



Course Syllabus: Human Behavior and the Social Environment II-SL  
College of Health Sciences and Human Services  
Social Work Department  
SOWK 3554-J01  
Spring 2026

### Contact Information

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Thursdays: 11.00 a.m. -12.00 p.m.; 2.30-3.30 p.m.  
Fridays: 3.30-4.30 p.m.

### COURSE DESCRIPTION

The goal of this course is to provide information about the multiple factors, which affect the assessment of human growth, personality development, and behavior. This course will focus on the interactions between the developing person, his/her family, and the social systems in which that lifelong development takes place. Human development is studied within the context of those biological, psychological, and socio-cultural systems, which affect, and are affected by, human beings. Incorporated into this context is current knowledge related to spiritual development, racial and ethnic and cultural diversity, as well as disadvantaged and oppressed groups. In connection with such course content, attention is also focused on differences in values and lifestyles, and the issues that they generate for the understanding of human development, and for the role of the social worker.

### COURSE OBJECTIVES

Upon completion of this course, the students should be able to:

***Knowledge dimensions:***

1. Identify the basic concepts and themes of the life span and life course perspectives (EPAS 6 & 7).
2. Describe the relationship between the life course perspective and individual unique life stories as a configuration of specific life-events and person-environment transactions over time (EPAS 6 & 7).

***Value dimension:***

3. Examine the various dimensions of the life course from young adulthood to later adulthood and the implications of social work practice across the lifespan from young adulthood to later adulthood (EPAS 6 & 7).

***Skills dimension:***

4. Demonstrate skills in observing, analyzing and interpreting human behavior and the social environment in which it takes place (EPAS 6 & 7).

***Cognitive and Affective Dimensions:***

5. Analyze the various paradigms of knowledge about human behavior and the social environment in the assessment process (EPAS 6 & 7).
6. Identify issues related to the effects of race, ethnicity and culture, social class, religion, disability, and position in global community/immigrant, on life course trajectories (EPAS 6 & 7).

## **Required Text:**

Zastrow et al. (2019). *Understanding human behavior and the social environment* (11<sup>th</sup> ed.).

Cengage: Boston, MA.

## **COURSE INSTRUCTIONAL METHODS**

This course is delivered through a combination of lectures, class discussions, and audiovisual presentations. Students are expected to attend all class sessions and actively participate in discussions. Completion of assigned readings prior to class is essential to support meaningful dialogue and engagement.

### **Note:**

Students should communicate with the instructor via **Outlook email** rather than D2L. Emails are typically reviewed on weekdays (excluding weekends), and responses can be expected within **24 hours**. Students are encouraged to contact the instructor by email with any questions or requests for clarification.

### **D2L**

D2L will be used throughout the semester for communication outside of class sessions. Course materials—including the syllabus, PowerPoint presentations, and other relevant resources—will be posted on D2L.

### **Student Handbook**

Refer to: [Student Handbook](#)

## **COURSE REQUIREMENTS:**

### **AI-Generated Submissions:**

Writing, analytical, and critical thinking skills are core learning outcomes of this course. Accordingly, all writing assignments must be completed independently by the student. The use of AI-generated content (including, but not limited to, tools such as ChatGPT) is not permitted and will be treated as plagiarism, in accordance with college academic integrity policies.

### **Social Work Program Attendance Policy:**

Students are permitted up to **three excused absences**, as defined by the MSU Absence Policy. To receive an excused absence, the student must notify the instructor of the reason for the absence and provide appropriate documentation.

A student who accumulates **five absences** (including excused absences) will receive a **lower letter grade**. A student who reaches **six absences** will be **dropped from the course**. If the sixth

absence occurs after the last day to withdraw with a “W,” the student will receive a final grade of “F.”

Regular attendance is expected. If a student is unable to attend class, the instructor must be notified **before the class meeting**. In the case of an emergency, the instructor should be notified as soon as possible.

For each **uninformed absence**, **5 points will be deducted** from the class attendance points. The instructor must be notified **directly via email**; notifications through classmates are not acceptable.

