The University of North Texas
College of Health and Public Service
Department of Social Work

SOWK 3500 Human Behavior in the Social Environment I (HBSE I; 3 credit hours)
Classroom: ENV 120
Meeting Time: Thursdays, 5:30–8:20 p.m.
Fall 2025

Instructor Contact Information
Name: Madalyn Worley, LMSW
Pronouns: she/her/hers
Office Location: Virtual
Office Hours: By appointment (Face-to-Face or Zoom)
Email: madalyn.worley@unt.edu
Teaching Assistant (TA): Violette Winslow
Email: VioletteWinslow@my.unt.edu

Communication Expectations

The primary tools the instructor or TA will use to communicate with students include (1) the inbox available in the Canvas learning management system and, occasionally, (2) school emails. 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 they receive notifications in Canvas regarding course information in a timely manner.

Contact the instructor and TA regarding your personal concerns or course-related issues. The instructor and/or TA will try to respond to your emails within a reasonable time frame (typically within three business days if possible). Methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends or holidays. Feel free to reach out as needed. Connect with During busy times, my email inbox becomes rather full, so if you contact me and do not receive a response within three business days, please send a follow up email. A gentle nudge is always appreciated.

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 biological, psychological, social, cultural, and spiritual 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.

Competencies & Course Objectives

The Council on Social Work Education (CSWE) approved the Educational Policy and Accreditation Standards (EPAS) for accredited programs in 2022. This course will emphasize the competencies and objectives as indicated in the following table

Competency	Course Objectives	Assessment
Demonstrate Ethical and Professional Behavior (Competency 1)	1. Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context. 2. Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Quizzes; Critical Thinking Paper; Developmental Profile Paper; Discussion Posts & Responses; Theory Worksheets and In-Class Discussions and Activities.
Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice (Competency 3)	4. Students will apply and communicate understanding of diversity and difference in shaping life experience in practice at the micro, mezzo, and macro levels. 5. Students will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels 6. Students will demonstrate cultural humility by applying critical reflection, self-awareness and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Critical Thinking Paper; Developmental Profile Paper; Discussion Posts & Responses; Theory Worksheets and In Class Discussions and Activities.
Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)	7. Students will apply knowledge of human behavior and person in environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. 8. Students will use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Quizzes; Critical Thinking Paper; Developmental Profile Paper; Discussion Posts & Responses; Theory Worksheets
Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)	9. Students will apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; 10. Students will demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	Critical Thinking Paper; Developmental Profile Paper; Discussion Posts & Responses; Theory Worksheets

Course Structure & Success

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.

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 Technology & Skills
Minimum Technology Requirements
At a minimum, you need access to the following for this course: A computer that meets necessary Canvas Technical Requirements (https://clear.unt.edu/supported technologies/canvas/requirements), reliable internet access, and Microsoft Word.

Computer Skills & Digital Literacy
In this course, you will need technology skills related to the use of: Canvas, email, UNT Library resources (e.g., database searching), and Microsoft Word.

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

UNT IT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8:00 a.m.–9:00 p.m.
Telephone Availability:
• Sunday: noon–midnight
• Monday-Thursday: 8:00 a.m. –midnight
• Friday: 8:00 a.m.–8:00 p.m.
• Saturday: 9:00 a.m.–5:00 p.m.
Laptop Checkout: 8:00 a.m.–7:00 p.m.

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors.

Here are some general guidelines:

• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on 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 will not be tolerated.

• Treat your instructor, TA, and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.

• Ask for and use the correct name and pronouns for your instructor and classmates.

• Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.

• Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.

• Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"

• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.

• Avoid using "text-talk" unless explicitly permitted by your instructor.

• Proofread and fact-check your sources.

• Keep in mind that online posts can be permanent, so think first before you type.

Course Assignments

Assignment	Points Possible	Percentage of Final Grade
Quizzes (3 at 100 points each)	300	30%
Critical Thinking Paper	250	25%
Developmental Profile Paper	250	25%
Discussion Posts & Responses (4 at 30 points each)	120	12%
Theory Worksheets (2 at 40 points each)	80	8%
Total	**1000**	**100%**

Brief Assignment Descriptions (Full assignment descriptions are provided in Canvas; due dates are provided in the "Course Outline" at the end of this syllabus and in Canvas):

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

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.
• See assignment overview and grading rubric (in Canvas) for detailed Information.

