



THE UNIVERSITY OF TEXAS AT EL PASO  
**DEPARTMENT OF SOCIAL WORK**

**SOWK 3341: Human Behavior and the Social Environment II**

CRN: 21643

TERM: Spring 2024

MEETING TIMES: Tuesdays and Thursdays from 1:30 pm to 2:50 pm @ CRBL- C204

Professor: Dr. Viridiana Ortiz, PhD, LCSW-S

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Phone: (915) 747-8382

Office Hours: By Appointment

**Course Information:** What this class is about and what we will do

**COURSE DESCRIPTION**

Designed to introduce beginning social work students to various theoretical models by which to view how groups, communities, and organizations interface and interact with the social environment. Students will also examine various theoretical models of poverty, particularly as these influence social welfare policies and/or affect the delivery of social services to impoverished populations.

**DIVERSITY STATEMENT**

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

**COURSE GOALS**

At the end of this course, students will:

- Identify major concepts inherent in the interactions between human behaviors and macro social environment
- Understand various concepts pertaining to families, groups, communities, and organizations within the concept of the Social Environment

- Understand the strengths and limitations of major theories of human behavior in the macro social environment, including impacts of historical, cultural, intergenerational, systemic, and current forms of racism, discrimination, and oppression.
- Acknowledge the roles of the social work profession in promoting social justice, human rights, diversity, inclusiveness, ethics, cultural responsiveness, and enhancing human functioning in the macro social environment

## COURSE OBJECTIVES

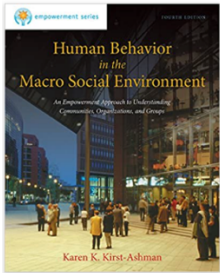
At the conclusion of this course, students will be able to:

- Operationalize major concepts inherent in the interactions between human behaviors and macro social environment (EPAS Comp 6);
- Apply various culturally informed concepts pertaining to families, groups, communities, and organizations within the concept of the Social Environment (EPAS Comps 6, 7, 8, 9);
- Apply critical thinking skills in demonstrating the strengths and limitations of major theories of human behavior in the macro social environment (EPAS Comps 4, 5);
- Demonstrate the roles of the social work profession in promoting social justice, human rights, and culturally responsive and inclusive practices while enhancing human functioning in the macro social environment with a particular emphasis on the U.S.- Mexico border region (EPAS Comps 1, 2, 3).

<b>Competencies</b>	<b>Assignment(s)</b>
1: Demonstrate ethical and professional behavior	Class Discussion (K, V, CA) Reflection Paper (V, CA) Group Presentations (S, CA) Power Point Presentations (K, S, CA) Office Hours (K, V,S,CA)
2 Engage diversity and difference in practice	Dinner for Four (V, S, CA and Border Region) Group Presentations (S, CA) Critical Thinking Paper (K, V,CA) Reflection Paper (V, CA)
3: Advance human rights, and social, economic, and environmental justice	Dinner for Four (V, S, CA and Border Region)
4: Engage in practice-informed research and research-informed Practice	Critical Thinking Paper (K, V,CA) Class Discussion (K, V, CA)
5 Engage in policy practice	Class Discussion (K, V, CA) Dinner for Four (V, S, CA and Border Region)
6: Engage with individuals, families, groups, organizations, and communities	Group Presentations (K, V,S,CA) Dinner for Four (V, S, CA and Border Region)
7: Assess individuals, families, groups, organizations, and communities	Critical Thinking Paper (K, V,CA) Dinner for Four (V, S, CA and Border Region)
8. Intervene with individuals, families, groups, organizations and communities	Dinner for Four (V, S, CA and Border Region)

9: Evaluate practice with individuals, families, groups and organizations and communities.	Class Discussion Dinner for Four (V, S, CA and Border Region)
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**REQUIRED MATERIALS**



Kirst-Ashman, Karen K. and Hull, Grafton H. (2019). *Human behavior in the Macro Social Environment: An Empowerment Approach to Understanding Communities, Organizations, and Groups* (Fifth Edition). Boston, MA: Cengage Publishing Co.

**COURSE ASSIGNMENTS & GRADING**

**Reflection Paper (15 points)**

Each student will write a three-page paper regarding a person, group or organization that impacted their life and why. Rubric will be provided.

