

Human Behavior in Social Environment

SOW 3103 • Fall 2023

Course Number: **SOW 3103**

Course Credit Hours: **3 (may not be repeated for credit)**

Course Modality: **Classroom**

Meeting Times and locations: **Building 86/Room 121; assignments due Wednesdays by 11:59pm CT; weekly course announcements made each Monday.**

Prerequisites: **BSC 1005 or BSC 1085 or BSC 1086**

Instructor Information

Instructor Name: Dr. Ashley M. Toland, DSW, LICSW, PIP

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Phone: 850.474.2178

Office Hours: Mondays, 9 am – 12 pm & Wednesdays, 12pm – 3 pm

Office Location: Building 85/Office 141

Zoom Office Hours: Fridays 9 am – 10:30 am

Zoom Meeting ID: Zoom Link Via Canvas

Course Description

Social personality and cognitive development, normal and abnormal, normative and non-normative crisis and gender issues with an emphasis on cultural diversity. Importance of social work intervention and treatment with individual, family, and community.

Required Texts/Materials **additional readings may be assigned via Canvas*

Zastrow, C., Kirst-Ashman, K. K., Hessenauer, S. L. (2019). Empowerment series: Understanding human behavior and the social environment. Cengage Learning. ISBN: 9781337677080

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*.

Washington, D.C.: Author.

Student Learning Outcomes (SLOs)

1. Identify knowledge, skills, and values necessary for the generalist social work practice model (Competencies 1a, 2a, 6a, 7b, 8a, 9b)
2. Recognize people's involvement with multiple systems in the social environment (Competencies 6a, 7b, 8a, 9b)
3. Use critical thinking in the appraisal of social work theories (Competency 9b)
4. Describe physical changes associated with the development of individuals across the lifespan (Competencies 2a and 2c)
5. Summarize psychological theories of human behavior across the lifespan (Competencies 6a, 7b, 8a, 9b)
6. Explain social factors that affect individuals from childhood to old age (Competencies 6a, 7b, 8b)

7. Develop competence in writing for the profession of social work (Competency 1)

CSWE Social Work Competencies (2015)

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Engage Diversity and Difference in Practice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

Attendance Policy

Regular and substantive engagement is expected of students in all courses regardless of delivery format. I ask that you communicate with me in advance if an assignment will be turned in past the due date. In the event of a missed or late assignment, the student must consult with the syllabus and then plan with me about if and how the assignment can be turned in. No documentation is required for absences, but for every absence beyond 3 there will result in a 2-point deduction from the final course grade. If you are experiencing hardship, I am happy to connect you with resources through the University or you may access these resources/services online here: [University Resources](#)

Teaching Philosophy

A long-time proponent of social policy, global politics, and social justice advocacy, my lived experience leads me toward experiential learning theory. Each phase requires self-assessment, examination of internal and external bias, and active evaluation of thoughts and ideas through experimentation. Not only does this method encourage participation in research, but it also aligns nicely with the social work values of ethical practice and dignity and worth of the person. Conducted in a collaborative or individual manner, experiential learning begins with the foundation from which people learn – their own experiences – and allows them to build upon that foundation to grow new perspectives and paradigms, allowing students to step out of their ethnocentricity and into a more global mindset.

A natural companion to experiential learning, constructivist learning theory, based on the idea that learners do not simply absorb information, but instead construct knowledge as they experience the world, also appeals to me. Students' reflection on their own lived experiences leads to what is known as assimilation, or the construction of a new and unique schema created from blending formerly held views and new information. And if a new paradigm is unrealistic or even unnecessary, students may use new information to reconstruct existing schema. Further, if the idea is to construct knowledge through experience, constructivism lends itself to the intrinsically social experience of collaboration. Working together to build knowledge introduces students to varied perspectives, the lived experiences of their peers, and challenges bias within each learner.

Live Office Hours

I will hold live office hours, weekly, via Zoom so anyone who wishes to pop in for questions, clarification about assignments, or discussion about that week's readings, the social work profession in general, etc., may do so. Grab a cuppa and come hang out! Live office hours will occur every Friday from 9:00-10:00 am CST. The Zoom link is: **490 944 1066**

Packback

Participation is a requirement for this course, and the Packback platform will be used for online discussion/response activities and is where you will create and upload your papers. ***All other communication, announcements, grade posting, etc., will still occur on Canvas.*** Your participation on Packback will count toward 10% of your overall course grade. If you have any problems with Packback please reach out to the Packback team first. If they are unable to solve the issue, reach out to me.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: [How Do Students Use Packback?](#)

How to Register on Packback:

Note: Only access Packback through **Canvas** to ensure your grades sync properly

1. Click “Packback” within **Canvas** to access the community.
2. Follow the instructions on your screen to finish your registration.
3. **For your grade to be visible in Canvas**, make sure to only access Packback via **Canvas**, not a separate browser.