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.
• See assignment overview and grading rubric (in Canvas) for detailed Information.

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.

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.

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
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 PoPolicy (PDF (tps://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.

This course covers a great deal of material and includes in-class activities and assignments essential to the learning of course content. Keeping in mind course requirements, the following attendance policy is in place. **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. Attendance is taken in this course. 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. "In advance" means before the class period starts, not during class or after the class is over. Using a classmate to inform the professor that you will not be in class is not appropriate or sufficient.

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.

Regarding AI USE for this class: Limited Use

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.

In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

UNT Policies
Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodations
The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by

appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at 940-565-4323.

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.

Acceptable Student Behavior
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all
instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

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).

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/) or email spot@unt.edu.

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.

Transmission and Recording of Student Images in Electronically Delivered Courses
1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Academic Support & Student Services

Student Support Services

<u>Mental Health</u>
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

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records(https://registrar.unt.edu/transcripts-and-records/update-your-personal-information.html)
- UNT ID Card (https://studentaccounting.unt.edu/idcards.html)
- UNT Email Address (https://unts.servicenowservices.com/unt?id=sc_cat_item&sys_id=8b0b0f0d1b42fb80ba7c4002dd4bcb29)
- Legal Name (https://aits.unt.edu/support/name-change.html)

UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:
o What are pronouns and why are they important?
o How do I use pronouns?

o [How do I share my pronouns?](#)
o [How do I ask for another person's pronouns?](#)
o [How do I correct myself or others when the wrong pronoun is used?](#)

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)

COURSE OUTLINE, READINGS, & ASSIGNMENTS
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 21	• General introductions • Course introduction, expectations, & syllabus	☐ Course Syllabus	☐ Review Canvas Course Setup
Week 2 August 28	• 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 3 (in Canvas)
Week 3 September 4	• Life Course Perspective	☐ Hutchison, Ch. 1	
Week 4 September 11	• Risk & Resilience Framework	☐ Jenson & Fraser (2016)	☐ Theory Worksheet 1 due by 11:59 p.m. on Wednesday, Sep 17 (in Canvas)]

Week 5
September 18	• Conception, Pregnancy, &
Childbirth	☐ Hutchison, Ch. 2	
Week 6
September 25	• 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, Oct
1 (in Canvas)
Week 7
October 2	• Infancy & Toddlerhood
(cont)
• Early Childhood	☐ Hutchison, Ch. 3
☐ Hutchison, Ch. 4	☐ Discussion Post 2 &
Responses due by
11:59 p.m. on
Wednesday, Oct 8th (in
Canvas)
☐ Critical Thinking
Paper Due October 9th
by 11:59 PM
Week 8
October 9	• Early Childhood	☐ Hutchison, Ch. 4	☐ Critical Thinking
Paper due by 11:59 p.m.
on Thursday, October 9th
(in Canvas)
Week 9
October 16	• Middle Childhood	☐ Hutchison, Ch. 5	☐ Extra Credit:
Complete your Mid-
Term Course Evaluation
by October 16th at 11:59
PM
(link located in Canvas)
☐ Discussion Post 3 &
Responses due by
11:59 p.m. on
Wednesday,
October 22nd (in Canvas)
Week 10
October 23	• Middle Childhood	☐ Hutchison, Ch. 5	☐ Quiz 2 due by 11:59
p.m. on Wednesday,
October 29th
(in Canvas)
Week 11
October 30	• Adolescence (cont)	☐ Hutchison, Ch. 6	
Week 12	• Adolescence	☐ Hutchison, Ch. 6	☐ Theory Worksheet 2

November 6			due by 11:59 p.m. on Wednesday, November 12th (in Canvas)
Week 13 November 13	• Young Adulthood	☐ Hutchison, Ch. 7	☐ Discussion Post 4 & Responses due by 11:59 p.m. on Wednesday, November 19th (in Canvas)
Week 14 November 20	• Young Adulthood	☐ Hutchison, Ch. 7 ☐ Developmental Profile Paper	☐ Developmental Profile Paper due by 11:59 p.m. on Thursday, December 4th
Week 15 November 27	Thanksgiving Break	No Class	☐ Developmental Profile Paper due by 11:59 p.m. on Thursday, December 4th
Week 16 December 4	• Course Wrap Up		☐ Quiz 3 due by 11:59 p.m. on Thursday, December 10th (in Canvas)
Week 17 December 6th-12th	Final Exams	No Classes	