Arriving late to class or leaving early without prior notice may negatively affect both **attendance and participation grades**.

#### **Class Participation:**

Students are expected to contribute to a respectful and productive learning environment by paying attention to lectures, listening to classmates’ contributions, and refraining from disruptive behavior. Active participation in class discussions and activities is expected. All students should engage respectfully with others’ ideas and viewpoints. While differing opinions are welcome, discourse must remain professional and respectful.

Class participation includes not only contributions during scheduled discussions but also engagement during lectures through relevant questions, comments, and examples. Students are expected to complete all assigned readings before class and be prepared to participate in discussions related to course topics.

Participation grades will be based on the **quality, relevance, frequency, and substance** of student contributions. The instructor reserves the right to assign participation grades based on professional judgment. General criteria for participation grading are as follows:

- **Poor** (participates only in group discussions): **0–5 points**
- **Fair** (participates occasionally in whole-class discussions in addition to group work): **5–10 points**
- **Good** (participates frequently in whole-class discussions in addition to group work): **10–15 points**
- **Very Good** (participates consistently and meaningfully in whole-class discussions in addition to group work): **15–20 points**

**Note:** Two debates will be conducted during the semester, and each will be graded separately.

Further details will be discussed in class.

#### **Laptop and Cell Phone regulation:**

Photographing, audio or video recording, and text messaging during class are not permitted

without prior permission from the instructor. Cell phones must be turned off or set to vibrate during class. Students may not browse the internet or listen to music on personal devices during class time.

Unauthorized use of electronic devices during class may negatively affect both **attendance and participation grades**.

### **Academic Integrity:**

As explained in the student handbook (2023-2024), academic integrity is essential to the mission of Midwestern State University. Academic dishonesty will have an adverse impact on a student's grade, as decided by the instructor. The student can appeal the grade assigned by the instructor (please refer to the 2023-2024 student handbook for further details). Students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old papers when preparing for this paper, nor may they consult with students who have already written the paper. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student affairs for disciplinary action which could result in suspension or expulsion from Midwestern State University.

All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source is regarded as plagiarism. Academic fraud, plagiarism, dishonesty, and cheating are serious acts of academic misconduct. If you are unclear about the proper use and citation of sources, or the details and guidelines for any assignment, you should discuss your concerns prior to the due date with the instructor.

Academic fraud and cheating includes these and other misrepresentations:

- presentation of the ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to source;
- paraphrasing without credit to the source;
- participation in group project which presents plagiarized material;
- failure to provide citations for material obtained through electronic research;
- downloading and submitting work from electronic data bases without citation;
- submitting material created/written by someone else as one's own;
- copying during exam;
- copying from someone else's exam, homework, or laboratory work;
- allowing someone else to copy or submit one's work as his/her own;
- accepting credit for a group project without doing one's share;
- submitting the same paper in more than one course;
- using notes or other materials during test without authorization;
- not following the guidelines specified by instructor for "take home" exams; and the fabrication of research data.

## **COURSE ASSIGNMENTS:**

### ***Reading Quizzes and Final Exam:***

The course includes **two quizzes**, each worth **10 points**, and a **final exam** worth **30 points**. Quizzes will be administered after the completion of designated chapters. The final exam will be given on the date scheduled by the university.

Scantron is **not required** for quizzes but **is required** for the final exam. Both quizzes and the final exam will consist of **multiple-choice and true/false questions**. Because class presentations are based on the text and supplementary materials, only content presented in class will be covered on the quizzes and the final exam.

### **Human Behavior and Macro Systems (Community Service Practicum) (Meets EPAS 6 & 7):**

One of the most important components of students' learning in the HBSE courses (HBSE I and II) is participation in a community service practicum. Students may select an agency of their choice; however, they **must** ensure that they are mentored by a social worker. The mentor must hold a social work degree; licensure is not required.

Students are required to complete **30 hours** of practicum at the agency. Completion of the full 30 hours is mandatory. **No partial credit** will be awarded for fewer than 30 hours; students who do not complete the required hours will receive a grade of **zero** for the practicum. It is therefore the student's responsibility to begin the community service practicum as early as possible and to complete all required hours by the due date.