Packback Questions (Discussion/Response) for This Course:

1. 9.13.23
2. 10.18.23
3. 11.08.23

Packback Deep Dives

Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with a Research Assistant that will help you gather your notes and cite your sources, and Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

Deep Dives Assignments for This Course:

Location: Left hand menu => Packback Deep Dives => Assignments

Assignment Title: Reflection #1

Due Date: 09.20.23

Grade Value: 5-pts.

Assignment Title: Reflection #2

Due Date: 10.25.23

Grade Value: 5-pts.

Assignment Title: Final Paper

Due Date: 12.06.23

Grade Value: 40-pts.

How to Get Help from the Packback Team: If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Grading/Evaluation

**All papers will be graded according to APA 7 standards. Because I value the learning process, I will not count off for APA 7 errors on your first written assignment; however, with the help of Packback and your APA Manual, there should be little room for error, so the expectation is that all papers will be correctly formatted from the beginning. Use the [APA 7 Student Paper Guide](#) (hint: no running head) and you can't go wrong. As always, reach out to me with any questions.*

**If you fail field or any other course due to misconduct/ethics violations, you will also fail this course immediately.*

Grade Distribution by Points and Percentage

Assignments	Points	Location
Academic Integrity Quiz	0/counts attendance first week of school	Canvas
Packback Participation	10 points	Packback
Class Discussion (15 @ 1 pt each)	15 points	Packback
Packback Discussion/Response (3 @ 5pts each)	15 points	
Brief Reflection Papers (2 @ 5 pts each)	10 points	Packback
Midterm Exam	10 points	Packback
Final Paper	40 points	Packback
Total:	100 points	

Grading Scheme

Letter Grade	Range
A	94% to 100%
A-	90% to 93.9%
B+	87% to 89.9%
B	84% to 86.9%
B-	80% to 83.9%
C+	77% to 79.9%
C	74% to 76.9%
C-	70% to 73.9%
D	61% to 69.9%
F	0% to 60.9%

Assignment Details

Packback Participation (10%): Participation is a requirement for this course, and the Packback platform will be used for online discussion/response activities and is where you will create and upload your papers. All other communication, announcements, grade posting, etc., will still occur on Canvas. Your participation on Packback will count toward 10% of your overall course grade. If you have any problems with Packback please reach out to the Packback team first. If they are unable to solve the issue, reach out to me.

Weekly Discussion Boards (30%): You are required to respond to 10 weekly discussions (two points for each discussion) **in Packback**. You should also reply to at least two classmates' posts to earn full credit. Demonstration of the integration of readings and critical thinking is important in formulating your response. Responses that are essentially "I agree" or "me, too" will receive no credit. Please explain why you agree. Discussion posts will also be graded for elements of quality writing, including grammar, spelling, and punctuation. Discussions are due every Monday, 11:59 pm. Late posts will not be accepted.

Brief Reflection Papers (10%): You will be required to write a total of two (2) brief (at least 2 pages, double spaced not including cover and reference pages) papers in which you share your reactions to topics, ideas, concepts, and/or information you are exposed to in class as they relate to some aspect of your life. The general idea is to relate readings and concepts from class to your field experiences and to other experiences you have had. You will be expected to follow basic APA guidelines for grammar, punctuation, and any citations/references. The reflections are worth 10 points each and due **in Packback** in Week 4 & 9.

Midterm Exam (10%): There will be one exam worth 20% of your grade. The format may include true/false, multiple choice, matching, and/or essay questions. The exam will be administered during **Week 10 in Packback**.

Final Paper (40%): The final paper assignment is worth 40% of your grade. You are expected to write a paper (double spaced 10-12 pages not including cover and references pages) using the Intergenerational Family Congruence Model. A detailed guideline for the final paper is at the end of this syllabus. The instructor will accept rough drafts of the final paper for review purposes no later than **11.27.23**. Students should submit the final paper **in Packback** on or before **12.06.23 at 11:59 pm**.

Course Schedule

The schedule below is accurate as of the first day of the semester. If any changes occur, you will be notified in an Announcement via Canvas. There is a PowerPoint Lecture included with each Module; those will be found in the Modules section in Canvas. All other assignments will be found via Packback. All information from the ppt and your readings may be included in the Discussion/Response.