**Group Presentations (25 Points)**

There will be 6 student groups developed including 6-7 students in each group. The groups will be formed the first day of class. Each group will be assigned to one of the major neighborhoods of El Paso, i.e., Eastside, Central (Downtown to Bassett Center), Northeast, Lower Valley, Horizon and the Far Westside based on individual student interest and personal experience with that neighborhood. The groups will develop a visual, historical, culturally informed, ethically informed, and informational oral report on the neighborhood that they have been assigned. The groups should conduct research about their assigned neighborhood using census data, city reports, etc. and should include topics such as socioeconomic, racial, ethnic, age, and gender makeup. The groups should look at the neighborhood using an inclusive and strengths-based perspective, focusing on areas of growth. The purpose of the presentation is to educate the entire class about the major neighborhoods and communities of El Paso to better prepare students for future work as a professional Social Worker in this community. Each group will present the main points in a PowerPoint presentation including pictures and/or video of the neighborhood assigned. Presentations should be 30-40 minutes long including time for class questions and discussion. There will be 6 group presentations scheduled throughout the semester. **All students in the groups will receive the same grade and a paper does not have to be submitted to the Professor for this assignment.**

**The groups will be evaluated based on the following Rubric.**

<b>PowerPoint:</b> The neighborhood name should be provided in an Introduction slide. Slides should be clear and uncluttered with font size no smaller than 24 point. The power point should include video/pictures of the neighborhood.	3pts.
<b>Presentation Execution:</b> Presenters should display confidence and enthusiasm about the topic at hand. Presenters should use a clear voice and hold eye contact of the class members and Professor with minimal use of notes. Presenters should share material equally and transitions should be professional and smooth. Points will be taken off for reading straight from your notes.	5pts
<b>Description of the Neighborhood:</b> Thoroughly describe the neighborhood in an ethically and culturally responsive manner and provide the class and Professor with important and current information including the diversity and inclusiveness of the neighborhood(s) so that there is a better understanding of that particular El Paso neighborhood.	10pts
<b>Conclusion:</b> Summarize major points of interest, what team members learned about the neighborhood, and what more the team members would like to know.	3 pts
<b>TOTAL POINTS</b>	<b>20 pts</b>

**Critical Thinking Question Papers (20 Points)**

Select one of the “Critical Thinking Question” from the chapters on **groups, and organizations**. Each student will write a 5-page paper thoroughly answering the questions posed by the authors. The paper should include a cover page with pertinent information to include the Critical Thinking Question (chapter and number such as Critical Thinking Question 3-1) you are responding to; course name; course number, course title, and class meeting time; semester; Professor name; and date. The actual body of the paper must be no longer than five pages. You will be submitting a total of 2 Critical Thinking Question papers. Include in your response any considerations related to anti-racism, diversity, equity, and inclusion. Be sure to follow APA guidelines and use standard Microsoft Word default settings. Students are encouraged to work with and have a writing consultant at the Writing Center proof-read their final draft prior to submission. The Writing Center is located at Room 227, Library Building (<http://academics.utep.edu/writingcenter>).

**Critical Thinking Question Paper # 1: Groups (Chapters 3 or 4)**

**Critical Thinking Question Paper # 2: Organizations (Chapters 5, 6, 7, or 8)**

**Shopping and Creating a Dinner for a Family of Four (30 points)**

**Part One**

Each student will shop at a store in their neighborhood and spend no more than \$5.00 to prepare a nutritious meal for a family of four. The meal must contain a balance plate and the protein must be from one of the following categories: meat, chicken fish or tofu. The student will prepare the meal on date of the assignment submitting their grocery list, scanning the original receipt and sending a picture of the meal prepared along with the reflective paper. The student will submit a five-page paper reflecting on what they learned from this assignment as it relates to what you read or heard in class regarding poverty, racism, equity, diversity, and human

development. The paper should be written in APA style and include a minimum of two scholarly references.

**Part Two:**

Each student will write a letter to a fictional person who is facing the challenge of feeding a family on a low-income. The letter will need to reflect cultural responsiveness and inclusivity and include coping skills that helped you purchase a \$5.00 meal, budget tips or any other advice you as a future social worker would be helpful to the fictional person.

**Attendance and Participation (10 points):**

Attendance is mandatory and attendance will be taken each class period. Students are expected to be present, prompt (on time), alert, and respectful to fellow students' comments and contributions. Please turn off the ringer on your cell phone prior to coming to class. Students are expected to have read materials for the week **before** attending class and participate actively in class discussions.

**GRADING GUIDELINES**

**Point Structure for Assignments:**

<b><i>Assignments</i></b>	<b><i>Points</i></b>
Reflection Paper	15
Group Presentation or Recorded Presentation and power point	25
Critical Thinking Question Papers 2 Papers x 10 points each)	20
Shopping and Creating a Dinner for a Family of Four	30
Attendance and Participation	<u>10</u>
	100

**Grading Scale:**

The following guidelines will be used to assign final grades.

Scale	Grade	Standard
90 -100	A	Exceptional work. Meets and exceeds all standards for the class assignments. Consistent with professional Social Work quality and impact. Few if any errors.
80 - 89	B	Much better than average work. Meets all standards for the assignments. Few errors.

70 - 79	C	Average work. Adequately addresses all aspects of the class assignments.
60 - 69	D	Below average work. Marginally acceptable.
0 - 59	F	Failing.