As discussed in the course text, individual human behavior is influenced by macro systems such as communities and organizations. The purpose of this practicum is to allow students to observe how macro systems affect individual human behavior and to gain an understanding of the roles of social workers, the agency's purpose and structure, the services provided, and the populations served.

Upon completion of the required 30 hours, students must obtain a typewritten letter on official agency letterhead from their social work mentor. The letter must be addressed to the instructor, confirm completion of the 30 hours, and be signed by the mentor. On or before the due date, students must scan and submit this letter via the D2L Dropbox **along with** an individual typewritten report (minimum one page, double-spaced, 12-point font). **Late submissions will not be accepted.**

Depending on time availability, students will also deliver a brief in-class oral presentation (3–5 minutes) about their community service practicum experience. The presentation should address the following:

1. Name of the agency
2. Primary purpose of the agency

3. Responsibilities carried out during the practicum
4. Roles of social worker(s) observed

Because students may complete their practicum hours at different times, oral presentations may be scheduled as students finish their hours. The oral presentation may count toward the community service practicum grade. If time permits, a brief question-and-answer period may follow each presentation.

***Assignment # 1: Case Study: Ray and Jean<sup>1</sup> (Meets EPAS 6 & 7):***

Ray, age 80, and his wife Jean, age 75, have been married for over 50 years. He suffered a stroke several years ago. Jean takes care of Ray at home, with the help of two of her four children and occasional assistance from a home health agency. He is difficult to care for at home. He is heavy. His left arm and leg are partially paralyzed, making mobility difficult. He becomes verbally abusive when immobility, incontinence, noisy grandchildren, and other irritations frustrate him. He has adamantly refused to consider going to a nursing home or other care center. Jean provides care for him although it takes a toll on her physical and psychological well-being. She would feel extremely guilty about having to send Ray to a nursing home or any other facility. Her own mother cared for her father when he became elderly and infirmed.

Ray had always been the family breadwinner; working at the same factory for 30 years and retiring at age 65. Jean had stayed home and had raised four children. Ray had abused alcohol and was alternately verbally abusive or morose when he had too much to drink. He had stopped drinking when he was 55 and attended Alcoholics Anonymous meetings regularly for several years.

Ray and Jean's youngest child, Marge, has struggled with addiction to cocaine and other drugs. Currently, she is serving a jail term for possession of cocaine. Because her addiction has interfered with her parenting abilities, Jean and Ray have been the primary caregivers for Marge's son, Jason, now a teenager, since he was a small child. Jason has been skipping school and he is uncommunicative. Recently, the police arrested him and two friends after they tried to steal some CDs from a local music store.

Miranda, another daughter, is concerned that Jean can no longer meet the needs of her husband and grandson. Jean is not attending to her own physical and mental health. Miranda would like to spend more time helping her parents, but her work as an office manager for a small construction company keeps her busy, especially recently. Miranda's employers are not always willing to give her the time off needed to pay attention to her parents. When she does try to help her parents with household chores or transportation to medical appointments, Miranda finds herself becoming angry and impatient with her father, who was often verbally abusive to her and her siblings when she was growing up.

Miranda has contacted you, a social worker in a family service agency, to talk about ways to "get help" for her parents. You need to assess Ray and Jean's situation so that you will develop understanding that will lead to a plan that can help the family through this life stage transition.

<sup>1</sup> Adapted from Gero-Ed Teaching Resources – case study originally entitled, “Intergenerational Issues in Caregiving” and developed by Hood College, Social Work Program.

### **Guidelines:**

Using this case study, you will apply concepts from **any two theories of human behavior** covered in class. Your paper should go beyond simply answering the questions listed below. Instead, it should present an **integrated assessment** and a **hypothetical treatment plan** for the family, with all sections clearly connected and logically integrated. You are also encouraged to incorporate additional relevant course materials beyond the guidelines provided.

