

June 26, 2023

Shadi Shahedipour-Sandvik, Ph.D.  
Senior Vice Chancellor for Research, Innovation and Economic Development  
And Interim Provost  
State University of New York  
System Administration  
State University Plaza  
Albany, NY 12246

Dear Dr. Shahedipour-Sandvik,

On behalf of the faculty at the University at Albany and School of Social Welfare, I am pleased to submit our proposal for an update to our Social Welfare BS registration and Distance Education for this program.

This proposal has been considered and approved through our campus governance system. Should there be a need for additional information or clarification to facilitate processing, please contact Kaitlyn Beachner at [kbeachner@albany.edu](mailto:kbeachner@albany.edu).

Thank you for your consideration and assistance.

Sincerely,



Carol Kim, Ph.D.  
Provost and Senior Vice President for Academic Affairs

Attachment

- c. Interim Dean, Victoria Rizzo, School of Social Welfare  
Vice Provost & Dean JoAnne Malatesta, Undergraduate Education



Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	40	2	42	41
2	40	2	42	41
3	40	2	42	41
4	40	2	42	41
5	40	2	42	41

**Section 3: Program Information**

- a) **Term length** (in weeks) for the distance program: 15
- b) Is this the same as term length for classroom program? [ ] No [ x ] Yes
- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

*The online classes are designed to be equivalent in terms of instructional time and total material covered to the face-to-face classes, which follow SED guidelines of 150 minutes/week for 15 weeks.*

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?  
  
*Between 16 to 24 (of 32) credits will be completed online (50 - 75% of the program, depending on course Availability). 6 credit hours of field instruction will need to be completed in person in an agency.*

- e) What is the maximum number of students who would be enrolled in an online course section?  
25

**Part A: Institution-wide Issues:** Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

**Part A.1. Organizational Commitment**

- a) Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student’s identity will be verified.
- b) Describe your institution’s resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.
- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

## Part A.2. Learner Support

- a) Describe how your institution provides distance students with *clear information* on:
  - Program completion requirements
  - The nature of the learning experience
  - Any specific student background, knowledge, or technical skills needed
  - Expectations of student participation and learning
  - The nature of interactions among faculty and students in the courses.
  - Any technical equipment or software required or recommended.
- b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What *orientation* opportunities and resources are available for students of distance learning?

**Part B: Program-Specific Issues:** Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

## Part B.1. Learning Design

- a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

*The curriculum for the Distance Education program is the same as the campus-based version. The courses have the same templates and syllabi, same learning objectives, same instructors, and requirements.*

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

*Courses will be offered on a regular basis, with each student assigned a faculty advisor who works with students to make sure students understand the sequence of their courses and advising which semester to take a particular course. Departmental administration will ensure that online courses are offered in the sequence required for timely completion of the program. The program can be completed in the same amount of time as the face-to-face part time program.*

- c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

*The faculty will utilize the standard platform Brightspace provided by the University to create, host, and manage their course websites. The platform is updated regularly and supported by our Information Technology team on campus. Brightspace enables video, student discussion, and collaboration. It also has places where faculty can post web links, announcements, directions and the ability for students and faculty to message each other one on one. The Center for the Advancement of Teaching, Learning, and Online Education (CATLOE) support faculty in the designing, implementation, and evaluation of their online courses. CATLOE provides training and information for faculty to setup online courses that best fulfill the learning outcomes for the courses and programs.*

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

*The online sections of courses are organized by the instructor. Faculty and programs are also supported in using a variety of technologies, and pedagogical approaches from CATLOE in order to support the effectiveness of their online courses and programs. The Brightspace platform allows for students to send messages and receive messages, participate in discussion boards, and see announcements from the professor. Many professors utilize Zoom, which allows for interactions between the faculty and students, as well as breakout rooms for student projects and group work. Faculty also use Zoom for office hours.*

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

*The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to establish an account and to log in to the University password protected domain using the NETID protocol and must also log into the Brightspace Learning Management System using their university credentials.*

## **Part B.2. Outcomes and Assessment**

- a) Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

*We are a Council on Social Work Education (CSWE) accredited program which utilizes competency-based education. Each course has a syllabus which indicates which CSWE competencies are met in the course. Faculty identify the assignments, readings, and other course content that meet the attainment of the required knowledge, values, skills, or cognitive and affective processes as per CSWE accreditation guidelines. A committee of faculty, administrators, field instructors, and students also approve each course added to the online and in person program to ensure the CSWE competencies are met.*

- b) Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

*All the courses have assessments aligned to our student learning outcomes and CSWE competencies. The assessments are specific to the course competencies and may involve video analysis, role plays, discussion, essay response, group assignments, written reflection, responses to students' learning, critique of available resources, publications, and observation of experiential learning, etc. The assessments require integration of values, knowledge, skills, and cognitive and affective processes. The assessments in both face-to-face courses and online courses are similar. If a faculty member teaching an online course feels there is a better way to determine if learning outcomes are met, they may adjust to meet the technology needs. Our committee reviews courses annually to be sure learning outcomes are being met, and if there are any concerns, they are addressed with the faculty teaching the course(s).*

### Part B.3. Program Evaluation

- a) What process is in place to monitor and **evaluate the effectiveness** of this particular distance education program on a regular basis?

*Whether a course is face-to-face or online there are similar methods to evaluate program effectiveness: a yearly review of student competency attainment is conducted. The periodic assessment and length of assessment cycle is the same for the in-person BSSW program and the proposed BSSW distance education program. The committee will review course syllabi, student grades, student surveys, and information from the faculty to ensure courses are effective. If the committee has any concerns, concerns will be addressed with the faculty member and changes will be made to ensure the effectiveness for all future courses.*

- b) How will the evaluation results will be used for **continuous program improvement**?