Module	Date	Topic & Assigned Reading	Assignments & Weights
1	8.23.23	Major Social Work Theories: Part I (Overview of the person-in-environment perspective, the ecosystems perspective, and the generalist practice model) <u>Readings:</u> - Chapter 1 (Zastrow et al., 2019) - Akesson, B., Burns, V., & Hordyk, S. R. (2017). The place of place in social work: Rethinking the person-in-environment model in social work education and practice. <i>Journal of Social Work Education</i>, 53(3), 372-383. - Ahmed, S. R., Amer, M. M., & Killawi, A. (2017). The ecosystems perspective in social work: Implications for culturally competence practice with American Muslims. <i>Journal of Religion & Spirituality in Social Work: Social Thought</i>, 36(1-2), 48-72. - Hall, R. (2008). The evolution of social work practice: Implications for the greatest approach. <i>International Journal of Social Welfare</i>, 17(4), 390-395.	Academic Integrity Quiz (Canvas) Due 8.28.23

2	8.30.23	Major Social Work Theories: Part II (Overview and critical analysis of the theory of social justice, the theory of empowerment, and the family congruence model) <u>Readings:</u> - Joseph, R. (2020). Toward a pragmatic understanding of Rawls' social justice theory in social work: A Critical Evaluation. <i>Journal of Human Rights and Social Work</i>, 5(3), 147-156. - Joseph, R. (2020). The theory of empowerment: A critical analysis with the theory evaluation scale. <i>Journal of Human Behavior in the Social Environment</i>, 30(2), 138- 157. - McCaslin, R. (1993). An intergenerational family congruence model. In Cowan et al. (eds.), <i>Family, self, and society: Toward a new agenda for family research</i> (pp. 295- 316). Hillsdale, NJ: Lawrence Erlbaum Associates.	
3	9.06.23	Biological Development in Infancy and Childhood (Pregnancy, birth, Infancy, prenatal influences, birth defects, etc.) <u>Reading Materials</u> - Zastrow et al. (2018), Chapter 2 - Mattson, S. N., Crocker, N., & Nguyen, T. T. (2011). Fetal alcohol spectrum disorders: neuropsychological and behavioral features. <i>Neuropsychology Review</i>, 21(2), 81-101. - Abrams, L. S., & Curran, L. (2007). Not just a middle-class affliction: Crafting a social work research agenda on postpartum depression. <i>Health & Social Work</i>, 32(4), 289- 296. - Mathews, T.J., MacDorman, M. F., Thoma, M. E., & Division of Vital Statistics (2015). Infant mortality statistics from the 2013 period: linked birth/infant death data set. https://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64_09.pdf	
4	9.13.23	Psychological Development in Infancy and Childhood (Early attachment and separation, personality development, cognitive development, learning disabilities) <u>Reading Materials</u> - Zastrow et al. (2018), Chapter 3 - Blakely, T. J., & Dziadosz, G. M. (2015). Application of attachment theory in clinical social work. <i>Health & Social Work</i>, 40(4), 283-289. - Lourenço, O. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. <i>New Ideas in Psychology</i>, 30(3), 281-295. - Peterson, C. A., Mayer, L. M., Summers, J. A., & Luze, G. J. (2010). Meeting needs of young children at risk for or having a disability. <i>Early Childhood Education Journal</i>, 37(6), 509-517.	Discussion #1 (Packback) Due 09.13.23
5	9.20.23	Social Development in Infancy and Childhood (Socialization, treatment of children in families, sibling subsystem, social learning) <u>Reading Materials</u> - Zastrow et al. (2018), Chapter 4 - Hartas, D. (2011). Families' social backgrounds matter: Socio-economic factors, home learning and young children's language, literacy and social outcomes. <i>British Educational Research Journal</i>, 37(6), 893-914. - Gooren, E. M., van Lier, P. A., Stegge, H., Terwogt, M. M., & Koot, H. M. (2011). The development of conduct problems and depressive symptoms in early elementary school children: the role of peer rejection. <i>Journal of Clinical Child & Adolescent Psychology</i>, 40(2), 245-253. - Frederick, J., & Goddard, C. (2010). 'School was just a nightmare': childhood abuse and neglect and school experiences. <i>Child & Family Social Work</i>, 15(1), 22-30.	Brief Reflection Paper 1 Due 09.20.23

