



## **Course Syllabus: Practice II**

College of Health Sciences and Human Services

SOWK 3833, Section 201 TR 8:00-9:20AM **Centennial Hall 240**

Spring 2026: January 20, 2026-May 8, 2026

3 Credit hours

### **Contact Information**

**Instructor:** Sarah Olson

**Office:** Centennial Hall #450, 4<sup>th</sup> Floor, Social Work Department

**Office hours:** by appointment or Zoom meetings by appointment

**Office phone:** 940-397-4437

**E-mail:** [sarah.olson@msutexas.edu](mailto:sarah.olson@msutexas.edu); [sarahmalloryolson@gmail.com](mailto:sarahmalloryolson@gmail.com)

### **Course Description**

Students learn generalist practice skills, theory, and knowledge about group processes. Experiential learning provides opportunity to learn group leadership skills and to experience group dynamics. Research, theory, practice skills, and experiential learning provide an integrative learning experience.

This course is designed to develop skills and techniques necessary for generalist practice with individuals in the group setting and with groups. The course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society.

A study of the knowledge, skills, values, and ethics required for generalist social work practice with groups, organizations, and communities. Using social systems, strengths, and empowerment perspectives, groups, organizations, and communities are viewed within the larger social context with emphasis on cultural competency and strategies for addressing the needs of various group, organizational, and community structures.

This course will be taught through small group discussions, audiovisual presentations 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 interactions.

## **Course Delivery**

This course has been planned as a fully face-to-face course for Spring 2026. The class will meet in its regularly scheduled room all scheduled days. **Students with health concerns or any symptoms of illness should not attend in person but rather communicate with the professor in advance so that they may attend live classes via zoom.**

## **Course Objectives**

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

1. Demonstrate knowledge of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (*Knowledge, Skills, Cognitive & Affective Processes*)
2. Recognize group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
3. Demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods of evaluation of effectiveness. (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
4. Evaluate one's own professional use of self in working with groups, organizations, and communities. (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
5. Utilize critical thinking skills, and conceptual frameworks to engage, assess, intervene and evaluate groups. (*Knowledge, Skills, Cognitive & Affective Processes*)
6. Examine theories of group counseling, including commonalities, distinguishing characteristics and pertinent research and literature. (*Knowledge, Skills*)

<b>Core Competencies</b>	<b>Course Objectives</b>	<b>Practice Behaviors</b>	<b>Assignments</b>
Demonstrate Ethical and Professional Behavior	All the course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	All the assignments and class exercises
Engage in Practice Informed Research and Research informed Practice	1, 2, 3 & 5	Distinguish, appraise, and integrate multiple sources of knowledge	Assignment #3
Engage with, Assess, Intervene, and Evaluate Individuals, Families, Groups, Organizations, and Communities	All the course objectives	Prepare for action with groups, organizations, and communities; collect, organize, and interpret client data; select appropriate intervention strategies; implement prevention interventions; critically analyze, monitor, and evaluate interventions	All the assignments, reading quizzes, final exam, class exercises, and class presentations

### **Required Textbook & Instructional Materials**

Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: process and practice* (10th ed.) Cengage Learning.

- **List price: between \$50.99 rental, to purchase as much as \$283.**  
**Recommendation getting a used text on Amazon or other site, as this is a decent book to keep**(prices may vary depending on the vendor). Amazon used is \$70-90.

Tate, C. (2020). *Group*. Avid Reader Press. **List price. Amazon \$9.23**

### **Suggested Texts**

Yalom, I. & Leszcz M. (2020). *The Theory and Practice of Group Psychotherapy*. Basic Books (6<sup>th</sup> edition).

American Psychological Association. (2020). *Concise Guide to APA Style* (7<sup>th</sup> edition). <https://doi.org/10.1037/0000173-000>

- **List price: \$31.99** (prices may vary depending on the vendor)

## **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. 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, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. 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. Also, very importantly, during the final in May, we will have all cell phones, headphones, smart watches and bags put away and turned off and placed in the front of the classroom.

## **Writing 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's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## **Social Work Program Attendance Policy**

Students are expected to attend all meetings of this class. 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. 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 use), and leaving early from class will have an adverse impact on attendance and participation grade.**

Students are allowed **three excused** absences as defined by MSU absence policy. For an absence to be excused the **student must inform the instructor of the reason for the absence** and provide documentation supporting the need for the class absence. Please note that **for each absence beyond the 4<sup>th</sup>, 5 points will be taken off from the student's final course (average) grade.** A **student who has missed six classes** (including the three excused absences) will **receive a full lower letter grade** (10 points). **After six absences the student will be dropped from the class.**

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.

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## 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. I have a **zero-tolerance policy for cheating, collusion, or plagiarism**, and violations will result in substantial penalties including a failing grade on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating 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. This will also be monitored with Turnitin on D2L.

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.