*Evaluation results are used to make changes in courses and modify the curriculum. At the conclusion of each course, students are asked to complete a student satisfaction survey. Those responses are reviewed by the faculty member and our committee. When changes need to be made, the faculty member will discuss changes with the committee and implement the changes for the upcoming year.*

- c) How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

*The program evaluation is the same for students taking online or in person courses. The courses meet university requirements for rigor and breadth required of undergraduate coursework, including credits, format, and assignments needed for the undergraduate degree. Our Social Welfare BS is also accredited by CSWE. Regular review from that body is conducted to ensure that our courses and program meet their standards. In addition, our department conducts a self-study every 5 years or so, to review our own program and administration that supports the program. These studies are done internally, but we do include at least two external reviewers to review our study and provide feedback of ways we can better serve our students, update our program if needed, and continue to ensure that the rigor and breadth of the program is appropriate for preparing our students for the field of Social Welfare.*

### Part B.4. Students Residing Outside New York State

SUNY programs must comply with all ["authorization to operate" regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

*Distance learning students will be flagged in our integrated administrative system. This will allow regular querying so that we can identify any out of state students who participate from their home state. The University is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA). This is a voluntary agreement among member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. As a member institution, the University is approved to offer distance education courses to students outside of New York*

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted?

c)

**NOTE:** Links to information for other states can be found at <https://www.albany.edu/online>

## **Social Welfare Syllabi:**

AANT 211 – Human Population Biology (3)

AANT 312 – Human Population Genetics (3)

AANT 319 – Physical Growth and Development (3)

ABIO 117 – Nutrition (3)

ABIO 130 – General Biology: Molecular and Cell Biology and Genetics (3)

AGLO 103 – Perspectives on Globalization (3)

AGLO 225/225Z – World Cities: Geographies of Globalization (3)

AMAT 108 – Elementary Statistics (3)

APSY 203 – Psychology of Child Development (3)

APSY 210 – Statistical Methods in Psychology (3)

APSY 270 – Social Psychology (3)

APSY 327 – Personality (3)

ASOC 180 – Social Problems (3)

ASOC 221 – Statistics for Sociologists (3)

RCRJ 281 – Introduction to Statistics in Criminal Justice (3)

RSSW 290 – Community and Public Service (3)

RSSW 306 – Social Work Practice II (3)

RSSW 401 – Integrative Field Seminar (1)

RSSW 405Z – Social Work Practice III (3)

RSSW 408 – Organizational and Community Theory (3)

RSSW 411 – Integrative Field Seminar II (1)



**AANT 211: Human Population Biology**  
**Spring 2022 (Class #5176): 3 Credit Hours; Online, asynchronous**

**Instructor: Dr. or Professor Amanda Spriggs**

E-mail: [aspriggs@albany.edu](mailto:aspriggs@albany.edu)

Virtual Office Hours: Monday 10-12

Contact Info: The best way to reach me is by e-mail. Be aware that I receive a very large volume of student e-mail, so I will not be able to respond right away, but will do so within 24 hours.

Myself and the TAs will be holding virtual office hours. During our office hours, we will be actively answering emails and available for Zoom calls for any voice or face to face conferencing. Please send an email to schedule a Zoom call during virtual office hours or to request an alternative meeting time, if possible.

**Teaching Assistant: Jessa Echard**

Email: [jechard@albany.edu](mailto:jechard@albany.edu)

Virtual Office Hours: Wednesday 3-4, Thursday 11-12

**Course Description**

This course focuses on variation within human populations from evolutionary and biocultural perspectives. Emphasis will be placed on genetics, adaptability, demography, growth, and related aspects of population dynamics to understand the complexity and diversity of the human species. The effects of environmental extremes, disease, and diet will also be examined since these factors play a role in human biological diversity.

**Class Objectives**

At the end of the semester, you will have a better understanding of: 1) evolutionary processes in modern humans; 2) population genetics; 3) how and why modern human populations differ; and 4) human biological and cultural adaptations.

**Required Text**

Brown DE. 2016. Human Biological Diversity. Routledge. ISBN: 9780130455710

**Prerequisites:** A ANT 110; or A BIO 110; or A BIO 120 recommended.

**Class Format**

In this course, you will primarily use readings and online lectures to familiarize yourself with new material. Lecture materials will be distributed online via Blackboard as voice over PowerPoints.

You will use homework assignments, quizzes, and exams to apply the material that you learn in class. We will also watch a few documentaries to provide additional exposure to topics related to course materials. These are available for you on Blackboard. You will be tested on material that you see in the films, so watch them carefully and take notes.

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**Course Materials**

Course announcements, lecture slides, readings, and homework are available on Blackboard. Check Blackboard regularly for updates to the course schedule or any other announcements. You will also be able to check your grades throughout the semester on Blackboard.

**Graded Course Activities – Total 100 points\***

1. Syllabus Quiz	2 points
2. Test your Knowledge Activities (Qty. 2 - each worth 3)	6 points
3. Quizzes (Qty. 4 – each worth 3 points)	12 points
4. Homework Assignments (Qty. 10 – each worth 2 points)	20 points
5. Film Worksheets (Qty. 5 – each worth 4 points)	20 points
6. Exams (Qty. 4 - each worth 10 points)	40 points

\*See Graded Components document for additional information

**GRADING**

The grades you receive are not subject to negotiation. If you think a mathematical error has been made you must let me know **within one week of receiving the grade** in question. There will be no extra credit and assignments may not be resubmitted for improved grades.

As a rule, I do not offer extra credit in this course. The opportunity to earn YOUR grade can be seen in the above assignments. At the end of the semester, if I see that the grade distribution of everyone in the course does not represent that of a normal distribution (such as that of a bell curve), I reserve the right to curve the grades as I see fit to help normalize the distribution. This is NOT a guarantee for a curve.

Letter grades for the course are assigned as follows:

A 93 – 100	B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	E < 60
A- 90 – 92	B 83 – 86	C 73 – 76	D 63 – 66	
	B- 80 – 82	C- 70 – 72	D- 60 – 62	

**Class Policies**

Students are expected to independently review all course materials and reach out to me or the TA with questions.

