

Revised (New)



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 16, 2010

1. ACADEMIC UNIT: School of Social Work

2. COURSE PROPOSED: SWU 303 Micro Human Behavior in the Social Environment 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Teri Kennedy Phone: 602-496-0076
Mail Code: 3920 E-Mail: terikennedy@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA CS
- Humanities, Fine Arts and Design-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ SG

Awareness Areas

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this amultisection course?: No Yes; Is it governed by a common syllabus? yes

Teri Kennedy Coord/BSW Program Ctte
Chair/Director (Print or Type)

Teri Kennedy, PhD, MSW
Chair/Director (Signature)

Date: 04/16/10

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			
C-4			

Course Prefix	Number	Title	Designation
SWU	303	Micro Human Behavior in the Social Environment	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.</p>	<p>Course description and course syllabus note that "At least 50% of the grade in the course must be based on two or more substantial writing or prepared speaking tasks".</p> <p>Evaluation of Learning demonstrates that 66% of the final grade is based upon Discussion Board (online class, so this is a written activity), Cumulative Essays, and Final Cumulative Essay.</p> <p>Additionally, students receive credit for providing written feedback to peers related to items listed on a writing evaluation rubric.</p>	<p>4. Course description (4), Course Syllabus (5a, item IV and Item VIII, Unit 2: Conducting Research and Writing Papers According to American Psychological Association Format (APA)), and Table of Contents (Publication Manual of the APA, 6th ed.)</p> <p>Course Syllabus (5a, item XI, Assignments AND 5b, Assignments: Discussion Boards, Feedback to Peer Writing Support Group, Cumulative Essays 1, 2, 3, & Final)</p> <p>Course Syllabus (5b, Assignments, p. 2. "Feedback to Peers Rubric")</p>
<p>Criterion 2: The composition tasks involved the gathering, interpretation, and evaluation of evidence.</p>	<p>The Course Description specifies that course assignments include "the gathering, interpretation, and evaluation of evidence."</p> <p>Students must gather, interpret, and evaluate/critique information to demonstrate the application of course content to a client life event or condition. Essay 1 focuses on gathering, interpreting, and evaluating information related to the biological, psychological, social, and spiritual domains, traditional theories regarding the individual, and a critique of these models. Essay 2 focuses upon gathering, interpreting, and</p>	<p>Course Syllabus (5a, item IV)</p> <p>Course Syllabus (5b, p. 4: Cumulative Essay 1; p. 6: Essay 2; p. 7: Essay 3; and p. 8: Final Cumulative Essay).</p> <p>See also Sample Essay 1 and Final Cumulative Essay (5d) Note: This example was randomly selected from spring 2010 submissions.</p>

	<p>evaluating alternative models to the understanding of individual behavior, as well as conducting research related to the selected life course event or condition. Essay 3 focuses on gathering, interpreting, and evaluating information related to traditional and alternative theories related to families, family research informing their selected life event/condition, a critique of theories, and an evaluation of family strengths. The Final Cumulative Essay gathers, interprets, and evaluates the cumulative information collected in essays 1-3 and refines their presentation.</p>	
<p>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</p>	<p>There are eight separate opportunities for students to submit substantial writing tasks, not including in-class essay exams.</p> <p>Students complete four (4) written Discussion Boards during the course of the semester. Each discussion board</p> <p>The lead instructor has developed a cumulative essay assignment designed to provide students with timely feedback from peers, the instructor, and a dedicated writing tutor to each stage of the assignment. This includes three cumulative essays, plus a final cumulative essay. Feedback from essay one is used to revise and improve essay two, and so forth.</p>	<p>Course Syllabus (5a, item XI. Evaluation of Learning, Assignments and 5b, p. 1: Assignments)</p> <p>Course Syllabus (5b, p. 1: Discussion Boards)</p> <p>Course Syllabus (5b, Cumulative Essays, p. 3: Overview; pp. 4-9: Essays 1, 2, 3, & Final Cumulative Essays); Weekly Modules (5c, pp. 2-6, includes details about the timing of submission of draft essays to peers, teaching assistant, and writing tutor for the purpose of revisions prior to final submission of each essay.</p>
<p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</p>	<p>The instructor is responsible to "provide constructive feedback as needed on student assignments"</p> <p>Additionally, students provide written feedback to assigned small group members utilizing a rubric to address writing style, APA format, and writing content. Three cumulative essays are completed for which students receive peer, instructor, and writing tutor feedback. A final cumulative essay is submitted, permitting students to utilize the feedback received from their peers, instructor, and writing</p>	<p>Course Syllabus (5a, Item XII. Instructor Responsibilities)</p> <p>Course Syllabus (5b, p. 1 Class Participation & Feedback to Peer Writing Support Group, and p. 2, "Feedback to Peers Rubric").</p>