## 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 electronically. Electronic copies 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. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*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.*

### **Grading**

**Table 1:** The student's achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

Assignments	Weight
Quizzes (10 quizzes averaged for total)	20%
Class Participation	10%
Assignment 1-12 Angry Men	20%
Assignment 2- Reflection on Tate book	20%
Assignment 3 pt 1- Group Proposal Project 80% of 20% written	20%
Assignment 3 pt 2-Slide show presentation, 20% of 20%	
Final Exam	10%

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. **Social work students must repeat social work courses in which they receive a grade of D or F.**

### **Quizzes**

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by **11:30 pm on Sundays** based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The **quizzes are open book and notes**, but there will be limited time to complete them. Ten quizzes will be required. Eleven quizzes will be available and students completing all 11 quizzes will have their lowest quiz grade dropped. 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 entire week that the quiz was available. Anything presented via assigned readings or in class may be included in quizzes.

### **Final Exam**

There will be a final exam that is **closed book and note**. The final exam will consist of multiple-choice questions, true or false statements, and short answer or essay questions. Since class instruction will be based on the text as well as materials from other sources, what is presented in class will be included in the final exam. **Students have to put their cell phones away and turned off, along with no smart watches and headphones.**

### **Assignments/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. Please get an APA book, or bookmark Purdue Owl APA site. It is free.**

### **ASSIGNMENT #1: Reflection Paper: The Group Process- "Twelve Angry Men"**

Watch the movie titled, "Twelve Angry Men," (1957 cast). The DVD is available in reserve at the library. You may also be able to find on streaming services and appears to be free on Tubi or Pluto. After you view the movie, write a paper incorporating your thoughts concerning the movie incorporating the questions below. The questions will act as a springboard for the discussion of the movie and its application to the group process. **Please use your textbook for guidance and references.**

The paper should be between **3 to 4 pages (not counting title and reference pages)**. Be sure and include the move as sited and your book cited. Anything you use to help you write this book **must be cited as required by APA**.

**The questions for Assignment 1:**

- Identify the group purpose, tasks, goals and norms.
- Identify the group members' roles that emerge (i.e., leader, clown, peacemaker etc.)
- Note the power structure- who influences whom? The communication structure- who talks to whom? The subgroups (cliques) that form?
- Identify the stages of group development. (**Pages 149-150 of the textbook may be helpful with this. Be sure to reference where you found the stages of group development model that you use in your writing.**)
- Note the group process (e.g., changes in conditions that take place such as the nature of the interactions, individual goal changes, values, etc.).

**Would you like extra credit? Add two pages to compare the newer version of the movie from 1997.**

**Assignment #2 on the Tate book, *Group*.** 3-4 pages, not including the cover and reference page. You may use first person and second person language, such as "I, me, you"

1. Write a thoughtful response to your perception of the book overall. Does this change your perception of group therapy and why?
2. What surprised you about this book?
3. What do you think about Dr. Rosen's practice?
4. What would you have done differently if you were running the group Christie was in?
5. "Christie recounts the dysfunctional and frustrating details of several romantic relationships and affairs throughout *Group*. What lessons does Christie learn from the various relationships, and how does she learn from each affair, and how are they demonstrated in not only her love life, but her life in general? While you do not have to be specific, could you relate to any of her relationship struggles?" (question from *Group* Book).

### **Assignment # 3 pt. 1: Group Proposal Concept Paper (80% of 20 % Assignment)**

Develop a proposal for a group you would like to run in an ideal world, thinking of your field placement or first job upon graduation. Please choose something you are interested in or something that is needed. (specify if it is a task group, educational group, psychodynamic, etc.) providing all necessary information for consideration of group establishment. This assignment may be done independently in order to be a portion of your Senior Portfolio for Field.

**Proposals should be written in an APA style paper** that describes the group's purpose, what the group's specific and measurable goals and objectives are including plans for evaluation of how well they were met, and who the targeted membership will consist of. Proposals must answer the following questions:

Who will the designated leader be? Will group membership be open or closed?  
What is the length that the group will be expected to meet for?  
What curriculum will you use? What will it consist of? Is it evidence based?  
Where will the group meet? How will this space allow confidentiality?  
What will the group expenses be and how will they be funded?  
How does the targeted person complete the group?  
What does the termination phase consist of?

**Please refer to page 153 of the text for additional guidance. This needs to be minimum of 4 pages of content, not including title and reference pages.**

### **Assignment #3 pt.2 : Group Proposal Presentation (20% of Assignment)**

Presentation grades will include consideration of the quality of information presented, feasibility of the plan, attending behavior of the presenter(s), effective use of relevant aids to enhance the message (such as PowerPoint, Canva, and/or handout), audience engagement (including opportunities for questions), and effective use of time (8-12 minutes).

#### **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 period.**

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 make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

**Important Dates**

**Last day for term schedule changes:**

**Deadline to file for graduation:** February 16, 2026 for May 2026

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

Refer to: Drops, Withdrawals & Void

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

**Desire-to-Learn (D2L)**

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 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.