**EXAM AND QUIZ POLICIES\*:**

- All exams and quizzes will take place using Blackboard.
- Exams and quizzes will be open for students to complete over one continuous time period (see schedule for details).
- Students will have 1 attempt for each exam/quiz.

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- If you experience tech issues, contact Blackboard help before me.
- Each exam/quiz will be timed – you will be given time limits at the beginning of each exam/quiz.
- Exam/quiz format will not allow students to go back and forth through the exam, so you will want to make sure you are satisfied with your answer choice before you move forward.
- Exam/quiz questions are a collection of multiple choice questions written by me and uploaded into Blackboard. Questions have been selected to ensure that they apply to material we covered in class.
- Blackboard will automatically grade your exam/quiz, and you will be able to see your score. After the due date (i.e. once the entire class has finished the exam/quiz), you will then be able to go back and see detailed feedback regarding your performance for each question.
- Exams/quizzes are not intended to be collaborative efforts. Each student is expected to independently complete their exam.

**\*Violation of any of these policies could result in a failing exam or course grade.**

#### **MAKE-UP POLICIES**

- Given the time period for exams, students are expected to take exams and quizzes within their scheduled date.
- Given the advance notice for scheduling, students are expected to submit homework by the assigned due dates.
- **Make-up exams/assignments will not be possible unless you have something clear cut like a doctor's excuse that spans across the entire exam time period.**
- If you know in advance that you will be unable to take the exam or quiz during the exam time period (and will have a university approved excuse), a makeup can be arranged for a time **prior** to the scheduled date – but you must give me plenty of notice (i.e. several days).
- In the event that I do permit a makeup for an unexpected (but university approved) absence, the exam and/or homework assignment must be completed **no more than 1 calendar week after** the scheduled exam date.
- **You have 1 calendar week to notify me** that you have been absent and would like to request make-up accommodations (i.e. you cannot wait until week 15 to request a make-up for an exam or assignment that you missed in week 3).
- Follow the link to find additional information on undergraduate make-up policies and accommodations. (<http://www.albany.edu/undergraduateeducation/attendance.php>).

#### **University Medical Excuse Policy**

In accordance with the Undergraduate Academic Council's Revised Policies on Student Absences Student Health Services will only provide medical excuses to students for medical conditions that prevent a student from attending an exam or a full week of classes and meet the following conditions:

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A Student Health Services provider is involved in the medical care;

AND

The condition is deemed significant by a medical provider in Student Health Services;

AND

Based on examination by a Student Health Services provider, the student is advised not to attend class.

OR

The student has proof of a documented hospitalization

In general, the following conditions will NOT warrant a medical excuse:

- A request for a medical excuse from Student Health Services for verification of an illness after the illness is over.
- You miss class or an exam for an appointment at Student Health Services.
- A respiratory infection without significant fever.
- Gastroenteritis (vomiting / diarrhea, unless there is fever and/or severe dehydration).
- Musculoskeletal conditions which do not prevent ambulation (such as minor ankle injuries, wrist sprains, etc.)

Students are encouraged to communicate directly with faculty regarding class attendance and/or completion of class assignments when the illness or injury does not meet the criteria outlined above. Further information regarding University attendance policies with regard to illness and emergencies can be found in the Undergraduate Bulletin.

### **Academic Integrity**

Students who violate university policy on academic integrity are subject to disciplinary penalties, including the possibility of a failing grade for the course or expulsion from the university. Prohibited activities include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act. For more information, refer to the section "Standards of Academic Integrity" in the Undergraduate Academic Regulations:

[http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

### **Religious Observance Absence Policy**

According to New York State Education Law (Section 224-A), faculty are required to excuse, without penalty, individual student absences because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. If you know you will be absent due to religious observance, please notify me as soon as possible so accommodations can be made.

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**Special Accommodations**

If you have a disability-related academic accommodation needed for this class, please register with the Disability Resource Center as soon as possible and ask them to communicate with me regarding any reasonable accommodation for the course or instructions about physical access. Please be aware that the Disability Resource Center will communicate directly with me regarding any modifications to the course attendance policy for a specific student, and in the absence of such communication the Disability Resource Center has instructed faculty to follow the stated attendance policy in the course syllabus. For more information about how reasonable accommodation is determined, please see the Disability Resource Center's Reasonable Accommodation Policy:

<http://www.albany.edu/disability/docs/RAP.pdf>

<http://www.albany.edu/disability/current.shtml>

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**COMMUNICATION**

I check and respond to email, as time allows, Monday through Friday between 8:00 am and 5:00 pm. Due to the high volume of emails received, however, there is often a backlog, particularly at peak times in the semester.

**Please be professional and courteous with your communication to me and the teaching assistant.** Please put the course name (AANT 211) and your name in the subject line.

**Do format emails in a proper manner (heading, body, closing remark). DO NOT email in text message format.**

All students are welcome and VALUED in this classroom, regardless of ethnicity, religion, sexual orientation, gender, disability, nation of origin, or socio-economic status.

No matter where you are from,  
we are glad you are our students.

Sin importar de donde vengan, estamos contentos  
de que sean nuestros estudiantes.

من أين ما تكونوا،  
نحن سعداء انكم طلابنا

Daj mii 'yaj rej 'nah soj, niḥa' ráj nuj  
mii soj xnii tucu'ñón ñanj rihaan nuj.