	<p>tutor to edit and construct a final polished essay. The instructor evaluates each essay based upon a rubric, including writing style, APA format, and writing quality.</p> <p>As literacy is critical for the professional preparation of social workers, a Writing Tutor is hired through an ongoing training grant by the School of Social Work to provide targeted online writing tutorial support for students enrolled in all sections of SWU 303. This tutor receives orientation and supervision through the ASU Writing Center Downtown Phoenix Campus. Additionally, a Teaching Assistant may be available to the instructor by arrangement with the Director of the School of Social Work.</p> <p>Students are strongly encouraged to utilize the resources of the ASU Writing Center</p>	<p>Course Syllabus (5 e, Course Announcements, Introducing ASU Writing Center Tutor and Introducing Teaching Assistant)</p> <p>Course Syllabus (5a, item XII. ASU Writing Centers)</p>
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4. Course Catalog Description

SWU 303

Micro Human Behavior in the Social Environment

Course Description

Human behavior in the social environment throughout the life cycle, analyzing theories of human development within an integrative multidimensional framework.

NOTE: *SWU 303 is a literacy and critical inquiry upper division class; therefore, at least 50% of the grade in the course should depend on writing, including prepared essays or speeches, and in-class essay exams.*

C-1

Arizona State University
School of Social Work
Master Syllabus
Spring 2010

Lead Instructor: Dr. Lynn C. Holley

I. Course and Name and Number: SWU 303 Micro Human Behavior in the Social Environment

II. Program Level: BSW 300

III. Course Requirements: 3 credit hours
Required: All BSW Students
Prerequisites: PGS 101 or SOC 101
Pre- or Co requisites: SWU 171, 291, and 295

IV. Course Description:

Human behavior in the social environment throughout the life cycle, analyzing theories of human development within an integrative multidimensional framework.

NOTE: SWU 303 is a literacy and critical inquiry upper division class. At least 50% of the grade in the course must be based on two or more substantial writing or prepared speaking tasks, other than or in addition to in-class essay exams. These assignments must include the gathering, interpretation, and evaluation of evidence. Students must receive timely feedback on earlier written assignments so they can do better on subsequent written assignments.

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V. Course Rationale:

Micro Human Behavior and the Social Environment (HBSE) is the first of a two-course sequence that focuses on understanding human development and behavior and their interactions with the social environment. This first course focuses on individuals and families, and the second course focuses on small groups, organizations, communities, and global perspectives and theories. Using empowerment, strengths, ecological, and other perspectives, and guided by the NASW *Code of Ethics*, students will learn a variety of ways of understanding individual and family development and behavior and be able to critically apply traditional and alternative theories of development and behavior to social work practice situations with a particular emphasis on populations of the U.S. Southwest.

Developmental content in HBSE encompasses the processes of socialization and enculturation and physical, cognitive, moral, spiritual, and emotional growth and challenges. Relevant environmental information, including socio-cultural, historical, economic, and political contexts will be examined in order to better understand and assess the behaviors of individuals and families. Content about diversities and oppression/domination related to gender, race, ethnicity, sexual orientation, social class, age, religion/spirituality, national origin, and physical and mental

(dis)abilities will be a central component of the course. The goal of the course is to enable students to critically apply this knowledge in social work practice.

VI. Course Objectives:

This course has ten objectives. Student achievement of each objective will be evaluated through one or more activities or assignments.

