role as a facilitator and guide rather than the sole authority in the classroom. I model curiosity, reflexivity, and transparency while encouraging students to ask questions, challenge assumptions, and engage respectfully with diverse perspectives. Because understanding human behavior requires both self-awareness and critical analysis, I strive to create a learning environment where students feel comfortable exploring complex topics, recognizing their own biases, and integrating course concepts into their developing practice. My goal is for students to leave the course not only with a strong theoretical foundation but also with the confidence to thoughtfully apply that knowledge in future social work settings.

COURSE REQUIREMENTS

Full assignment descriptions are provided in Canvas; due dates are provided in the “Course Outline” at the end of this syllabus and in Canvas. ***Assignments are expected to be Professional Writing, APA Format***

Quizzes

Three (3) Canvas-based quizzes that cover the main concepts from course readings and lectures. Completed individually; open book/open note; untimed.
(C1, C6)

Critical Thinking Paper

Using an assigned case study, students will respond to a set of prompts that require application of concepts from human development and theories of human behavior.
(C1, C3, C6, C7)

Developmental Profile Paper

Using self as subject, students will reflect on their personal development and respond to a set of prompts that require application of concepts from human development and theories of human behavior.
(C1, C3, C6, C7)

Discussion Posts & Responses

Students will respond to four (4) course-based prompts in the Canvas Discussion Board; for each prompt, students will respond to two (2) of their colleagues' posts in a substantive manner. See discussion prompts and grading rubrics (in Canvas) for detailed information.
(C1, C3, C6, C7)

Theory Worksheets

Two (2) worksheets will be assigned this semester; worksheet content reinforces key theoretical concepts from readings and lectures and promotes application of concepts. Worksheets may be completed in class (individually or in small groups); open book/open note.
(C1, C3, C6, C7)

Participation, Engagement & Attendance

This is a face-to-face course that encompasses brief lectures; in-class assignments and activities; individual work and small group work; personal reflection; theory-infused assignments; academic writing; and online quizzes. To succeed in this course, you must attend class, complete readings and assignments on time and engage with the course content as we move through the semester. Additionally, this course relies on the UNT learning management system (i.e., Canvas) for multiple course functions. In this course, Canvas is used for communication purposes, providing course documents and resources, submitting and returning assignments, online quizzes, and tracking grades. Be sure to familiarize yourself with the content of the course Canvas site.

Absences may be excused only with documentation in accordance with UNT attendance policy 15.2.5 and regular attendance on in-person days is expected. University sanctioned excused absences may be requested with satisfactory evidence provided (i.e., military service, religious

holy day, university function). Consistent with professional expectations in social work practice, students who anticipate an absence should notify the instructor via email in advance whenever possible. Absences that fall under the UNT Excused Absence Policy may be eligible for limited make-up opportunities related to participation, to be discussed at the instructor's discretion.

Regular attendance and active participation are essential to the learning process in this course and to the development of professional social work competencies as outlined by the Council on Social Work Education (CSWE). The insight and experiences of every student provide unique contributions to the learning environment. Attendance will be taken at every class session. **After three absences, 50 points will be deducted from the total points earned for each additional absence thereafter for the final class grade.** Furthermore, arriving late and/or leaving early may also negatively impact your grade. It is your responsibility to ensure you are counted as present when you attend class. If you are more than fifteen minutes late, or leave more than fifteen minutes early, you will be counted as absent for the day. Regular attendance is expected, as is punctuality. If you know you are going to miss a class or are going to be significantly tardy, contact your professor via e-mail in advance to alert them of your situation.

At the same time, this course recognizes that students may experience personal, health, or life circumstances that affect attendance. In keeping with trauma-informed practice and professional social work values, students are encouraged to communicate with me as early as possible if challenges arise.

C 1,2,3,5

GRADING AND COURSE POLICIES

Course Prerequisites or Other Restrictions

None

Materials

Required Textbook:

Hutchison, E. D. (2019). *Dimensions of human behavior: The changing life course* (7th Ed.). Sage.

Additional Required Readings (available in Canvas):

Bronfenbrenner, U. (1993). Ecological models of human development. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (2nd ed., pp. 37–43). Freeman.

Crawford, M. (2020). Ecological systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *Journal of Public Health Issues and Practices*, 4(2). <https://doi.org/10.33790/jphip1100170>

Huberman, A. (Host). (2021, January 24). How your nervous system works and changes (No. 1) [Audio podcast episode]. In *Huberman Lab*. Huberman Lab. <https://youtu.be/H-XfCl-HpRM>

Hutchison, E. D., Wood Charlesworth, L., & Cummings, C. (2017). Theoretical perspectives on human behavior. In E. D. Hutchison (Ed.), *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed., pp. 29–57). Sage.