あなたがどこの国から来ようとも、  
私の学生であることを嬉しく思います。

מאיפה שלא תהיו,  
אנחנו שמחים לקבל אתכם כתלמידים

不論你來自什麼地方，  
我們都很高興你是我們的學生。

## AANT 211 Spring 2022 COURSE SCHEDULE & READINGS (Subject to change)

Week	Dates	Subject and Activities	Chapter Readings	Suggested Reading HW Assignment Due Date*
1	1/24 – 1/28	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Concepts of Evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>• 1/27</li> </ul>
2	1/31 – 2/4	<ul style="list-style-type: none"> <li>• Concepts of Evolution cont.</li> <li>• Tinbergen’s Four Questions</li> </ul> <p style="text-align: center;"><b>Syllabus Quiz Due Online 2/3 by 11:59 pm</b></p>	<ul style="list-style-type: none"> <li>• Blackboard Reading</li> </ul>	
3	2/7 – 2/11	<ul style="list-style-type: none"> <li>• Genetics and Microevolution P.I</li> <li>• Genetics and Microevolution P.II</li> </ul> <p style="text-align: center;"><b>Quiz 1 (2/10)</b></p>	<ul style="list-style-type: none"> <li>• Ch. 3 (p. 26-40)</li> <li>• Ch. 3 (p. 40-47)</li> </ul>	<ul style="list-style-type: none"> <li>• 2/8</li> </ul>
4	2/14 – 2/18	<p style="text-align: center;"><b>EXAM 1 (2/15)</b></p> <ul style="list-style-type: none"> <li>• Genotypic Traits P.I</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 7 (p. 116-121)</li> </ul>	<ul style="list-style-type: none"> <li>• 2/17</li> </ul>
5	2/21 – 2/25	<ul style="list-style-type: none"> <li>• Genotypic Traits P.II</li> <li>• Genotypic Traits P.III</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 7 (p. 122-127)</li> <li>• Ch. 7 (p. 127-133)</li> </ul>	
6	2/28 – 3/4	<ul style="list-style-type: none"> <li>• Race and Human Variation in Physical Traits P.I</li> <li>• Race and Human Variation in Physical Traits P.II and Pt. II</li> </ul> <p style="text-align: center;"><b>Quiz 2 (3/3)</b></p>	<ul style="list-style-type: none"> <li>• Ch. 6 (p. 89-96)</li> <li>• Ch. 6 (p. 96-115)</li> </ul>	<ul style="list-style-type: none"> <li>• 3/1</li> </ul>
7	3/7 – 3/11	<p style="text-align: center;"><b>EXAM 2 (3/8)</b></p> <ul style="list-style-type: none"> <li>• Film: <i>How Many People Can Live on Planet Earth?</i></li> </ul>		
8	3/14 – 3/18	<b>NO CLASS – SPRING BREAK</b>		
9	3/21 – 3/25	<ul style="list-style-type: none"> <li>• Demography</li> <li>• Life Span: Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 8</li> <li>• Ch. 9 (p. 161-174)</li> </ul>	<ul style="list-style-type: none"> <li>• 3/22</li> <li>• 3/24</li> </ul>
10	3/28 – 4/1	<ul style="list-style-type: none"> <li>• Life Span: Aging and Senescence</li> <li>• Film: <i>How to Live to 101</i></li> </ul> <p style="text-align: center;"><b>Quiz 3 (3/31)</b></p>	<ul style="list-style-type: none"> <li>• Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>• 3/29</li> </ul>
11	4/4 – 4/8	<p style="text-align: center;"><b>EXAM 3 (4/5)</b></p> <ul style="list-style-type: none"> <li>• Human Adaptability to Bio. Stressors P.I</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 12 (p. 226-238)</li> </ul>	<ul style="list-style-type: none"> <li>• 4/7</li> </ul>
12	4/11 – 4/15	<ul style="list-style-type: none"> <li>• Film: <i>Hunger in America</i></li> <li>• Human Adaptability to Bio. Stressors P.II</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 12 (p. 238-250)</li> </ul>	
13	4/18 – 4/22	<ul style="list-style-type: none"> <li>• Film: <i>Disease Warriors</i></li> </ul>		

## AANT 211 Spring 2022 COURSE SCHEDULE & READINGS (Subject to change)

		<ul style="list-style-type: none"> <li>• Human Adaptability to Physical Stressors P.I</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 11 (p. 201-216)</li> </ul>	<ul style="list-style-type: none"> <li>• 4/21</li> </ul>
14	4/25 – 4/29	<ul style="list-style-type: none"> <li>• Human Adaptability to Physical Stressors P.II</li> <li>• Human Biology in the Modern World</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 11 (p. 216-225)</li> <li>• Ch. 13</li> </ul>	<ul style="list-style-type: none"> <li>• 4/28</li> </ul>
15	5/3	<ul style="list-style-type: none"> <li>• Film: <i>Are We Still Evolving</i></li> </ul> <p style="text-align: center;"><b>Quiz 4 (5/3)</b></p>		
	5/6	<b>EXAM 4** 10:30-12 pm in LC 24</b>		

\*You will not be able to submit reading homework assignments after 11:59 pm on the last day of the semester (5/4).

\*\*The date and time of the final exam period for this course is set in advance by the University and students are required to take the final exam during this time period. Only students with a university approved excused absence and an absence accommodation request from the Office of the Vice Provost for Undergraduate Education will be given consideration to take the exam at a different date/time.



## AANT 211 Spring 2022

### Graded Components Explained

All due dates are listed on the course schedule

#### Graded Course Activities – Total 100 points

1. Syllabus Quiz	4 points
2. Quizzes (Qty. 4 – each worth 3 points)	12 points
3. Homework Assignments (Qty. 10 – each worth 2 points)	20 points
4. Exams (Qty. 4 - each worth 16 points)	64 points

**1. The Syllabus Quiz** will test your knowledge regarding course policies. Questions on this quiz will be True/False. You can take this quiz as many times as you like to achieve a perfect score.

By completing and signing the syllabus quiz, you will be stating that you have read the syllabus, that you know what is expected of you, and what you can expect from me.

\*Visit the Syllabus Quiz folder in Blackboard to complete the quiz.

**2. Quizzes** will be administered in class **one class period** before exams (see schedule). Please bring loose-leaf lined paper or notebook paper to class. You may use your hand written lecture notes to help you with the quiz, but you may not seek help from other students. Quiz format can vary across several formats including, but not limited to, fill in the blank and short answer. Each quiz is worth 3 points (all or nothing; no partial credit).

**You must be in class to take the quiz.** Quizzes may be offered at any time during the class (e.g., beginning, middle, end). Quizzes will be collected immediately after being administered. If you come to class late and a quiz was already administered and collected, you will **NOT** be allowed to take the quiz.

