



Course Syllabus: Mental Health in Social Work
Martin Hall Bldg. Rm. 106
SOWK 3343-Y10
Fall 2025

Contact Information

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Course Description

Students learn practice skills, theory, and knowledge about mental health practice in the social work field. A study of knowledge, skills, values, and ethics required for working with individuals that have a mental health diagnosis. Research, theory, practice skills, and experiential learning provides an integrative learning experience.

This course is designed to provide a knowledge base of the DSM-5-TR of mental health disorders. Students will develop skills and techniques to complete competency-based assessments using an ecological approach, strengths perspective, and systems theory.

A study of the biological, neurological, psychological, social, environmental, and cultural aspect of a person's life as part of the mental health diagnostic process. Students will develop skills in establishing rapport, biopsychosocial assessment, cultural competency, and intervention

This course will be taught through group discussions, audiovisual presentations, discussion homework, and lectures. Students are expected to attend classes and to actively participate in discussions. The expectation is that students will have read the assigned reading to facilitate class dialogue and interaction.

Course Delivery

This seminar has been planned as a fully face-to-face course. The class will meet in its regularly scheduled room on all scheduled class days.

Students with health concerns or any symptoms of illness should **communicate with the professor in advance** to evaluate if they may need to attend live classes via zoom. Students attending by Zoom without medical need and prior

approval will be given a daily participation grade of zero. **Students attending by Zoom must have advance approval and appear on video for the entire duration of the class.**

If Midwestern State University campus operations are required to change, it is possible that course delivery or course format will change. Should that be necessary, students will be advised of the changes.

Course Objectives

Upon completion of this course, students will be able to:

1. Apply the Code of Ethics and other relevant laws, regulations, and models for ethical decision-making with individuals that struggle with mental health disorders (Knowledge, Values, Skills, Cognitive & Affective Processes)
2. Identify and assess policies that impact well-being, service delivery and access to social services. (Knowledge, Value, Skills, Cognitive & Affective Processes)
3. Apply empathy, personal reflection, interpersonal, and communication skills with individuals that exhibit mental health symptoms. (Knowledge, Values, Skills, Cognitive & Affective Processes)
4. Ability to critically assess the biological, psychological, cognitive, and social systems variables. (Knowledge, Values, Skills, Cognitive & Affective Processes)
5. Ability to select appropriate intervention strategies based on the biopsychosocial assessment, and develop mutually agreed-on goals and objectives based on individual strengths, needs, and challenges. (Knowledge, Values, Skills, Cognitive & Affective Processes)
6. Recognize the beneficial outcomes of interdisciplinary and interprofessional collaboration. (Knowledge, Values, Skills)
7. Demonstrate knowledge of DSM-5-TR mental health disorders. (Knowledge)
Demonstrate knowledge and ability to utilize screening tools. (Knowledge, Skills)

<u>CSWE Core Competencies</u>	Course Objectives	Assignments
1	All the course objectives	Assignment, discussion homework, and class exercises
3	All the course objectives	Assignment, discussion homework, and class exercises
6	All the course objectives	Assignment, discussion homework, and class exercises
7	All the course objectives	Assignment, discussion homework, and class exercises
8	All the course objectives	Assignment, discussion homework, and class exercises

Textbook & Instructional Materials

Susan W. Gray (2025). Psychopathology: A competency-based assessment model for social workers. (5th ed.) Cengage Learning. List Price 250.95 (prices may vary depending on the vendor)

Recommended:

American Psychiatric Association. (2022). The Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition. Text Revision: American Psychiatric Association: Washington, D.C.

Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class and by not being disruptive in class. **Side conversations, making noises, leaving, working on outside assignments, or inappropriate use of electronics during class are disruptive, will result in a lower participation grade, and may result in the student being asked to leave.** It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. **Students will be expected to read all the assigned materials prior to class** and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation

No Photographing, recording, or text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on silent. Please do not surf the internet or listen to music while in class. **Please note that using electronic devices during class time will have an adverse impact on participation grade.**

Tutoring Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Student achievement will be evaluated on the basis of consistent demonstration of a disposition appropriate for professional social work practice, written assignments, class participation, and evidence of demonstration of CSWE 2022 Competencies.

Assignments	Weight
Attendance and Participation	20%
Discussion and Homework	20%
Assignment	20%
Quizzes	20%
Final Exam	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade.

Discussion Board Homework

The discussion board is a mandatory component of this course. The instructor will post question(s) on the discussion board related to the assigned chapters from the textbook or from assigned movie options. Discussion posts will be

available Sundays at 8:00am and due Saturdays by 11:30pm. Students are expected to write formally (no shorthand or text messaging abbreviations) and use APA format and referencing where appropriate. Lack of thoughtful content, or using poor writing skills may negatively impact the points received for each discussion.

* The discussion board is a formal assignment and 20% of your overall grade.

Projects Required

APA style formatting is required for all written work in this course. Be sure to use appropriate APA-Style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments. Assignment should be submitted in the appropriate drop box folder in D2L.

Assignment: Competency-Based Assessment-Due 11/29

Identify reason for referral and contributing conditions and components of the problem (history, duration, frequency, magnitude, antecedents, consequences)

List the client's competence

Intrapersonal issues (cognitive functioning, emotional functioning, behavioral functioning, physiologic functioning, mental status, client roles and role performance and developmental considerations)

Interpersonal family issues (clients marital/partner status, family structure)

Interpersonal work or school issues

Interpersonal issues with peers

Environmental characteristic that influences coping and adaptive pattern of the client

Ethnic/cultural considerations for the client

Identify at least one problem of the portrayed character and write a treatment plan with one goal and 2 objectives to meet the goal.