Jenson, J. M., & Fraser, M. W. (2016). A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (3rd ed., pp. 5–21). Sage.

Other readings: Additional readings may be used during this course.

Suggested Readings & Resources:

Centers for Disease Control and Prevention. (2022). *Resources & style guides for framing health equity & avoiding stigmatizing language*. <https://www.cdc.gov/healthcommunication/Resources.html>

Purdue Online Writing Lab. (n.d.). *General format*. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Course Assignments

Assignment	Points Possible
Quizzes (3 at 100 points each)	300
Critical Thinking Paper	250
Developmental Profile Paper	250
Discussion Posts & Responses	120

(4 at 30 points each)	
Theory Worksheets (2 at 40 points each)	80
Total	1000

Grading

Final course grades will be assigned on the basis of the following point system:

A = 900–1000 points

B = 800–899 points

C = 700–799 points

D = 600–699 points

F = < 600 points

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system at UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Your feedback is important to me, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester.

COURSE POLICIES

Classroom Norms & Netiquette

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings. A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

Please take a moment and read some basic information about netiquette (<http://www.albion.com/netiquette/>). Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity.

Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Communication Expectations

The primary tool the instructor or teaching assistants will use to communicate with students is the 'inbox' available in the Canvas learning management system. Canvas will be used to address personal concerns or questions and may also be used to contact other students in this course. Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information (see Canvas Guide). Students also have the option of using direct emails.

Contact the Instructor regarding your personal concerns or course related issues. The Instructor will try to respond to your emails in a reasonable timeframe (typically within three business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed.

Attendance

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) ([tps://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)). If you run into challenges that require you to miss a class, please contact your professor. There may be some flexibility available to support your academic success. If you miss class for an extended period due to illness or an emergency, contact the Dean of Students Office (University Union, Suite 409; 940-565-2039) and follow their processes.

Assignment & Examination Policy

All coursework is due by the date and time described in the "Course Outline" provided at the end of this syllabus and in Canvas. Late assignments will not be accepted unless arrangements were made between the student and the professor.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents

students from completing a time sensitive assessment activity, the professor will extend the time windows and provide appropriate accommodation based on the situation. Students should immediately report any problems to the professor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940-565-2324 and obtain a ticket number. The professor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All quizzes are open book/open note (unless otherwise specified) and must be completed independently. Turnitin software (i.e., Turnitin plagiarism review, AI writing detection) will be used to assure academic integrity for assignment submissions.

Turn-around Time: I aim to return graded work to you within two weeks of the due date. When this is not possible, I will send an announcement to the class.

Grade Disputes: You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

Artificial Intelligence (AI) Ethical Considerations and Consequences for Misuse

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like [ChatGPT, Gemini, etc.] is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework (without proper acknowledgement or permission) will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy.

Additionally, tools like Grammarly, Paperpal, and Jenni AI, etc are not allowed as they blur authorship and misrepresent your independent work. All work must be your own.

Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services](https://clear.unt.edu/student-support-services-policies) (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Academic Integrity Policy

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students. Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

1. *Admonition*. The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework*. The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment*. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure*. The instructor may assign a failing grade for the course.

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14, and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

ACADEMIC SUPPORT & STUDENT SERVICES

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

If you or a peer or loved one are experiencing a crisis help is also available through a variety of 24/7 crisis lines:

The Suicide and Crisis Lifeline: 988

The Lifeline offers free services 24/7. Call or Text 988

Chat 988lifeline.org

TTY users, use your preferred relay service or dial 711 or 988

Crisis Text Line: 741-741

The text line offers free services 24/7. Text Help to 741-741

Trevor Project: Call 866-488-7386 or text 678-678

Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Center for Belonging and Engagement

(<https://studentaffairs.unt.edu/center-for-belonging-and-engagement/index.html>)

- [Counseling and Testing Services](#)

(<https://studentaffairs.unt.edu/counseling-and-testing-services>)

- [UNT Food Pantry](#) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](#) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](#) (<https://success.unt.edu/asc>)
- [UNT Libraries](#) (<https://library.unt.edu/>)
- [Writing Lab](#) (<http://writingcenter.unt.edu/>)
- [MathLab](#) (<https://learningcenter.unt.edu/math-lab>)

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Access to Information — Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Disability Accommodations

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in 1800 Chestnut St. Suite 102 & 115 or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323) or email disability@unt.edu. Specific information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

Survivor Advocacy

If you are a survivor of relational or sexual violence, there is support for you. There are on- and off-campus resources available to survivors at no cost. Counseling and Testing Services can provide confidential mental health counseling. They are in Chestnut Hall 311. You may also call (940) 565-2741 to schedule an appointment. Denton County Friends of the Family is a community agency that offers free counseling and 24/7 crisis hotline services to survivors. Contact them at (940) 387- 5131. The UNT Survivor advocate can assist in reporting options, arrange for academic and housing accommodations, schedule appointments and help connect students to UNT and other community resources. They are in Union 409 and can be contacted at (940) 565-2648. To report sexual misconduct to Equal Opportunity & Title IX, visit report.unt.edu. The UNT Police Department can be contacted at (940) 565-3000