**3.** After reading the assigned chapters, you will complete open note **Homework Assignments** to test your knowledge on this information and to prepare you for upcoming and corresponding lectures. These assignments are best done **BEFORE** we cover the chapter content in class. Questions will range from true/false, fill in the blank, multiple choice, and short answer and will be completed on Blackboard.

- In your course schedule, you will see that I have listed *suggested* due dates for when these assignments should be completed. These suggested due dates are reflected on Blackboard to help you stay on track with the course material; however, **you can still submit homework after the date listed.** Ideally you will complete these assignments BEFORE we discuss this material in lecture so that you are prepared for class. You will not be able to submit homework assignments after 11:59 pm on the last day of the semester (5/4).
- **Assignment Submission Policy;** you may attempt each assignment as many times as you like to achieve a perfect score. Assignments emailed to either me or the TAs will not be graded. **All assignments should be independent efforts.**

**ALL EMAILS REGARDING HOMEWORK ISSUES MUST GO TO THE TAs FIRST**

\*Visit the Homework Assignments folder in Blackboard to complete the assignments.

**4. Exams** can consist of multiple-choice questions, true-false, and short answer. Exams are **NOT** cumulative. Exams will cover material presented in lecture, assigned readings, and films. **All exams in this course should be independent efforts.**

**GRADING**

The grades you receive are not subject to negotiation. If you think a mathematical error has been made you must let me know **within one week of receiving the grade** in question. There will be no extra credit and assignments may not be resubmitted for improved grades.

As a rule, I do not offer extra credit in this course. The opportunity to earn YOUR grade can be seen in the above assignments. At the end of the semester, if I see that the grade distribution of everyone in the course does not represent that of a normal distribution (such as that of a bell curve), I reserve the right to curve the grades as I see fit to help normalize the distribution. This is NOT a guarantee for a curve.

**ABIO 318 Human Population Genetics****Syllabus****Course number:** AANT 312/ABIO 318**Class no:****Credit Hours:** 3**Class times:** TBD**Class location:** TBD**Instructor:** Timothy B. Gage, Ph.D.**E-mail:** [tgage@albany.edu](mailto:tgage@albany.edu)**Office:** Arts & Sciences 114**Phone:** (518) 442-4716**Office Hours:** Wednesday 10:00 am – 12:00 pm**Prerequisites:** A BIO 212Y.

**Course Description:** Population genetics theory is the foundation of evolutionary biology and contributes heavily to modern ideas in ecology, systematics, and agriculture. This course is an introduction to that theory with special emphasis on evolution.

**Course Objectives:** Students who complete this course will:

- Be able to explain different types of genetic variation and how they can be investigated.
- Be able to describe the different evolutionary forces e.g., mutation, migration, genetic drift, and natural selection and how such evolutionary forces influence genetic variation.
- Expand quantitative reasoning skills and be able to make predictions about patterns in data using quantitative models.
- Be able to apply critical reasoning of population genetic models and explain the consequences when assumptions of the models are incorrect.
- Have a broader knowledge of human origins and genetic variation in different populations.

**Course Overview**

**Blackboard:** Course materials will be available through Blackboard.

**Textbook:** Templeton, A.R. Population Genetics and Microevolutionary Theory, Wiley-Blackwell. ISBN-13: 978-1118504239, ISBN-10: 1118504232

**Student Assessment & Grade policy:**

**Study Problems:** Throughout the course sets of study problems will be assigned. These problems, along with the problems in Templeton, will be used as examples in class and during in class review sessions. I will expect

students to be familiar with the problems and be able to work them. I highly recommend that you work through these problems before they are presented in class.

**Exams:** There will be three exams each composed of 4 problems. Each problem will be worth 25 points. Your final grade will be based on the total score of your best (highest scoring) 8 problems across all three exams. The last exam will be held during the final exam period. Exams cover material in Templeton, and the lectures. The second and third exams will cover primarily material presented since the previous exam, although you will be expected to remember certain basic principles throughout the course. Exams will include problems, short definitions, and other questions, which may be answered in a few words, and short essays.

Assessment	Points/individual assessment	Total points
Study Problems: (10 highest scores out of 12 Study Problem assignments)	20 points/study problem assignment	200
Exams: 8 highest scoring problems across 3 exams	25 points/problem	200
<b>Total possible points</b>		<b>400</b>

Grade Scale:

A	> 93%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	D-	60 - 62%
C+	77 - 79%	E	< 60%

\*\*\*\*\* THERE ARE NO GRADE CURVES \*\*\*\*\*

Policies:

**Academic Integrity.** See Undergraduate Bulletin for details. Deviations will be treated according to University regulations. Reference: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

**Attendance.** Attendance at exams is required and absence results in a zero unless a truly compelling reason is provided. For students who provide such a reason (supported by the appropriate documentation), a makeup for exams 1 and 2 will be given during the final exam period.

**Grading discrepancies.** Must be brought to the attention of the instructor no less than 24 hours and no more than one week after the graded item is returned to you. No exceptions.

**AANT 312 Schedule of Classes:**

<b><u>Lecture</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>
1	Introduction,	Chapter 1
2	Meiosis and Probability Theory	
3	Mendelian Genetics, Segregation Analysis, and Chi square (Review)	
4	Hardy-Weinberg I,	Chapter 2
5	Hardy-Weinberg II	
6	Hardy-Weinberg III	
7	Linkage Disequilibrium I	
8	Linkage Disequilibrium II	
9	Inbreeding I	
10	Inbreeding II	
11	<b><i>Exam 1</i></b>	
12	Genetic Drift I	
13	Genetic Drift II	
14	Mutation	Chapter 5
15	Intro Molecular Pop GenI	
16	Intro Molecular Pop Gen II	
17	Migration I	Chapter 6-7
18	Migration II	
19	Migration II	
20	Selection I,	Chapter 11-12
21	Selection II	
22	<b><i>Exam 2</i></b>	
23	Intro. Complex Traits I	Chapter 8-9
24	Intro Complex Traits II	
25	Complex Traits (Discrete)	
26	Quantitative Trait Loci	

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## Human Physical Growth and Development

AANT319 (#8695), Spring 2022

Tuesdays & Thursdays: 12:00 - 1:20 p.m.