Upon successful completion of this course the student will be able to:

1. Describe the values and purposes of social work.
2. Apply ecological and strengths perspectives.
3. Describe how her/his individual biopsychosocial and spiritual characteristics and her/his personal membership in various groups (for example, gender, race, ethnic, social class, sexual orientation, age, religion, nationality, physical and [dis]ability groups) have influenced her/his personal values.
4. Critically apply selected social science theories to understand the development and behavior of:
 - a. diverse individuals in their environments, and
 - b. diverse families in their environments.
5. Describe the possible effects on individuals and families of **diversities** related to gender, race, ethnicity, sexual orientation, social class, age, religion/spirituality, nationality, physical and mental health, and (dis)ability, and apply this knowledge to social work practice.
6. Describe the possible effects on individuals and families of **oppression/dominance** based on gender, race, ethnicity, sexual orientation, social class, age, religion, nation of origin, and (dis)ability and apply this knowledge to social work practice.
7. Demonstrate the application of the American Psychological Association format through written work.
8. Demonstrate improvement in writing skills through written work.
9. Demonstrate the ability to critically evaluate and utilize scholarly sources.
10. Demonstrate the ability to effectively use web-based technology.

VII. Course Units:

Unit 1: HBSE, Traditional and Alternative Paradigms, and Knowledge for Social Work Practice

Unit 2: Conducting Research/Writing Papers According to American Psychological Association (APA) Format

Unit 3: Traditional and Alternative Perspectives on Individuals

Unit 4: Traditional and Alternative Perspectives on Families

VIII. Key Concepts:

Unit 1: HBSE, Traditional and Alternative Paradigms, and Knowledge for Social Work Practice

HBSE and paradigms:

paradigm	paradigm shift	ecological perspective
paradigm analysis	cultural competence	
critical thinking	empowerment	

Traditional and alternative paradigms:

objectivity	privilege	oppressions
ethnocentrism	self-awareness	interrelatedness/interconnectedness
dichotomies/binary oppositions	subjectivity	interlocking systems of oppressions
	diversities	biopsychosocial/spiritual framework

Paradigm thinking and knowledge for social work practice:

epistemology	symbolic interaction theory	social systems/ecological perspectives
conceptual framework	role theory	empowerment perspective
model	psychoanalytic theory	standpoint theory
theory	human development models	personal as political
ambiguity	life span perspective	transpersonal/spiritual approaches
functional theory	life course theory	chaos theory
conflict theory	strengths-based perspective	
exchange theory		

Unit 2: Conducting Research and Writing Papers According to American Psychological Association (APA) Format

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critical inquiry skills
peer-reviewed sources

APA format
plagiarism

scholarly writing skills
paraphrasing skills

Unit 3: Traditional and Alternative Perspectives on Individuals

Traditional paradigms:

stage-based theories of development	Piaget's model of cognitive development	epigenetic principle
"normal" and "abnormal" development	Kohlberg's model of moral development	developmental crisis
Freud's psychoanalytic approach	Erikson's model of psychosocial development	Levinson's model of adult development
defense mechanisms		subordinated social groups and traditional models
unconscious, preconscious, conscious		
id, ego, superego		

Alternative paradigms:

diversity within diversity	Gilligan's model of moral development
stereotypes	womanist identity model (Helms)
multiple intelligences	lesbian, gay, and bisexual identity development
creativity	coming out
developmental perspectives and people of color	disability
self-in-relation theory (Gilligan)	ableism
	internalized oppression/domination

Unit 4: Traditional and Alternative Perspectives on Families

Traditional perspectives:

nuclear family	expanded family life cycle (Carter & McGoldrick)
life course theory and families	family life cycle for divorcing families (Carter & McGoldrick)
structural definitions of family	remarried family formation (Carter & McGoldrick)
functional definitions of family	

Alternative perspectives:

family of origin	biculturalism	family work
family as intimate environment	acculturation vs. assimilation	families of choice
family structure and diversity	socialization/enculturation	children of lesbian and gay parents
adaptive strategies approach	spirituality and families	disability culture
ethnic stratification	family worldview	universal design
ascribed status	individualism	environmental mismatch
extended family	collectivism	distributed competence
fictive kinship	interrelatedness	social class and families
filial piety	harmony	transgender individuals and families
fluidity of roles	familism	

IX. Texts and Readings:

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Schraver, Joe M. (2004). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (4th ed.). San Francisco, CA: Pearson Education.