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

TECHNICAL REQUIREMENTS & SKILLS

Minimum Technology Requirements

The following is a list of the minimum technology requirements for students enrolled in this course, such as:

- Computer skills
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements \(https://clear.unt.edu/supported-technologies/canvas/requirements\)](https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

The minimum, course-specific technical skills needed for learners in this course are:

- Using Canvas
- Create documents/presentations, download/upload files, send emails, and use attachments

TECHNICAL ASSISTANCE

Part of working in the online environment involves dealing with the inconveniences and frustrations that can arise when technology breaks down or does not perform as expected. Here at UNT, we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Technical Difficulties: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Always keep a copy of your work before submitting it in case glitches or errors occur.

Instructor Responsibilities and Feedback: My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content. You may typically expect responses regarding your emails within two business days. Feedback and grades on assignments may take up to two weeks.

Safe Environment Policy: Due to the sensitive nature of our course content, you may experience a range of raw reactions, opinions or emotions; making the concept of safety very important. Some of you may have had experiences with the topics we address or have severe reactions to this study. We must be cognizant of this as we address these many compelling issues. Regardless, it is essential that all students make every effort to take care of yourself and immediately seek out resources and support upon signs of distress as needed! Keep in mind there are resources on and off campus for students who have faced interpersonal violence or other types of trauma.

COURSE SCHEDULE

It is expected that readings will be done prior to class meetings. The professor reserves the right to modify the schedule, as course needs dictate.

Class	Course Topics	Readings	Assignments
Week 1 August 20	• General introductions • Course introduction, expectations, & syllabus	Course Syllabus	Review Canvas Course Setup
Week 2 August 27	• Theoretical Perspectives on Human Behavior • Ecological Systems Theory	Bronfenbrenner (1993) Crawford (2020) Hutchison et al. (2017)	Discussion Post 1 & Responses due by 11:59 p.m. on Wednesday, Sep 2 (in Canvas)
Week 3 September 3	• Life Course Perspective	Hutchison, Ch. 1	

Week 4 September 10	• Risk & Resilience Framework	Jenson & Fraser (2016)	Theory Worksheet 1 due by 11:59 p.m. on Wednesday, Sep 16 (in Canvas)]
Week 5 September 17	• Conception, Pregnancy, & Childbirth	Hutchison, Ch. 2	
Week 6 September 24	• Brain Development & Architecture • Infancy & Toddlerhood	Podcast: How Your Nervous System Works & Changes (Huberman Lab Podcast #1) Hutchison, Ch. 3	Quiz 1 due by 11:59 p.m. on Wednesday, September 30 th (in Canvas)
Week 7 October 1	• Infancy & Toddlerhood (cont) • Early Childhood	Hutchison, Ch. 3 Hutchison, Ch. 4	Discussion Post 2 & Responses due by 11:59 p.m. on Wednesday, Oct 7 th (in Canvas) Critical Thinking Paper Due October 8th by 11:59 PM
Week 8 October 8	• Early Childhood	Hutchison, Ch. 4	Critical Thinking Paper due by 11:59 p.m. on Thursday, October 8th (in Canvas)
Week 9 October 15	• Middle Childhood	Hutchison, Ch. 5	Discussion Post 3 & Responses due by 11:59 p.m. on Wednesday, October 21 st (in Canvas)
Week 10 October 22	• Middle Childhood	Hutchison, Ch. 5	Quiz 2 due by 11:59 p.m. on Wednesday, October 28 th (in Canvas)
Week 11 October 29	• Adolescence (cont)	Hutchison, Ch. 6	
Week 12 November 5	• Adolescence	Hutchison, Ch. 6	Theory Worksheet 2 due by 11:59 p.m. on Wednesday, November 11 th (in Canvas)
Week 13 November 12	• Young Adulthood	Hutchison, Ch. 7	Discussion Post 4 & Responses due by

			11:59 p.m. on Wednesday, November 18th (in Canvas)
Week 14 November 19	• Young Adulthood	Hutchison, Ch. 7 Developmental Profile Paper	Developmental Profile Paper due by 11:59 p.m. on Thursday, December 3 rd
Week 15 November 26	Thanksgiving Break	No Class	Developmental Profile Paper due by 11:59 p.m. on Thursday, December 3 rd
Week 16 December 3	• Course Wrap Up		Quiz 3 due by 11:59 p.m. on Thursday, December 10 th (in Canvas)
Week 17 December 6th-12th	Final Exams	No Classes	