1. Since Jean’s abilities are a primary concern, your assessment and treatment plan should focus on her as the primary client while also incorporating her family system. Begin by summarizing the major concerns related to Jean’s current functioning.
2. Describe Jean as a **biopsychosocial–spiritual system**. Using the selected theoretical perspectives, explain how challenges in one area of her life may affect other areas. Support your analysis with concrete examples from the case study.
3. Expand your assessment to examine Jean’s functioning and challenges within the context of her family system. Analyze how family members’ behaviors affect Jean and how Jean’s functioning, in turn, affects the family. Further broaden your assessment by discussing the impact of external systems such as institutions, communities, and societal forces. Application of several key concepts from the chosen theories is required.
4. Discuss the role of culture in caregiving for the elderly. Because culture plays a significant role in how older adults are cared for, address this topic both generally and specifically in relation to Jean’s family. Support your discussion with relevant scholarly sources.
5. Develop a brief **hypothetical treatment plan** grounded in the selected theories. The treatment plan should include both **micro-level** and **macro-level** interventions.
6. The paper should not exceed **6–7 pages**, including the cover page and reference page(s). You must review **at least four peer-reviewed journal articles** published within the last five years. In addition to these articles, the course textbook must be cited. The total number of references for the assignment must be **no fewer than five**.

**Note:** The assignment must be submitted **only** through the D2L Dropbox. Submissions sent via email will **not** be accepted.

### ***Assignment # 2: Biological Issues affecting Adolescents or Young Adults or Middle Adults or Later Adults, and Possible Intervention(s) (Meets EPAS 6 & 7):***

Students will be assigned to groups of **two or three members**, depending on class size. Each group will submit a **group paper** on a topic assigned by the instructor. Topics will be selected from chapters in the course textbook that are covered during the semester. The instructor may or may not explicitly lecture on the assigned topics. If a group experiences difficulty understanding its topic, members are encouraged to contact the instructor for guidance.

Because HBSE is a **foundation course**, the **intervention section** of the paper should be kept to a minimum. Students should primarily **paraphrase** ideas rather than rely on direct quotations. If a direct quotation is used, **only one quote** is permitted, it must not exceed **50 words**, and it must be properly cited in **APA (7th edition)** format.

The written assignment should not exceed **7–8 pages**, including the cover page and reference page(s). Each group must review **at least four peer-reviewed journal articles** published within the last five years. In addition to these scholarly sources, the **course textbook must be cited**. The total number of references for the assignment must be **no fewer than five**. Additional details, if needed, will be discussed in class.

APA format (**7th edition**) is required throughout the assignment. **Please note:** Assignments that do not meet the minimum requirement for peer-reviewed journal articles and inclusion of the textbook will receive **no higher than a “C” grade**.

In addition to the written paper, each group will deliver a **PowerPoint presentation** in class lasting **15–20 minutes**. As determined by the group, one member should email the PowerPoint presentation to the instructor **at least 24 hours prior** to the scheduled presentation. Late submission of the presentation will negatively impact the group's grade. Each group member is expected to contribute roughly **equal time** during the presentation. The PowerPoint slides should be clear, readable, and based on **scholarly material**, with an emphasis on explanation rather than reading directly from the slides.

The grade assigned to the group will be the **same grade for all group members**. If a group member does not contribute as agreed upon by the group, that student will be required to submit an **individual paper** and complete an **individual class presentation**. The instructor must be informed of any such non-participation **at least one week before** the assignment due date. Complaints made less than one week prior to the scheduled presentation will **not** be considered for individual assignment accommodations.

**Note:** The assignment must be submitted **only** through the D2L Dropbox and **must not** be emailed to the instructor. Each group member must submit the **same group assignment** individually to D2L.

#### **Requirements:**

All the assignments must meet the following requirements:

The assignments will be evaluated on the basis of content, writing style (including organization, clarity, grammar, and punctuation) and timeliness of submission. **While citations should be sufficient enough, they must not outdo students' own ideas and critical thinking.**

1. Include a title page, and a references page.
2. Abstract is NOT required.
3. Double-space throughout, leaving a one-inch margin on all sides.
4. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia

(11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.