## TECHNOLOGY REQUIREMENTS

Course content is delivered via internet through the Blackboard learning management system. Ensure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [MicrosoftOffice365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

### **Course Communication: How we will stay in contact with each other**

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** By appointment
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone:** (915) 747-8382
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Course Policies: What do you need to do to be successful in the course**

## ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities and course discussions. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers on the discussion boards and during course meetings
- Other activities as indicated on Blackboard

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Regular class attendance and participation are essential to learning and processing the field placement experience. **Class attendance is NOT optional.** Students are expected to attend all classes and to participate in class exercises and discussion. **Students who miss more than TWO (2) classes will be withdrawn from class** with a grade of W or F. Students wishing to drop this course and receive a grade of W, must do so prior to the University Drop Deadline **(March 28, 2024)**. Dropping the course after that time will result in an automatic grade of F.

Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting. Being tardy for more than half of the class meeting will be counted as an absence unless communication or an excused tardiness is approved by the instructor. Sign in sheet will not be available after the first half of class time.

Students are expected to participate in all classroom activities in a constructive, supportive, professional, and respectful manner. The instructor reserves the right to adjust students **Attendance and Participation grade based on the instructor's perception of student's participation** and may give a student their grade based solely on her subjective assessment of a student's participation. Participation also includes providing information regarding difficult cases and offering support to other students who present issues confronted in practice.

### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the student from the class with a grade of 'W' before the course drop deadline and with a grade of 'F' after the deadline." Deadline for this semester is **March 28, 2024**. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an 'F' for the course.

### **CLASSROOM BEHAVIOR**

Students are expected to treat all others in the class with respect. Specifically, the information shared in in-class and virtual discussions, when responding to your peers. The culture of the learning environment is one of challenging ideas, not individuals. Personal attacks on your peers online and in-class, will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

### **DEADLINES, LATE WORK, AND ABSENCE POLICY**

Discussion Board Submissions & Quizzes

- Discussion board submissions AND responses to peers along with the two quizzes will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

Major Assignments

- Major written assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.



## **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me –in advance if possible– and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

## **'INCOMPLETE' GRADE POLICY**

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them [cass@utep.edu](mailto:cass@utep.edu) or apply for accommodation online via [CASS portal](#)

## **ILLNESS PRECAUTIONS**

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

## **TITLE IX STATEMENT**

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance.

Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

**Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link:** <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **GUIDANCE ON ARTIFICIAL INTELLIGENCE**

The use of generative AI tools such as Chat GPT is **NOT** permitted in this course.

**All assignments should be fully prepared by the student.** Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive social work career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism.

If you have questions about what constitutes a violation of this statement, please contact me. Students must cite any borrowed content sources (APA) to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

## **Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support:

### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#): Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#): Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at [loveisrespect.org](http://loveisrespect.org)
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. [elpaso.nami@dshs.state.tx.us](mailto:elpaso.nami@dshs.state.tx.us) or **915-534-5478**

## WEEKLY SCHEDULE

Date	Topic	Date	Topic	Competencies Addressed or Measured
<b>WEEK 1</b> 1/16	<b>Introduction to Course, Syllabus Review, Get to Know Each Other</b>	1/8	<b>UNIT I</b> <b>Introduction to Human Behavior in the Macro Social Environment</b> Chapter 1 Lecture/Power-point/Class Discussion	1, 2, 3, 4, 5, 6, 7, 8, 9
<b>WEEK 2</b> 1/23	<b>UNIT I</b> <b>Introduction to Human Behavior in the Macro Social Environment</b> Chapter 1 Lecture/Power-point/Class Discussion	1/26	<b>UNIT I</b> <b>Values and Principles That Guide Generalist Practice in the Macro Social Environment</b> Chapter 2 Lecture/Powerpoint/Class Activity	1, 6, 7, 8
<b>WEEK 3</b> 1/30	<b>UNIT I</b> <b>Values and Principles That Guide Generalist Practice in the Macro Social Environment</b> Chapter 2 Lecture/Power point/Class Discussion	2/1	<b>UNIT I</b> <b>Values and Principles That Guide Generalist Practice in the Macro Social Environment</b> Chapter 2 Lecture/Power point <b>GROUP PRESENTATION # 1</b>	1, 2, 6, 7, 8
<b>WEEK 4</b> 2/6	<b>UNIT I</b> <b>Human Behavior in Groups: Theories and Dynamics</b> Chapter 3 Lecture/Power point/Class Discussion	2/8	<b>UNIT I</b> <b>Human Behavior in Groups: Theories and Dynamics</b> Chapter 3 Lecture/Power point/Class Discussion	1, 2, 6, 7, 8
<b>WEEK 5</b> 2/13	<b>UNIT I</b> <b>Types of Groups in the Macro Social Environment</b> Chapter 4 Lecture/Power point/Class Discussion	2/15	<b>UNIT I</b> <b>Types of Groups in the Macro Social Environment</b> Chapter 4 Lecture/Power point/Class Discussion	1, 2, 6, 7, 8
<b>WEEK 6</b> 2/20	<b>CRITICAL THINKING QUESTION PAPER # 1 DUE</b>	2/22	<b>UNIT II</b> <b>Knowledge and Theories about Organizations</b> Chapter 5	1, 2, 3, 6, 7, 8