6	9.27.23	Biological Development in Adolescence (Puberty, body image and self-concept, teenage pregnancy) <u>Reading Materials</u> ■ Zastrow et al. (2018), Chapter 6 ■ Linton, K. F., & Adams Rueda, H. (2014). Experiences with pregnancy of adolescents with disabilities from the perspectives of the school social workers who serve them. <i>Health & Social Work, 39</i>(2), 92-100. ■ Lawrence, S., Hazlett, R., & Hightower, P. (2010). Understanding and acting on the growing childhood and adolescent weight crisis: A role for social work. <i>Health & Social Work, 35</i>(2), 147-153.	
7	10.04.23	Psychological Development in Adolescence (Identity formation, moral development, faith development; major theories) <u>Reading Materials</u> ■ Zastrow et al. (2018), Chapter 7 ■ French, S. E., Seidman, E., Allen, L., & Aber, J. L. (2006). The development of ethnic identity during adolescence. <i>Developmental Psychology, 42</i>(1), 1-10. ■ Parker, S. (2010). Research in Fowler's faith development theory: A review article. <i>Review of Religious Research, 51</i>(3), 233-252.	
8	10.11.23	Social Development in Adolescence (Social systems—family, school—impact on adolescents; moral development and behavioral and emotional problems in adolescents) <u>Reading Materials</u> ■ Zastrow et al. (2018), Chapter 8 ■ Raaijmakers, Q. (2005). Delinquency and moral reasoning in adolescence and young adulthood. <i>International Journal of Behavioral Development, 29</i>(3), 247-258. ■ Benson, M., & Buehler, C. (2012). Family process and peer deviance influences on adolescent aggression: longitudinal effects across early and middle adolescence. <i>Child Development, 83</i>(4), 1213-1228. ■ Moon, S.S, Blakey, J.M., Boyas, J., Horton, K., & Kim, Y.J. (2014). The influence of parental, peer, and school factors on marijuana use among Native American adolescents. <i>Journal of Social Service Research, 40</i>(2), 147-159.	
9	10.18.23	Biological Aspects of Young and Middle Adulthood (Physical changes, health status, midlife crisis) <u>Reading Materials</u> ■ Zastrow et al. (2018), Chapter 10 ■ Simon, C. E. (2006). Breast cancer screening: cultural beliefs and diverse populations. <i>Health & Social Work, 31</i>(1), 36-43. ■ Boxwala, F. I., Bridgemohan, A., Griffith, D. M., & Soliman, A. S. (2010). Factors associated with breast cancer screening in Asian Indian women in metro- Detroit. <i>Journal of Immigrant and Minority Health, 12</i>(4), 534-543. ■ Wethington, E. (2000). Expecting tress: Americans and the “midlife crisis”. <i>Motivation and Emotion, 24</i>(2), 85-103.	Discussion #2 (Packback) Due 10.18.23 Brief Reflection Paper 2 Due (Packback) 10.25.23
10	10.25.23	Psychological Aspects of Young and Middle Adulthood (Work of prominent theorists such as Levinson, Maslow, Peck, Glasser, Gawain, Vaillant, etc.) <u>Reading Materials</u> ■ Zastrow et al. (2018), Chapter 11 ■ Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American</i>	Midterm Exam (Packback) Due 11.01.23