Additional readings as described on the syllabus. These readings will be available through the ASU library or the class Blackboard.

X. ASU Policies:

Students are responsible for reviewing and adhering to all ASU policies, including the following:

Academic Integrity Policy:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Student Code of Conduct:

<http://www.asu.edu/studentaffairs/studentlife/judicial/>

Computer, Internet, and Electronic Communications Policy:

[https://techbase.asu.edu/wiki/index.php/Computer, Internet and Electronic Communications](https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic_Communications)

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/portal/filelib/students/PlagiarismPolicy.pdf>

National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

XI. Evaluation of learning:

Assignments

Class Participation:	
Discussion Board: 4 @ 4 points each	16
Feedback to Peer Writing Group: 3 @ 1 point each	3
Online quizzes: 5 @ 6 pts each	30
Timely selection of individual and life event for essays	1
Cumulative Essays: 2 @ 15 points each	30
Final Cumulative Essay	20
TOTAL POINTS POSSIBLE	100

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Timely online submission of assignments is expected. Late Essays will be penalized 10% of the grade for the first 24 hours that they are late. **After 24 hours, these essay assignments will not be accepted. Late submissions of Discussion Board assignments, feedback to peers, and quizzes will not be accepted.** The points listed are maximum points possible. Simply completing an assignment or posting to the Discussion Board does not guarantee full points.

Grading Scale

98-100: A+	80-82: B-
93-97: A	77-79: C+
90-92: A-	70-76: C
87-89: B+	60-69: D
83-86: B	Below 60: E

Meaning of BSW Grades (SSW Policy 312)

An A+ grade at the undergraduate level means that a student is doing exceptional work. The student participates regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in participation assigned for a particular course. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in participation assigned for a particular course. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the undergraduate level means that a student is doing excellent work. The student participates regularly, completes all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the undergraduate level means that a student is doing well above average work. The student participates regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the undergraduate level means that a student is doing above average work. The student participates regularly, completes all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A B- grade at the undergraduate level means that a student is doing slightly above average work. The student participates regularly, completes all of the course assignments and demonstrates understanding of the material.

A C+ grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the undergraduate level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student participates regularly,

completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

XI. Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480.727.1165 (Voice)

480.727.1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

XII. Instructor Responsibilities

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It is the responsibility of the instructor to (1) be well-prepared for each course unit, (2) be available to students as needed for responding to questions and comments about this course (including responding to student emails within 3 working/business days unless s/he notifies students in advance of a longer turnaround time), (3) provide constructive feedback as needed on student assignments, and (4) do her/his part to provide an online classroom space that is

intellectually and personally challenging and safe for discussing and critiquing controversial issues and ideas.

XII. ASU Writing Centers:

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The Writing Centers at ASU offer assistance to students who are completing writing assignments for their courses. The center offers assistance to any ASU student for any written assignment, from research papers to scholarship applications, from proposals to sections of theses and applied projects. Writing assistance is available at any stage of the writing process: brainstorming, drafting, and revising.

Get help with:

- Choosing a topic
- Brainstorming
- Researching
- Clarifying a thesis
- Organization of ideas
- Paragraphs, grammar, citation styles, and more

Go to <http://studentsuccess.asu.edu/home/writingcenters> for hours, phone numbers, and locations on all four campuses.

Arizona State University
 College of Public Programs
 School of Social Work
SWU 303 Micro Human Behavior in the Social Environment
Fall 2009
 Instructor: Dr. Lynn Holley

Assignments

As described in the syllabus, this course has the following assignments:

Class Participation:	
Discussion Board: 4 @ 4 points each	16
Feedback to Peer Writing Group: 4 @ 1 point each	4
Online Quizzes: 5 @ 6 pts each	30
Cumulative Essays: 3 @ 10 points each	30
Final Cumulative Essay	20
TOTAL POINTS POSSIBLE	100

C.1
C.3

NOTE: Timely online submission of assignments is expected. Late Essays will be penalized 10% of the grade for the first week that they are late. **After 1 week, these essay assignments will not be accepted. Late submissions of Discussion Board assignments, feedback to peers, and quizzes will not be accepted.** The points listed are maximum points possible.