	<b>GROUP PRESENTATION # 2</b>		Lecture/Power point/Class Discussion	
<b>WEEK 7</b> 2/27	<b>UNIT II Knowledge and Theories about Organizations</b> Chapter 5 Lecture/Power point/Class Discussion	2/29	<b>UNIT II Social Service Organizational Settings, Goals, and Environmental Contexts</b> Chapter 6 Lecture/Power point/Class Discussion	1, 2,6 ,7, 8
<b>WEEK 8</b> 3/5	<b>UNIT II Social Service Organizational Settings, Goals, and Environmental Contexts</b> Chapter 6 Lecture/Power point <b>GROUP PRESENTATION # 3</b>	3/7	<b>UNIT II Organizational Structure and Dynamics</b> Chapter 7 Lecture/Power point/Class Activity  <b>Reflection paper due</b>	1, 2, 6, 7, 8
<b>3/12</b>	<b>SPRING BREAK – NO CLASS</b>	<b>3/14</b>	<b>SPRING BREAK – NO CLASS</b>	
<b>WEEK 10</b> 3/19	<b>UNIT II Organizational Structure and Dynamics</b> Chapter 7 Lecture/Power point/Class Discussion	3/21	<b>UNIT II Human Behavior, Management, and Empowerment in Organizations</b> Chapter 8 Lecture/Power point/Class Activity	1, 6, 7, 8
<b>WEEK 11</b> 3/26	<b>UNIT III Communities in the Macro Social Environment: Theories and Concepts</b> Chapter 9 Lecture/Power point <b>Group 4 Presentation Due</b>	3/28	<b>UNIT III Communities in the Macro Social Environment: Theories and Concepts Continued</b> Chapter 9 Lecture/Power point/Class Discussion	1, 2, 3, 6,9 , 8
<b>WEEK 12</b> 4/2	<b>UNIT III Assessment of Geographic Communities and</b>	4/4	<b>UNIT III Assessment of Geographic Communities and Empowerment</b> Chapter 10 continued	1, 6, 7, 8

	<b>Empowerment</b> Chapter 10 Lecture/Power point/ Class Activities		Lecture/Power point/ Class Activities	
<b>WEEK</b> <b>13</b> 4/9	<b>UNIT III</b> <b>Neighborhood</b> <b>Empowerment</b> Chapter 11 Lecture/Power point/Class Discussion Board  <b>Group 5 Presentation Due</b>	4/11	<b>UNIT III</b> <b>Independent Study time to work on Dinner Assignment</b>  <b>CRITICAL THINKING QUESTION PAPER # 2: ORGANIZATIONS DUE</b>	1, 6, 7, 8
<b>WEEK</b> <b>14</b> 4/16	<b>UNIT III</b> <b>Diversity, Populations- at-Risk, and</b> <b>Empowerment in the</b> <b>Macro Social</b> <b>Environment</b> Chapter 12 Lecture/Power point <b>Group 6 Presentation Due</b>	4/18	<b>UNIT III</b> <b>Diversity, Populations-at- Risk, and Empowerment in</b> <b>the Macro Social</b> <b>Environment</b> Chapter 12 Lecture/Power point/_Class Activity	1, 6, 7, 8
<b>WEEK</b> <b>15</b> 4/23	<b>UNIT III</b> <b>Social Justice and the</b> <b>Global Community</b> Chapter 13 Lecture/Power point/Class Activity	4/25	<b>UNIT III</b> <b>Social Justice and the Global</b> <b>Community continued</b> Chapter 13 Lecture/Power point/Class Discussion <b>Everyone's Dinner Assignment Due</b>	1, 2, 3, 6, 7, 8
<b>WEEK</b> <b>16</b> 4/30	<b>Guest Lecturer</b> <b>Chapter 14</b>	5/2	<b>Via Zoom</b> <b>Chapters 15 and 16</b>	1, 5, 6, 7, 8
<b>WEEK</b> <b>17</b> 5/7	<b>Essay Extra Credit</b> <b>Exam will be available</b> <b>via zoom if you choose</b> <b>to participate on date</b> <b>class is assigned final</b> <b>exam.</b>	5/9	<b>Essay Extra Credit Exam will</b> <b>be available via zoom if you</b> <b>choose to participate on</b> <b>date class is assigned final</b> <b>exam.</b>	

**\*\*SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION\*\***

**ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**