		<i>Psychologist</i>, 55(5), 469-480. - Levinson, D. J. (1986). A conception of adult development. <i>American Psychologist</i>, 41(1), 3-13. - Raskin, P. M. (2001). The relationship between identity and intimacy in early adulthood. <i>The Journal of Genetic Psychology</i>, 147(2), 167-181.	
11	11.01.23	Sociological Aspects of Young and Middle Adulthood (Major social problems: poverty, sandwich generation, empty-shell marriages, etc.; lifestyles and family forms, macro theories of poverty and organization behavior) <u>Reading Materials</u> - Zastrow et al. (2018), Chapter 12 - Grundy, E., & Henretta, J. C. (2006). Between elderly parents and adult children: a new look at the intergenerational care provided by the 'sandwich generation'. <i>Ageing & Society</i>, 26(5), 707-722. - Jones, A. (2003). Reconstructing the stepfamily: old myths, new stories. <i>Social Work</i>, 48(2), 228-236.	
12	11.08.23	Biological Aspects of Later Adulthood (Psychological and mental changes in later adulthood, contemporary theories of aging, common diseases and major causes of death) <u>Reading Materials</u> - Zastrow et al. (2018), Chapter 14 - Erickson, K. I., Raji, C. A., Lopez, O. L., Becker, J. T., Rosano, C., Newman, A. B., ... & Kuller, L. H. (2010). Physical activity predicts gray matter volume in late adulthood: the <i>Cardiovascular Health Study</i>. <i>Neurology</i>, 75(16), 1415-1422. - Sharma, A. (2012). Health disparities in later life: A simultaneous equational analysis of utilization. <i>Journal of Aging and Health</i>, 24(8) 1421-1448. - Sanders, S., & McFarland, P. (2002). Perceptions of caregiving role by son's caring for a parent with Alzheimer's disease: A qualitative study. <i>Journal of Gerontological Social Work</i>, 37(2), 61-76.	Discussion #3 (Packback) Due 11.08.23
13	11.15.23	Psychological Aspects of Later Adulthood (Psychological systems and their impact on later adulthood, developmental tasks of later adulthood, successful aging) <u>Reading Materials</u> - Zastrow et al. (2018), Chapter 15 - James, J. B. & Zarrett, N. (2006). Ego integrity in the lives of older women. <i>Journal of Adult Development</i>, 13(2), 61-75. - Wink, P., & Dillon, M. (2003). Religiousness, spirituality, and psychosocial functioning in late adulthood: Findings from a longitudinal study. <i>Psychology and Aging</i>, 18(4), 916-924. - Ruppel, S. E. et al. (2010). Are they depressed or just old? A study of perceptions about the elderly suffering from depression. <i>North American Journal of Psychology</i>, 12(1), 31-42.	Discussion #8 (Packback) Due 11.15.23
14	11.22.23	Thanksgiving Recess/No Assignments	
15	11.29.23	Sociological Aspects of Later Adulthood (Social systems and their impacts on later adulthood: poverty in old age, gaps in social services, social support, elder abuse) <u>Reading Materials</u> Zastrow et al. (2018), Chapter 16	Final Paper Due (Packback) 12.06.23 11.27.23 – DEADLINE TO SUBMIT PAPERS FOR REVIEW PRIOR TO SUBMISSION.

		- Donovan, K. & Regehr, C. (2010). Elder abuse: Clinical, ethical, and legal consideration in social work practice. <i>Clinical Social Work Journal</i>, 38(2), 174-182. - Ozawa, M. N., & Choi, Y. (2003). The relationship between pre-retirement earnings and health status in old age: Black-white differences. <i>Journal of Gerontological Social Work</i>, 38(4), 19-37. - Chang, J., McAllister, C., & McCaslin, R. (2015). Correlates of, and barriers to, Internet use among older adults. <i>Journal of Gerontological Social Work</i>, 58(1), 66-85.	
16	12.06.23	Winter Break Begins!!!	

Final Paper Guidelines and Rubric

For this assignment (worth 40 points), you will use the Intergenerational Family Congruence Model (McCaslin, 1993). Below are the steps toward the successful completion of this assignment:

- Description of the three-generation family:** Briefly, describe the members of a three-generation family with which you are familiar. Include important ascribed and achieved characteristics such as age, gender, ethnicity, education, occupation, cohort, etc. Indicate also the formal relationships of each member to the others. A genogram can be inserted.
- Identification of developmental tasks for one member in each generation:** Focusing on one member of each generation (three individuals) and one period of time, analyze the development tasks faced by each member at his/her current life stage and their potential impact on the success of the others in working through their own current developmental tasks. In other words, are the developmental tasks of the members reinforcing / facilitative of each other or do they constrain/work against each other?
- Analysis of the developmental tasks across the three generations:** Explain whether the members in a position to work together toward common goals or are their needs sufficiently different that their individual goals raise contradictions for the family as a unit? If there are competing agendas among the family members, discuss how they might minimize the potential conflicts.
- Determination of family congruence level:** Conclude by making an argument on the level of congruence for the family (not congruent, somewhat congruent, congruent, or very congruent). Justify your position. Explain implications of findings and make recommendations.
- Overall coherency and writing quality:** Ensure that the paper is of excellent quality (with introduction, other sub-sections, conclusion, clarity, careful editing, free of errors, correct in-text citations and bibliography).