Class Participation

Just as with face-to-face classes, this online class has opportunities for learning from/with fellow students through peer interactions. Comparable to face-to-face class discussions, we will have online discussions through 4 Discussion Boards. Similarly, if this were a face-to-face class, I would provide time during class for students to meet in small writing support groups so that students could give and receive constructive feedback on their essays. We will do the same in this class through online writing support groups. Details about both of these types of participation are described below.

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Discussion Boards (4 @ 4 points each)

We will develop an online learning community and a positive learning environment together through your consistent and thoughtful contributions to on-line discussions through the course Discussion Boards that are available under "Discussion Groups" on the Blackboard menu. There will be four opportunities to contribute to a class discussion during the semester. Meaningful participation in each discussion will be worth a maximum of four points for each Discussion Board (16 points total). You will be expected to comment on specific topics that will be posted during the semester, raise questions, express your views, and share from your own knowledge and experience. The Course Outline provides due dates for Discussion Boards. Note that late submissions will not be accepted. Each Discussion Board assignment will include information on how it will be evaluated.

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Feedback to Peer Writing Support Group (4 @ 1 point each)

The class will be divided into small groups with 4 students in each group. Eight calendar days before each essay due date each student will submit (online) her/his draft essay to the small group. Each student will review the drafts of the other 3 group members and provide written (online) feedback, using the rubric for that essay. Feedback might address writing style, APA format, and/or content. This peer feedback will be due in 4 days, giving each student another 4 days to edit her/his essay as desired based on the ideas of peers.

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* This aspect of class participation will allow students to (1) improve their own essays based on feedback, (2) improve their own essays as they read how other students are approaching the assignment, (3) learn how to apply traditional and alternative perspectives to understand the development and behaviors of a range of individuals and families, and (4) develop skills in providing constructive feedback. Due dates for submitting your drafts and providing feedback are listed in the Course Outline. The following rubric will be used for evaluating your feedback to peers.

Feedback to Peers Rubric (Each forum will be graded separately)

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1 Point	Student provided clear feedback to all 3 writing group members within the required time period, <u>referring to the essay assignment requirements</u> . The feedback included <u>specific information*</u> about at least 1 <u>strength</u> of the essay AND at least 1 <u>area that could be improved</u> .
.75 Point	Student provided feedback to all 3 writing group members within the required time period, <u>referring to the essay assignment requirements</u> . The feedback included <u>specific information*</u> about at least 1 <u>strength</u> of the essay OR at least 1 <u>area that could be improved</u> , but not both.
.5 Point	Student provided feedback to all 3 writing group members within the required time period, but did not refer to the essay assignment requirements and/or did not offer <u>specific information</u> . The feedback includes information about at least 1 <u>strength</u> of the essay OR 1 <u>area that could be improved</u> , but not both.
0 Points	Student did not provide feedback to all 3 writing group members within the required time period.

* Examples of specific information about strengths might be that a paper thoroughly addressed all requirements for section X of the assignment; or that a paper clearly describes how X theory/model aids in understanding the focal individual; that a paper uses a wide variety of sentence lengths; or that the paper has a logical flow of ideas and does not "wander off" the topic. Examples of specific information about areas that could be improved might be that a paper did not address X portion of section 1 of the assignment; or that the applicability of X theory/model to this individual is unclear or that you think that it is incorrect; or that X sentence has a subject-verb agreement problem; or that X paragraph has an incomplete, awkward, or run-on sentence. Feedback such as "I like it" or "good job" will not be considered specific information, though you might want to include such comments in addition to the specific feedback.