5. Provide relevant section headings.
6. The required writing style is that of the *American Psychological Association (APA) Publications Manual* (7<sup>th</sup> ed.).
7. **\*Please note that assignments that do not meet the criterion in terms of the required number of sources will be given a “C” grade.**
8. Review carefully the RUBRIC given below for both the assignments.

### Rubric for the Assignments 1 and 2

Criteria	Unsatisfactory	Struggling	Good	Proficient
Clarity	<b>0-3</b> Ideas confusing, disconnected, and purpose is unclear.	<b>3-6</b> Ideas somewhat clear, somewhat connected, and purpose is somewhat clear.	<b>6-10</b> Ideas fairly clear, fairly connected, and purpose is fairly clear.	<b>10-15</b> Ideas clear, well connected, and purpose is clear.
Content	<b>0-5</b> Less adequate or inadequate; citations are not connected or connected poorly	<b>5-10</b> Somewhat adequate; citations are connected somewhat well	<b>10-20</b> Adequate; citations are connected well	<b>20-30</b> Comprehensive; citations are connected very well
Relevance	<b>0-5</b> Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	<b>5-10</b> Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	<b>10-15</b> Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	<b>15-20</b> Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).
Logic	<b>0-5</b> The transition between ideas is extremely weak.	<b>5-10</b> There are several weak transitions between ideas.	<b>10-15</b> There are very few weak transitions between ideas.	<b>15-20</b> There are clear and effective transitions between ideas.
Writing Mechanics	<b>0-3</b> 4 or more violations of APA format, grammar or punctuation.	<b>3-6</b> No more than 3 violations of APA format, grammar or punctuation.	<b>6-10</b> No more than 2 violations of APA format, grammar or punctuation.	<b>10-15</b> Appropriate use of APA formatting and appropriate use of grammar and punctuation.

**Take advantage of MSU Writing Center:**

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager! Tutoring is available Monday through Thursday from 9am to 4pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6pm to 9pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

**EVALUATION OF COURSE OUTCOMES:**

The student's achievement will be evaluated on the basis of written assignments, class exams, participation in debates, class attendance and class participation.

The final grade will be calculated based upon the points that a student has accumulated throughout the term. A student may earn points as shown in the following table:

<b>Grade Item</b>	<b>Points</b>
Reading quizzes	20
Class Attendance	20
Class participation	20
Debate	30
Community Service Practicum	100
Case study analysis	100
Biological issues	100
Final Exam	30
<b>Total</b>	<b>420</b>

**GRADING SCALE**

The total grade for the course is an accumulation of the points earned on each assignment. **The following letter grades are used:**

- A=90% of available points
- B=80-89% of available points
- C=70-79 % of available points
- D=60-69% of available points
- F=0-59% of available points

**Social Work Program Grade Policy**

A course grade of **below a C** or an average of below 70% will be considered a **failing grade**. Students **must repeat** social work **courses** in which they receive a grade of **D or F**.

**Note:** This grade policy is in effect since the Fall of 2020.

## **Late Assignments**

Late assignments will negatively affect the final grade. **Only assignments submitted through D2L will be accepted and graded.** Late submissions will incur a penalty of **5 points per day**. Assignments will **not be accepted more than two days after the due date**.

Students are encouraged to begin assignments early to avoid issues related to technology, printing, or personal emergencies. Students who need assistance with writing are strongly encouraged to seek support from the **University Writing Center**.

## ***Course Changes:***

Although careful planning, study, and research have gone into the design of this course and its learning opportunities, some of the most meaningful learning may occur in unexpected moments. While these moments cannot always be anticipated, the instructor may respond to them as they arise. Accordingly, the instructor reserves the right to modify the course schedule, assignments, or examination dates as necessary to enhance learning.

## **College Policies**

### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

## **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as

an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled *“Run. Hide. Fight.”* which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### **Weather Closure Practice:**

During inclement weather, notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Classes will either be held or not held, depending on the university’s delay/closure times.