For this assignment, you may use a case with which you are currently involved or one with which you have worked in the past. You may also use your own family or that of a friend. Bear in mind that, on the one hand, analyzing your own family may be helpful to you on a personal level while, on the other hand, it may constrain your ability to be objective. A more optimal approach may be for students to work in pairs, each analyzing the other's family. In this way, each may receive useful personal information yet also learn more about the general issues involved. In answering each of the following questions, you must consult and cite relevant, timely and formally published literature. Cite only scholarly peer-reviewed journals in social work, psychology, or sociology. Do not cite magazine articles or newspaper articles. At least five sources must be cited for the entire paper. The majority of your citations must be empirically based journal articles or government publications. You may cite textbooks as part of your five sources. The final product will be approximately 10 – 12 pages. The paper will be double-spaced using an APA 7 approved font style and size. An additional reference and cover page is required. Sources must be cited in the text and on a reference list according to APA 7 guidelines.

Final Paper Rubric			
Performance Criteria	Commendable (7-8 points)	Adequate (5-6 points)	Not Achieved (0-4 points)
Family Description	Key and informative description of family members and their relationship to each other. Genogram inserted.	Sufficient description of family members and their relationship to each other in an understandable manner, but no genogram.	Insufficient description of family members and their relationship. Characteristics are minimal and illustration of members are unclear. No genogram.
Generational Developmental Tasks	Developmental tasks for one person in each generation are correctly identified and thoroughly described.	Developmental tasks for one person in each generation are correctly identified, but described in a shallow way.	Incorrect identification or incomplete description of generational developmental tasks.
Analysis of Developmental Tasks	Totally demonstrates the positions of members towards common goals. Sufficient quality or quantity of content to answer question. Details are totally relevant.	Mostly demonstrates the positions of members towards common goals. Sufficient quality or quantity of content to answer question. Details are mostly relevant.	Does not clearly demonstrate the positions of members towards common goals. Insufficient quality or quantity of content to answer question. Details are not (or just slightly) relevant.
Determination of Congruence Level	Correctly identifies level of family congruence, explains implications of findings, and makes appropriate recommendations.	Correctly identifies level of family congruence, explains implications of findings, or make recommendations.	Unfocused conclusion or recommendations
Writing Quality	Virtually error free. Clear, understandable, well-organized writing. Correct citation format. No typos. Good introduction and conclusion.	Minor issues regarding sentence structure or citation format. Very few typos. Good introduction conclusion and conclusion.	Many typos. Incorrect citation format. Sentence structure issues making writing unclear and difficult to understand. Lacks focus. No introduction

Important Information and Updates

Faculty members must sometimes update course elements such as schedules or assignment details in response to student needs and external events (e.g., severe weather or public health emergencies). If updates become necessary as the course progresses, students will be notified via carrier pigeon and email. Additional information regarding key policies and processes relevant to all courses at UWF can be found on the [Additional Syllabus Statements](#) page.

UWF Policy Statements Course Modality

University of West Florida operations may be disrupted from time to time by weather, pandemics, and other events outside of our control. It is important for faculty and students alike to plan for contingencies that may affect individual course sections. With this in mind, faculty may opt to hold some class meetings in a modality other than that originally planned in order to make certain that the class continues in the best manner possible given the immediate circumstances. It is important to be flexible and understand that we are operating in a dynamic environment.

Recording in Class

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as an educational presentation delivered by faculty or guest lecturer, as part of a University of West Florida course, intended to inform or teach enrolled students about a particular subject. The following actions are prohibited: recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of UWF-REG 3.010 Student Code of Conduct and may be a violation of the law.

Academic Conduct

The [Student Code of Academic Conduct](#) defines various forms of academic misconduct, including cheating and plagiarism, and describes the process for addressing these types of allegations. All students are expected to read the Student Code of Academic Conduct and comply with the expectations. More information and links to the University regulation governing academic conduct can be found on the Dean of Students website listed under the [Office of Student Rights and Responsibilities](#).

TurnItIn

UWF maintains a university license agreement for an online text-matching service called Turnitin. Instructors may use the Turnitin service to evaluate the originality of student papers at their discretion. Instructors can employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.

Sexual Discrimination or Harassment Reporting

University of West Florida faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, as a "Responsible Employee" of the University, the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at (850) 474-2420. This service is free for students. Faculty can also help direct you to, or you may independently access the [University's Title IX website](#).

Civil Discourse

At the University of West Florida, learning involves a variety of ideas, theories, and evidence. Presentation of these ideas does not represent an endorsement of any one idea or perspective. It is vital to the UWF academic mission that we foster an environment that allows for the open exchange of ideas and perspectives to advance the learning objectives for each course. Civil discourse within and outside the classroom is a vital component of the UWF academic environment and is expected of everyone who belongs to the UWF community. Students and faculty may engage with complex ideas in class and students will often be asked to demonstrate an understanding of the ideas. Understanding an idea, concept, or theory does not require endorsing or agreeing with it, but rather hearing and considering its strengths and weaknesses. More information about civil discourse can be found in resources on the [Dean of Students webpage](#).