Quizzes (5 @ 6 points each)

You will take five online, open-book quizzes during the semester. Quizzes are located on the MyASU-Blackboard course site. The quizzes, 6 points each, will consist primarily of multiple-choice and true-false items. You may not confer with any other person while taking the quizzes. Please note that quizzes are timed, so you must complete the quiz within one hour (60 minutes)*. These quizzes allow you to demonstrate your understanding of concepts from the text and the online lectures. Viewing each lecture, reading the assigned chapter, responding to the study questions at the end of each chapter, and contacting the instructor with any questions you have will assist you in learning the material and being successful on the quizzes. Quizzes are graded automatically and feedback is provided for each question answered incorrectly. See "Course Calendar" for quiz availability dates. Please note that quizzes must be completed by the time/date on the Course Outline--they cannot be made up.

*Note: Time Penalty: For every 2 minutes that you go over the 60-minute quiz time limit, half a point will be deducted from your quiz grade.

Cumulative Essays: Overview

C.1

The four essays provide an opportunity to improve your writing skills and practice the APA format, while demonstrating a critical understanding of the course content. The essay assignments in this course are designed so that you develop your Final Cumulative Essay, incorporating peer and instructor feedback, over the course of the semester. All papers will be written in APA format.

C.4

In Essay 1, you will introduce your reader to your person of interest, along with a life event that likely will affect her/his individual and family development and behavior. You also will apply and critique traditional theories of individual development as you seek to gain an understanding of her/his development and behavior in light of the life event. Your writing skills will not be a portion of your grade for this first essay. Instead, your peers and instructor will provide feedback in this area that you will use in developing the remaining essays.

In Essay 2, considering this same individual and life event, you will apply and critique alternative theories of individual development and the social environment as you seek to gain an understanding of her/his development and behavior in light of the life event. Your writing skills, including your incorporation of instructor feedback and use of APA formatting, will be a portion of your grade for this assignment, as it will be for the remaining essays.

C.4

In Essay 3, considering this same individual and life event, you will apply and critique traditional and alternative theories of family development and the social environment as you seek to gain an understanding of her/his development and behavior in light of the life event. You also will theorize about the individual's and family's strengths (e.g., resources, coping skills) that may be drawn on in addressing the challenges that might arise due to the life event.

In the Final Cumulative Essay, you will build on your three Cumulative Essays to create a final paper that integrates what you have presented in Essays 1, 2, and 3. More information about each Essay assignment is found on the following pages.

Note: In addition to following APA formatting, these essays must be in Times New Roman, Courier New, or Arial 12-point font.

Cumulative Essay 1 (try to complete in 3 pages; 4 page maximum, 10 points)

Section 1 (1 paragraph, 2 points possible)

Description of an individual. Describe some of the characteristics of a person who is a member of a population with whom you are interested in working. Specifically, include information about the age, gender, race, ethnicity, social class, physical and mental health and (dis)abilities, religion and/or spiritual beliefs, sexual orientation, education, nationality, family composition, and any other information that you perceive may be important when trying to understand the development of this individual. To be most relevant for social work in today's economic climate, this individual must be having (or be at risk of having) some type of financial difficulties, such as someone who is living in poverty, working class, lower middle class, and/or a member of a family experiencing involuntary underemployment or unemployment. (No references are needed for this section.)

Section 2 (about 1 page, 3 points possible)

Life event. Describe a life event or condition that likely will affect the development and/or behavior of this individual. (See course Blackboard for a list of life events and conditions that you might want to consider for this assignment.) This event must be one that has the potential to affect the biological, psychological, social, and spiritual domains of this individual. I strongly recommend that you contact the instructor to be certain that the life event you have selected will be appropriate for your essay assignments before you conduct a lot of research.

Describe how you believe this event could affect the individual's biological, psychological, social, and spiritual domains. In addressing the biological aspects, use at least one reference: a textbook that focuses on human biology (see recommended readings on syllabus) or a peer-reviewed journal article that discusses (possible) biological effects of this event/condition.

C.2

Section 3 (about 1.5 pages, 3 points possible)

Traditional models and this individual. Describe ways in which you believe that the theories of Freud, Piaget, Kohlberg, Erikson, and Levinson, as presented in the text, may be useful in helping you to understand the development of this individual experiencing this life event/condition. The course text will be included as a reference for this section.