Prof. L.M. Schell

Prof's office hours by zoom: Wednesday 11-12am and 2-3pm, Thursday 10-11am. It is a good idea to call or email ahead to be sure that the office hours are available.

TA: There is no TA. Bring your concerns and questions to me. My door is always open. Arts & Sciences, Room 116 and Email: [Lmschell@albany.edu](mailto:Lmschell@albany.edu)

**Description** (from the catalogue): Analysis of the pattern of human growth during the prenatal and postnatal periods and their variation around the world. The course focuses on the influence of social factors, nutrition, alcohol and cigarette use, race/ethnicity, pollution, and features of the physical environment which modify growth patterns. Pre-requisite course: AANT211 Human Population Biology

**Additional Description and Learning Objectives:** The course has a practical element for anyone dealing with children as a parent, caregiver, or health professional. The information and methods taught in the class will enlarge student's understanding of child growth and development generally. The course material also pertains to issues in anthropology and health. Altering the pattern of growth (faster, slower, fatter, leaner, etc.) is one of the ways humans adapt to biologically challenging environments. Growth also is susceptible to severe environmental adversity (disease, stress, smoking, pollutants) and the pattern of growth exhibited by a population is an indicator of the general health of the population. Thus, learning how to interpret patterns of growth and development exhibited at the individual and population levels is important.

### Grading

The grade scale is from A to E. An A is from 93 to 100; an A- is from 90 through 92; a B+ is 87-89; B is 83-86; B- is 80-82; C+ is 77-79; C is 73-76; C- is 70-72; D+ is 67-69; D is 63-66; D- is 60-62. Don't get fewer than 60 points.

There is no grade "curve". This means that the distribution of grades does not have to follow a normal distribution or curve, and this means that there is no required percent of grades of A or B etc. If you earn 93 points you get an A even if 50% of the class earns 93+ points also. There are two assignments, three tests and two scheduled quizzes but no final exam. The first evaluation is a quiz worth 4%. This should give you a sense of what the subsequent tests will look like. The first test is worth 20% and the second test is worth 25%. The last test is worth 25%. The course material evaluated for each test is indicated in the Schedule of Topics and Readings (last page). A final quiz on the last day of class is 8% and is not cumulative but covers only the material since the last test. There also will be some unannounced quizzes. These unannounced quizzes together with class participation count 10%. If you are not present during class, you will not get those points.

Additional points for class participation may be earned for exceptional participation in class. Extra credit work at the end of the semester to improve a poor grade is not possible. Tests will be given on the day scheduled on the syllabus unless a prior announcement is made in class. Tests and quizzes will be given

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in-class, at the time scheduled for class. Tests are a combination of multiple choice, short answer questions and essays. The essays may be in the form of Assignments and will be submitted through Safeassign. Tests and quizzes are in-class.

**Term grades calculated from:** two assignments (4% each) = 8%; 1<sup>st</sup> scheduled quiz=4%; 1<sup>st</sup> test =20%; 2<sup>nd</sup> test =25%; 3<sup>rd</sup> test =25%; last quiz= 8%; class participation and pop quizzes= 10%.

Exams and tests can be rescheduled only with a legitimate excuse. A death in the immediate family is an excuse. If you are too sick to take the test or to study for it, send me an email before the test. Here are the university's medical excuse policy and its Academic integrity policies that we follow:  
[http://www.albany.edu/health\\_center/medicalexcuse.shtml](http://www.albany.edu/health_center/medicalexcuse.shtml).  
[https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html).

**Assignments** There are two assignments to be done outside of class. Each one will be provided a week or more before it is due.

**Readings** should be completed before the class. In other words, the assigned reading listed next to a class should be completed by that class, not after. When the assigned reading is relevant to more than one class meeting, it is listed twice. Most of the reading is in the required text, *Human Growth and Development*, 3rd edition by Noël Cameron and Lawrence Schell. Be sure you are using the 3rd edition. Some additional required readings are available through Blackboard. **Readings are on Blackboard under READINGS (not course content).** Note that in several cases, specific pages are assigned in a chapter rather than the whole chapter. If the assignment says Ch. 3: 73-77 that means read pages 73 through 77 in chapter 3. **If you are using a pdf of the book, the pages might be different from the paperback, and we will address this on the first day of class.**

**Powerpoints:** for each class will be made available before class as often as possible but the posted powerpoint may be replaced by the one used in class if the class presentation deviates from the presentation planned that was posted before class.

Absence Policy: **You are always responsible for what is said in class, including changes in assignments, due dates, test dates, etc.** If you miss a class, you should meet with a classmate to review the missed class. The professor is not responsible for re-teaching the class you missed.

For a full description of university policies regarding undergraduate courses, you are referred to this statement: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

Please note: We are now required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Students should notify the instructor of record in a timely manner.