Student Support Resources

Your success is the number one priority at UWF! Here are just a few of the many student support resources that can help you succeed.

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must [register with Student Accessibility Resources](#) and submit a semester request each semester. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, visit [the SAR website](#), e-mail sar@uwf.edu or call 850.474.2387.

Military & Veterans Resource Center

The [UWF Military & Veterans Resource Center \(MVRC\)](#) serves as a leading campus advocate for military and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill ® education benefits, active duty tuition assistance, out-of-state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550.

Mental Health Support

At the University of West Florida, we recognize that to learn, thrive, and flourish; you may need a little assistance. Please take advantage of the free resources online or on campus.

- For health concerns, contact Student Health Services at (850) 474-2172.
- For mental health or substance use concerns, contact Counseling and Psychological Services at 850-474-2420.
- For 24/7 crisis counseling, call 850-474-2420 and press option 6.

Therapy Assistance Online (TAO)

All students are encouraged to utilize Therapy Assistance Online (TAO) to strengthen skills to cope with anxiety, depression, stress management, and more. TAO is an interactive web-based self-help program that is available 24/7. Access TAO anonymously at uwf.edu/tao.

TogetherAll

If you feel like you need somewhere to talk anonymously to others who can support you, peer support is available to all students 24/7 via TogetherAll. TogetherAll is an online community where members are anonymous and can share how they are feeling and support each other. It is an asynchronous program where you can respond to others' posts and you can also share your own posts if you would like. Learn more and join TogetherAll at uwf.edu/togetherall

ArgoWell

Mental Health is one aspect of holistic health, which encompasses all of the eight wellness dimensions. The eight dimensions do not have to be equally balanced. Instead, you should strive to achieve your own authentic personal harmony. You have unique goals, priorities, and aspirations. You determine how to live your best life. ArgoWell is a UWF campus-wide initiative that brings student wellness to the forefront. Learn how ArgoWell can help you make the healthy choice the easy choice and support you in your wellness journey at uwf.edu/argowell.

Ask-a-Librarian

UWF Library staff are available for help through our [Ask-a-Librarian Live Chat](#) monitored from 8:00 am to 6:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, 9:00 am to 4:00 pm on Saturday, and 1:00 pm to 6:00 pm on Sunday. You can also email a librarian using the left-hand navigation in Canvas under Help or Library Tools or text a librarian at 850-483-0225.

Emergency Information

In the case of severe weather or another emergency, the campus might be closed and classes canceled. UWF uses a variety of communication methods to alert the campus community about emergency situations and safety threats. [Learn more about Emergency Communications from the UWF Police](#). Official closures and delays are announced on the UWF website, Mobile Alert, and broadcast on WUWF-FM (88.1MHz).

- Mobile Alert is a broadcasting messaging system utilized by the university in emergency situations. To find more information regarding Mobile Alert, visit the [Enroll in Mobile Alert page](#) or locate the application in MyUWF by searching Mobile Alert.
- WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University. All students are encouraged to review the [Emergency Procedures Guide from UWF Police](#) as a quick reference for effective and timely action in the event of an emergency.

Writing Lab

[The Writing Lab](#) can help with the projects in this course. Graduate and undergraduate Writing Lab assistants are available to review the mechanics of writing with you and help you upgrade the quality of your papers before you submit assignments.

Paper reading services are offered online and face-to-face either by appointment (through Navigate or 850-474-2229) or as walk-ins at the Main Lab (51/157) and at the satellite Writing Lab at CoB. These services include face-to-face and online Interactive paper reading sessions and paper reading via the OWL/Online Writing Lab that allows students to place their to-be-edited papers in the Canvas dropbox.

Paper reading services, along with one-on-one and interactive group tutoring, Editing Workshops, the Grammar Hotline (850-474-2129), and Real-Time Writing Assistance, are available during the Writing Lab's regular hours of operation from 10 to 5 daily and occasional weekends.

Visit our webpage at www.uwf.edu/writelab, or email us at writelab@uwf.edu

Note: It may take up to 48 hours or more to receive your work back from the Writing Lab. It is your responsibility to turn your assignment in on time. Take this into consideration when utilizing the Writing Lab.