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.

**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. 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 application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of 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.

### **College Policies**

#### **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 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**

Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog.

### **Course Changes at the Discretion of Instructor**

**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.**

**Practice II Course Schedule**  
**(The instructor reserves the right to adjust the syllabus and assignment schedule as needed.)**

Week & Dates	Chapters	Assignments
<b>Week 1</b> January 20– January 25	<b>Course Introduction.</b> -Discussion of course assignments - Ch. 1 Corey: Introduction to Group Work -First 5 chapters of <i>Group</i>	- Quiz 1 Corey Chapter 1 Due Sunday, January 25
<b>Week 2</b> January 26– February 1	- Ch. 2 Corey: The Group Counselor -Chapters 5-10 of <i>Group</i>	- Quiz 2 Corey Chapter 2 Due Sunday, February 1
<b>Week 3</b> February 2 – February 8	- Ch. 3 Corey: Ethical and Legal Issues in Group Counseling -Chapters 11- 15 finish Part 1 of <i>Group</i>	<b>2 Weeks on Chapter 3</b>
<b>Week 4</b> February 9– February 15	- Ch. 3 Corey: Ethical and Legal Issues in Group Counseling (cont.) -Chapters 16-20 of <i>Group</i>	-Quiz 3 Corey Chapter 3 Due Sunday, February 15
<b>Week 5</b> February 16– February 22	- Ch. 4 Corey: Theories and Techniques of Group Counseling (cont.)  <b>2 weeks on Chapter 4 Corey</b>	<b>-2 Weeks on Chapter 4</b>
<b>Week 6</b> February 23– March 1	Ch. 4 Corey: Theories and Techniques of Group Counseling (cont.) -Chapters 21-24 of <i>Group</i>	-Quiz 4 Corey Chapter 4 Due March 1 <b><u>Assignment #1 due</u></b> <b><u>March 1</u></b>

Week & Dates	Chapters	Assignments
<b>Week 7</b> March 2 – March 8	- Ch. 5 Corey: Forming a Group -Chapters 25-30 of <i>Group</i>	Quiz 5 Corey Chapter 5 Due March 8
March 9 – March 15	Spring Break	--No Classes, no assignments

Week & Dates	Chapters	Assignments
<b>Week 8</b> March 16– March 22	Ch. 6 Corey: Initial Stage of a Group -Chapters 31-33 of <i>Group</i>	-Quiz 6 Corey Chapter 6 Due March 22
<b>Week 9</b> March 23– March 29	- Ch. 7 Corey: Transition Stage of a Group -Chapters 34-36 of <i>Group</i>	- Quiz 7 Corey Chapter 7 Due March 29
<b>Week 10</b> March 30– April 5	- Ch. 8: Working Stage of a Group -Chapters 37 of <i>Group</i> -- postscript <b><i>No Classes April 2-3 for Holiday Break</i></b>	- Quiz 8 Corey Chapter 8 Due April 5
<b>Week 11</b> April 6– April 12	Ch. 9: Final Stage of a Group	-Quiz 9 Corey Chapter 9 Due April 12 -
	-	-

Week & Dates	Chapters	Assignments
<b>Week 12</b> April 13- April 19	Ch. 10: Groups in School Settings	Quiz 10 Corey Chapter 10 April 19 <b><u>Assignment #2 Book reflection paper on Tate's Group due April 19 at 11:30pm</u></b>
<b>Week 13</b> April 20-April 26	Ch. 11: Groups in Community Settings	-Quiz 11 Corey Chapter 11 Due April 26
<b>Week 14</b> April 27-May 2	This is a potential catch up week and you need to work on your Group Proposal papers and presentations!	<b>- <u>Assignment #3 due May 3 at 11:30pm.</u></b> <b>Send Power Points via email to Instructor Olson before Presentations.</b>
<b>Week 15</b> <b>May 3-May 8</b>	<b>- LAST WEEK OF CLASSES</b> <b>-Class Presentations</b> -Catch up and Review for Final -Each presentation is 10-15 minutes. -	- Turn in Power Points as part of assignment and use them for presentation.

## Practice II

### STUDENT COURSE AGREEMENT

Please review the course syllabus. Once you have read and understand the syllabus and all faculty expectations, please sign and return this agreement. Please pay special attention to attendance and late/make-up work policies as well as the Instructor Class Policies and Professional Expectations of Student Behavior sections. If you have any questions, please do not hesitate to contact me at [sarah.olson@msutexas.edu](mailto:sarah.olson@msutexas.edu)

**This agreement of understanding should be completed only after thoroughly reading the course syllabus. Sign, date & return this document to Instructor Olson by the second class session.**

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Semester

Printed Student Name

***I have read and understand the syllabus and faculty expectations for this course. I agree to come to class prepared and to participate fully in this course.***

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Date

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Signature