## Human Physical Growth and Development

A ANT319 (#8695) Spring 2022 Prof. L.M. Schell

Class Date		Type of Topic	Specific Topic / Chapter title	Reading Chapters (Ch) & pages (pp) in Cameron and Schell
Jan	25		Introduction to the course	
Jan	27	Description	Fundamentals and Research Designs	Ch.1: begin at p 4.
Feb	1	Description	Prenatal Growth	Ch. 2: 23-37
Feb	3	Influences	Prenatal Growth	Ch. 2: 39-56
Feb	8	Description	Growth in Infancy & Childhood and its Evaluation	Ch. 3:73-77; 80-86. Ch. 6:172-176
Feb	10	Description	Adolescent Growth	Ch. 4 (skip/skim 109-113)
Feb	15	Description/Eval	<b>QUIZ (4%) &amp; Endocrine Control of Growth</b>	Ch. 6 (skim 163-169)
Feb	17	Description	More Endocrine Control of Growth	Ch. 3:77-80;
Feb	22	Description	Puberty	Ch. 5
Feb	24	Description	Assessment of Maturation.	Ch. 12
Mar	1	<b>EVALUATION</b>	<b>TEST-1 20% (cumulative through 2/24)</b>	
Mar	3	Influences	Genetics, Genetic Syndromes & Growth	Ch. 8: 203-206, 216-238
Mar	8	Influences	Developmental Plasticity and Chronic Degenerative Disease	Ch 16
Mar	10	Influences	Physical Activity & Nutrition	Ch. 7
Mar	15 & 17	No classes	Spring Break	
Mar	22	Influences	Nutrition	Ch 3: 86-94;
Mar	24	<b>EVALUATION</b>	<b>TEST-2 25% (covers 3/1 - 3/22)</b>	
Mar	29	Influences	Psychosocial Stress	Ch. 10-288-293
Mar	31	Influences	Psychosocial Stress	Pine article.
Apr	5	Influences	Secular Trend and Socio-Economic Effects: HMIC	Ch. 9; and Lindgren pp 395-398
Apr	7	Influences	Social and Economic Effects- LMIC	Lindgren 399-401; Ch. 10: 293-301.
Apr	12	Influences	Social and Economic Effects-LMIC ; And Intro to Pollution	Ch. 10: 261-263, 274-281.
Apr	14	Influences	Pollution, Growth and Development	Ch. 10: 281-288
Apr	19	Influences	<b>Test-3 25% (3/22-4/14)</b>	
Apr	21	Influences	Environmental factors	Ch. 10: 263-268
Apr	26	Influences	Environmental Factors	Ch. 10: 268-274
Apr	28	Influences	Evolution of Human Growth	Bogin chapter
May	3	Influences	<b>QUIZ 8% (4/14-4/28). 29mins. &amp; Wrap-Up</b>	



**ABio117 Nutrition - Spring 2022, Course # 7021**

**January 24 – May 4, 2022**

**No Prerequisites**

**Location/Mode of Instruction:**

**1/24 – 2/2 Online Synchronous via Zoom**

**2/7 – 5/4 In-Person, LC7**

**Instructor: Linda Mayerhofer, PhD**

**Email: [lmayerhofer@albany.edu](mailto:lmayerhofer@albany.edu)**

**Zoom Office Hours: Mon/Wed 11:00 am - 12:30 pm,**

**Tue/Thu 2:30 – 4:00 pm, and other times by appointment**

**Teaching Assistant (TA): Alex Lemus, Email: [alemus@albany.edu](mailto:alemus@albany.edu)**

**Required Course Materials:**

**Textbook:** The textbook is **free, and downloadable as a pdf:** Principles of Nutrition, 2<sup>nd</sup> ed. by Lisa Jellum, Jason Hitzeman, et al. <https://oer.galileo.usg.edu/health-textbooks/5/>

**iClicker2:** The clicker is required and will be used at every in-person class for attendance and participation. You can purchase a new or used clicker at the campus bookstore (ISBN: 9781498603041) or through online retailers. Make sure to purchase the iClicker2, since earlier versions are not supported. If you buy a used clicker, please be sure to follow the re-set directions before you register it on Blackboard at the start of classes.

**Blackboard, Zoom and Technology Requirements:** The instructional mode for this course is in-person but is designed to pivot to online instruction if required.

All classes, course resources, assignments and announcements will be available through Blackboard (Bb) so please familiarize yourself with the Bb course set up at the start of the semester to be sure that you can access all materials and assignments <https://blackboard.albany.edu>. Use the table of contents feature to navigate within module folders.

Download the UAlbany Zoom: [albany.zoom.us](http://albany.zoom.us). When signing in, always use your UAlbany single-sign-on (SSO) credentials: **NetID and password**. By using your UAlbany SSO, you will bypass the waiting room and immediately enter the meeting.

When logging into a Bio117 Zoom meeting (for office hours, or synchronous-online class meetings) first log into the Bio117 Blackboard course site, then click on the Zoom link in the upper left navigation panel.

To avoid technical issues that may interfere with completion or submission of your assignments, I recommend that you work on a **computer or laptop** rather than a mobile phone or tablet. Please identify your technology needs *before the start* of the semester. If you do not have the required access or technology, you may apply for assistance via:

- <https://www.albany.edu/covid-19/teaching-learning/resources-students>
- <https://www.albany.edu/studentaffairs/emergencyfund.shtml>
- <https://www.albany.edu/covid-19/cares-act-grants>

**VPN Set-up for Remote Access to Campus Network:** The University at Albany provides remote access service via a Virtual Private Network (VPN) for faculty, staff, and students. When connected to the VPN, information is securely transmitted to the campus network. This service allows faculty, staff, and students to access University resources from off-campus connections.

<https://wiki.albany.edu/display/public/askit/VPN+GlobalProtect+Service>

**Announcements:** will be made frequently and are posted on Blackboard. They are automatically emailed to you via your UAlbany email. Please check your UAlbany email frequently so that you will be aware of any changes or new course information. **You are responsible for being aware of current information and deadlines that have been posted on Blackboard.** I will always try to give as much notice as possible for any changes.

**Please carefully read and refer to the UAlbany Preparing for Spring 2022 Documents:**

<https://www.albany.edu/covid-19/health-safety#safety>

**Course Objectives:** After completing this course, students will be able to describe and explain the:

- biological roles of energy, protein, vitamins, and minerals;
- nutritional standards and methods for assessing nutritional status;
- processes of digestion, absorption, and storage of nutrients
- role of the human gut microbiome in health and disease;
- chemical nature of foods and food processing;
- interactions of nutrients and lifestyle in health and disease;
- food supplements and nutritional deficiencies;
- performance nutrition and healthy weight;
- current issues in food systems: safety, technology, security, and sustainability

**How You Will Be Evaluated in This Course:** The course is based on 1000 points total, and a student's final grade is determined as follows:

Item	Total points = 1000
Homework	200 points: 10 @ 25 points each; complete eight or drop the lowest two
Diet Analyses	200 points: Diet Analysis 1 (90 points) and Diet Analysis 2 (110 points)
Quizzes	500 points: 6 @ 100 points each; complete five or drop the lowest one
Participation	100 points (28 classes, 4 points per class attended, drop three absences, or get those points as extra credit for attendance). Participation points can be earned through clicker attendance or by completing Blackboard participation assignments.