### **Important Dates**

Final Deadline for May graduates to file for graduation: February 26, 2026.

Last Day to drop with a grade of “W:” April 29, 2026

Refer to: [Drops, Withdrawals & Void](#)

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Student Life - Disability](#).

### COURSE SCHEDULE (TENTATIVE)

Week	Chapters	Assignments
Week 1 (January 20, Tuesday & January 22, Thursday, 2026)	Course Introduction  Ch 6: Biological Development in Adolescence & Ch 8: Social Development in Adolescence	N/A
Week 2 (January 27, Tuesday & January 29, Thursday)	Ch 6: Biological Development in Adolescence & Ch 8: Social Development in Adolescence cont.	N/A
Week 3 (February 3, Tuesday & February 5, Thursday)	Ch.9: Feminist and Shame Resilience Theories  Ch.11: Psychological Aspects of Young and Middle Adulthood	N/A
Week 4 (February 10, Tuesday & February 12, Thursday)	Ch.11: Psychological Aspects of Young and Middle Adulthood cont.	<b>Assignment # 1</b> due by 11.59 p.m. on <b>February 13, Friday (to be submitted in D2L DropBox)</b>
Week 5 (February 17, Tuesday & February 19, Thursday)	Ch.11: Psychological Aspects of Young and Middle Adulthood cont.  Ch.12: Sociological Aspects of Young and Middle Adulthood	N/A
Week 6 (February 24, Tuesday & February 26, Thursday)	Ch.12: Sociological Aspects of Young and Middle Adulthood cont.  <b>Debate</b>	<b>First Debate- Divorce (February 26, Thursday)</b>
Week 7 (March 3, Tuesday & March 5, Thursday)	Ch.12: Sociological Aspects of Young and Middle Adulthood cont.	N/A
<b>Spring Break- No classes (March 9-14)</b>	N/A	N/A
Week 8 (March 17, Tuesday & March 19, Thursday)	Ch. 16: Sociological Aspects of Later Adulthood: <b>Guest Lecture on March 17, Tuesday</b> : “Available services for those in Later Adulthood.”  Ch.15: Psychological Aspects of Later Adulthood	N/A

Week	Chapters	Assignments
Week 9 (March 24, Tuesday & March 26, Thursday)	Ch.15: Psychological Aspects of Later Adulthood cont.  <b>Guest Lecture on March 26, Thursday:</b> “Developing an understanding of other cultures and their treatment of elderly population”	N/A
Week 10 (March 31, Tuesday)	Ch.15: Psychological Aspects of Later Adulthood cont.	N/A
<b>Holiday Break-No Class (April 2-4)</b>	N/A	N/A
Week 11 (April 7, Tuesday & April 9, Thursday)	Ch.15: Psychological Aspects of Later Adulthood cont.	N/A
Week 12 (April 14, Tuesday & April 16, Thursday)	Ch.14: Biological Aspects of Later Adulthood: <b>Guest Lecture on April 16, Thursday:</b> Understanding Alzheimer’s and Dementia	N/A
Week 13 (April 21, Tuesday & April 23, Thursday)	<b>Debate</b>  Ch.14: Biological Aspects of Later Adulthood cont.	<b>Second Debate-Euthanasia (April 23, Thursday)</b>
Week 14 (April 28, Tuesday & April 30, Thursday)	Ch.14: Biological Aspects of Later Adulthood cont.	N/A
Week 15 (May 5, Tuesday & May 7, Thursday)	<b>Class Presentations</b>	<b>Assignment # 2</b> due by 11.59 p.m. on <b>May 3, Sunday</b> (to be submitted in D2L DropBox)  <b>PowerPoints</b> due <b>24 hours prior to presentation</b>  <b>Community Service Practicum report</b> -due by 11.59 pm on <b>May 5, Tuesday (Firm Deadline)</b> (to be submitted in D2L DropBox)
Week 16 (May 12, Tuesday)	<b>Final Exam (8.00-10.00 a.m.)</b>	N/A

## BIBLIOGRAPHY

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