Section 4 (1 paragraph, 2 points possible)

Critique of models. Thinking critically, describe ways in which you believe that the theories addressed in Section 3 of your paper (above) may be inadequate or not useful in helping you to understand the development of this individual who is experiencing this life event/condition. That is, what do these theories *not* help you to understand? No references are needed for this section.

Timeliness

1/2 point will be deducted from the grade for this assignment if the draft--addressing all four required sections--is not submitted to your writing support group by the deadline; 1 point will be deducted from your grade for this assignment if it is not submitted to the instructor by the deadline. Students in the Peer Writing Support Group will not be required to provide feedback on drafts submitted after the due date/time listed on the Course Outline. The instructor will not accept submissions more than one week late.

Scholarly Writing/Use of APA Format (0 points)

Scholarly writing and use of APA format are required for this assignment, but no points will be deducted for errors. Instead, the instructor will give you feedback in these areas with the expectation that this feedback will be used for future essays. I strongly recommend that all students make an appointment with the ASU Writing Center as you develop this first essay in order to benefit from their ideas about writing and the writing process. Though not graded, be sure to focus on the following areas (continued on next page):

C.1

Number of references

Writing style (third person, objective, and provide evidence for assertions)

APA format (title page, page numbering, 1-inch margins, use of headings, use of page headers, spacing and punctuation, paragraph format; left-justification; double-spacing; references); page limit; Times New Roman, Courier New, or Arial 12-point font*

Writing quality (grammar, punctuation, spelling, organization)

*You do not need to create an abstract, introduction, or conclusion for this essay.

C.1

C.2

Cumulative Essay 2 (3 page maximum, 10 points)

Section 1 (about 1.5 pages, 3 possible points)

Alternative models and this individual. Considering the same individual and life event/condition that you described in Essay 1, describe ways in which the models/theories presented in Chapter 5 of the text and other course resources (e.g., online lectures, readings) may help you to further understand the development of your individual experiencing this life event. You must consider models/theories/information addressing the development of at least 3 different focal populations/areas (e.g., women or men; whites, people of color, or biracial individuals; lesbians, gay men, or bisexual individuals; people with disabilities; people experiencing poverty) as they apply to your selected individual. The course text will be included as a reference for this section, as will other course resources (e.g., online lectures, readings) if you use them.

Section 2 (about 1 paragraph, 2 possible points)

Critique of models. Thinking critically, describe ways in which you believe that the theories addressed in Section 1 of your paper (above) may be inadequate or not useful in helping you to understand the development of this individual who is experiencing this life event/condition. No references are needed for this section.

Section 3 (about 1 page, 2 possible points)

Research about this population. Describe additional research-based information about members of your selected population that may help you to understand this individual. Use at least one peer-reviewed journal article for this portion of the essay. Because it is extremely unlikely that you will locate an article that focuses on people who are exactly like your selected individual in race, ethnicity, age, religion, gender, social class, and nationality, etc., you will need to think critically about which population focus (for example, research about the same age group, ethnicity group, disability status group) may be most helpful to you in understanding your person of interest. End this section by explaining whether this information is consistent with *traditional* perspectives, with *alternative* perspectives, or both. Support your classification.

Scholarly Writing/APA Format (3 possible points)

Number of references: (.5 point)

Writing style (third person, objective, and provide evidence for assertions): (.75 point)

APA format (title page, page numbering, 1-inch margins, use of headings, use of page headers, spacing and punctuation, paragraph format; left-justification; double-spacing; references); page limit; Times New Roman, Courier New, or Arial 12-point font: (.75 point)*

Writing quality (grammar, punctuation, spelling, organization): (1 point)

*You do not need to create an abstract, introduction, or conclusion for this essay.

Timeliness

1/2 point will be deducted from the grade for this assignment if the draft is not submitted to your writing support group by the deadline; 1 point will be deducted from your grade for this assignment if it is not submitted to the instructor by the deadline. Students in the Peer Writing Support Group will not be required to provide feedback on drafts submitted after the due date/time listed on the Course Outline. The instructor will not accept submissions more than one week late.