Tutoring and Learning Resources

Tutoring and Learning Resources offers free services designed to help you improve your academic performance. Available services include Course-Based Tutoring, Study Skills Assistance, Academic Coaching, Academic Success Workshops, Smartpen Loans, and more. Services are available in Building 52 and the 2nd Floor of Pace Library. For more information, visit www.uwf.edu/tlr, email tutoring@uwf.edu, or call (850) 474-3176.

Instructional Tools and Technology

Many instructors use instructional tools and technology regardless of course modality. Here are statements about a few of the most popular tools students may be asked to use.

Minimum Technical Skills Needed

UWF prepares students for current and future business and life applications using basic technology. Each UWF student is expected to do the following:

- Activate a MyUWF student account
- Access the MyUWF portal a minimum of 2-3 times a week
- Access UWF email account (Gmail) 2-3 times a week
- Have basic word-processing knowledge

Additional technical skills and technology requirements may vary by college, department, and course. Student use of UWF information technology resources is governed by the [Computing Resources Usage Agreement](#) and the Student Communications Policy* (also see the [My Account](#) app in MyUWF).

Visit the [Minimum Technical Skills and Special Technology Utilized by Students](#) to learn more about additional technology requirements for fully online or hybrid courses, general web browser requirements, supported operating systems, additional software you may need, and accessibility and privacy statements for approved UWF technology tools.

Technical Support

ITS offers support to online students via phone (850.474.2075), online request form, and through email (helpdesk@uwf.edu) for non-Canvas (eLearning) questions or problems. Visit the [Help Desk website](#) to learn more about their resources and services.

Helpful support links

- [New to UWF?](#)
- [Computer Specifications for eLearning \(Canvas\)](#)
- [MyUWF & ArgoNet](#)
- [Computer Security](#)
- [Files Storage](#)
- [Google Apps](#)
- [Internet Access](#)
- [Software](#)
- [Student Guide](#) (helpful links to various technology support topics organized by tool)

Instructors may also use third party learning tools from other vendors, like Pearson. Your instructor should be able to provide information about customer support for those tools separately.

eLearning (Canvas)

UWF's online courses are made available through eLearning, which is hosted by Canvas, one of the leaders in online learning. eLearning is widely used by UWF instructors for fully online courses and to supplement traditional courses with online content. Visit the [eLearning Help for Students](#) page to get started and find support for Canvas. **Canvas Support is available 24/7 at the Canvas Support Hotline for Students: 1-844-866-3349.**

Zoom

Zoom is a cloud-based software that allows your instructor to moderate an online meeting with students. Learn more about [using Zoom as a student](#).

Test Proctoring & Monitoring Tools

Your instructor may require any one or more of the following proctoring or monitoring tools to maintain the academic integrity of your exams.

Respondus Lockdown Browser and Monitor:

Respondus LockDown Browser is a client-based application that "locks down" a computer or device during an online exam delivered on a third-party assessment platform, such as a Learning Management System (LMS). [Privacy information for Respondus LockDown Browser](#).

Respondus Monitor is a companion product for LockDown Browser that enables students to record themselves with a webcam and microphone during an online exam. The recordings and other data from the exam session are processed automatically; summary information is provided to the instructor, such as if the student left the video frame during the exam session. [Privacy information for Respondus Monitor](#).

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature.

Follow this link for [instructions for downloading and installing LockDown Browser](#).

Honorlock

Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam/microphone, your ID, and a stable internet connection.

To get started, you will need Google Chrome and download the [Honorlock Chrome Extension](#).

When you are ready to complete your assessment, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session through your webcam, microphone, and recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the [support page](#) or within the exam itself. Some guides you should review are [Honorlock MSRs](#), [Student FAQ](#), [Honorlock Knowledge Base](#), and [How to Use Honorlock](#).

ProctorU

ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, you will need to schedule your proctoring session at least 72 hours in advance to avoid any on-demand scheduling fees. Creating a ProctorU account is very simple. All you will need to do is visit (<https://go.proctoru.com/session/new>).

Please be sure to review the Exam Readiness Guide located at the following link to prepare yourself and your workspace for your appointment.

(<https://www.proctoru.com/exam-readiness-guide>)

ProctorU also provides free technical support to ensure you have the best testing situation possible. That is available at

(<http://www.proctoru.com/testitout>). On this page, you will also be able to test your equipment, learn about what to expect during your proctoring session, and ask any questions you may have about the proctoring process with a ProctorU representative.

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Mac Operating System, and a government-issued photo ID. ProctorU recommends that you visit proctoru.com/testitout prior to your proctoring session to test your equipment. For additional technical services needed before your exam, you can click on the button that says, "Connect to a Live Person".