Identify and list at least one resource option in our community that might benefit the portrayed character.

* Assignment is worth 20% of the overall grade

Quizzes

Quizzes will be open each Thursday at 3:00pm and are to be completed each Saturday by 11:30pm. Quizzes will be open book but there will be a limited time to complete them. No requests for late access will be considered unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the period the quiz was available.

Anything presented via assigned readings or in class may be included in quizzes.

* Quizzes are worth 20% of your overall grade.

Final Exam

The final exam will consist of multiple-choice questions to be taken in person in the classroom on your own device and using Respondus lockdown browser. Since

class instruction will be based on the text as well as materials from other sources, what is presented in class may be included on the final exam.

* The Final Exam is worth 20% of your overall grade.

Late Work

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Late work will be penalized ½ letter grade per 24-hour time. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Make-up Work/Tests

Make-up work will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to take make up exams after the original exam has been given. If you cannot take the exam on the required day and time, you must plan in advance to take it PRIOR to the scheduled administration of the exam.

Important Dates

Last day for term schedule changes: August 25-28, 2025 Check the date on the [Academic Calendar](#).

Deadline to file for graduation: September 22, 2025 for December Graduation, October 6 for May Graduation. Check the date on the [Academic Calendar](#).

Last Day to drop with a grade of "W:" 4:00pm November 25, 2025 Check the date on the [Academic Calendar](#).

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

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of this class and to arrive before class begins. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Students must meet with FFL to request an alternative assignment as allowed by the make-up policy. Please note that for each "uninformed class absence" a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or

disruptive behavior during class (including inappropriate cellphone or computer use) and leaving early from class will have an adverse impact on attendance and participation grade.

Each unexcused absence will result in a subtraction of 5 points from the student's final grade at the end of the course.

After three absences the student will be dropped from the class.

For an absence to be excused the student must inform the instructor in advance of the reason for the absence and provide documentation supporting the need for the class absence.

An absence will be considered officially excused if the student:

- a. Presents a written excuse from the Office of Student Affairs.
- b. Presents a written excuse from a physician.
- c. Presents written documentation of attending a mandatory function (e.g., basketball team, band, etc.).
- d. Obtains permission from the instructor in advance of the absence.

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.)**.

I use TurnItIn as an initial way to detect and measure AI use and plagiarism and may use additional detection tools if academic dishonesty is indicated or suspected. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

It is my intent to present material and activities that are respectful of all perspectives. It is also my intent that students from all perspectives and backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the varying perspectives that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusion of varying perspectives in this course are encouraged and appreciated.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

- 1. Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
- 2. Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
- 3. Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
- 4. Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
- 5. Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Humility:** Strive to become more open to people, ideas, and creeds that you are not familiar with.

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).

3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

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).

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 an 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 [Disability Support Services](#).

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated [Pregnancy and Parenting](#) Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at

https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit

<https://msutexas.edu/titleix/>

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process.

Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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.](#)"

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

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 prohibit 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

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

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week and Dates	Topic	Reading and Activities
Week 1 8/25 to 8/30	DSM-5 Approaches to Assessment	Chapter 1 Discussion 1 Quiz 1
Week 2 8/31 to 9/6	Neurodevelopment Disorders	Chapter 2 Discussion 2 Quiz 2
Week 3 9/7 to 9/13	Schizophrenia Spectrum and other Psychotic Disorders	Chapter 3 Discussion 3 Quiz 3
Week 4 9/14 to 9/20	Bipolar and Related Disorders	Chapter 4 Discussion 4 Quiz 4
Week 5 9/21 to 9/27	Depressive Disorders	Chapter 5 Discussion 5 Quiz 5
Week 6 9/28 to 10/4	Anxiety Disorders Obsessive-Compulsive and Related Disorders	Chapter 6 Chapter 7 Discussion 6 Quiz 6
Week 7 10/5 to 10/11	Trauma and Stress Related Disorders	Chapter 8 Discussion 7 Quiz 7
Week 8 10/12 to 10/18	Dissociative Disorders	Chapter 9 Discussion 8 Quiz 8
Week 9 10/19 to 10/25	Somatic Symptom and Related Disorders Feeding and Eating Disorders	Chapter 10 Chapter 11 Discussion 9 Quiz 9
Week 10 10/26 to 11/1	Elimination Disorders Disruptive, Impulse-Control, and Conduct Disorders	Chapter 12 Chapter 13 Discussion 10 Quiz 10
Week 11 11/2 to 11/8	Substance-Related and Addictive Disorders	Chapter 14 Discussion 11 Quiz 11
Week 12 11/9 to 11/15	Neurocognitive Disorders	Chapter 15 Discussion 12 Quiz 12

Week and Dates	Topic	Reading and Activities
Week 13 11/16 to 11/22	Personality Disorders	Chapter 16 Discussion 13 Quiz 13
Week 14 11/23 to 11/29	Thanksgiving Break 11/26 to 12/1 Assignment	Due 11/29
Week 15 11/30 to 12/6	Final Review Final Exam	12/2 12/4