**Overview of Course Activities and Expectations:**

**1. Active Learning:** Students in the Nutrition class should be prepared to be active learners. All resources required for completing your assignments and quizzes (including textbook, slides, videos, articles, etc.) are posted on Bb. You are expected to attend class in-person or synchronously, work through the topics and assignments of each two-week module and submit assignments by the due dates. I encourage you to seek help when you need it for any reason. Ask questions during office hours with me or meet with a tutor.

**2. Assigned Reading:** The assigned readings are from the textbook chapters or from alternative sources (short videos or news articles, etc.). Students are expected to have read the textbook chapter in advance of completing the assignments. Students are responsible for the text material that has been **highlighted** in each assigned chapter (saved as a pdf in each module folder under Assigned Reading). Most reading should occur during the first week of the module, so that you have the necessary knowledge to begin the assignments that are due at the end of the module. Any assigned materials that are not from the textbook will be provided on Blackboard as links or pdf files.

**3. Assignments:** The following will be assigned on the first Monday of each module and be due about two weeks later (modules average about 6 classes, or three weeks each). Assignments submitted after the due date will have a 25% deduction for 1 – 7 days late, and no credit will be given after 7 days. Extensions for completing assignments will only be considered if a student provides valid documentation for why the assignment could not be completed by the due date (illness or emergency – see policy below). Since you have about two weeks to work through the material of each module, it is important for you to develop a work schedule for your assignments so that you are not completing them all on the due date. This is inevitably when technical issues or other emergencies come up, so it's best not to leave things until the last minute.

**b. Homework (200 points):** There are 10 homework assignments, each posted in their respective module folders on Bb. The lowest two homework scores will be dropped at the end of the semester. Each homework assignment is worth 25 points. Homework assignments are open-book and students have three attempts to complete the assignment. The highest score will be counted. Late homework submitted after the due date will be graded with a late penalty (25% off for 1 – 7 days late, 0% credit after 7 days) unless the student has a documented reason for their absence or inability to complete the homework and has communicated with the instructor to request an extension. Please **DO NOT ASK** for an extension unless you have documentation for your absence/inability to complete your work.

**c. Diet Analysis (200 points):** There are two diet analysis (DA) assignments to be completed during the semester (DA-1 is 90 points, and DA-2 is 110 points.) All instructions, worksheets and links are posted on Bb and will be available from the start of the semester.

Start your DA by reading the assignment instructions on Bb. Then create an account in the diet/activity **tracker of your choice**. I suggest [MyFitnessPal.com](http://MyFitnessPal.com), [FitDay.com](http://FitDay.com), [Cronometer.com](http://Cronometer.com) or [MyNetDiary.com](http://MyNetDiary.com). Several are free (there may be ads), or low-cost apps for your phone. Part of the assignment is to learn how to use the diet/fitness tracker you have chosen. The hope is that you'll continue to use it in the future!

When you begin each DA, you will carefully track your food intake and physical activity for **three consecutive days** and then generate reports from the diet tracker (print/save to pdf) that analyze your diet and activity. You will keep these reports for your records but **DO NOT** submit them to me since the information is personal. You will use the results of your DA to answer the questions in the Diet Analysis Assignment on Blackboard to earn points.

Diet Analysis 1 – due on Wednesday 3/9

Diet Analysis 2 – due on Wednesday 4/27

Late DA assignments submitted after the due date will be graded with a late penalty (25% off for 1 – 7 days late, 0% credit after 7 days) unless the student has a documented reason for their absence or inability to complete the assignment and has communicated with the instructor to request an extension. Please **DO NOT ASK** for an extension unless you have documentation for your absence/inability to complete your work.

**d. Quizzes (500 points):** For every module, a 20-question multiple-choice quiz will be given online on Blackboard. The questions will be on the topics that were covered in the lectures. There are five module quizzes @ 100 points each. Quizzes will be available from 3:00 pm Monday until 11:59 pm Tuesday, and you will have 90 minutes to complete the quiz once you start it. The quiz questions are drawn from a question pool, so each student will get different questions. For each question, you must submit your answer before going on to the next question, and you cannot return to a previously submitted question. Students have two attempts to take the quiz and the higher score will be counted.

An optional sixth quiz will be given online during finals (on May 11) and can be taken by students who wish to have one of the previous five quizzes dropped (the lowest score quiz). Students who are happy with their first

five quizzes do not need to take the sixth quiz. Quiz 6 will be cumulative and can contain material from any chapter covered during the semester. A focus topic study guide will be posted.

Late quizzes submitted after the due date will be graded with a late penalty (25% off for 1 – 7 days late, 0% credit after 7 days) unless the student has a documented reason for their absence or inability to complete the assignment **BY THE DUE DATE** and has communicated with the instructor or TA to request an extension as detailed in the absence policy below. Please **DO NOT ASK** for an extension unless you have documentation for your absence/inability to complete your work.

**e. Participation (100 points):** Students earn 4 points for every class attended up to 25 classes, with three allowed absences (students attending more than 25 classes can earn those points as extra credit.) Participation and attendance during class will be assessed through 1) clicker responses or 2) completion of participation assignments on Blackboard. If you miss a synchronous-online or in-person class for ANY reason, you can still earn participation points by completing the online participation assignment posted on Blackboard. There are multiple participation assignments per module, so you can complete one for each class you miss. Students cannot receive credit for more than 28 attendances, so the maximum number of earnable participation points is 112.

**4. Absence policy:** Students are expected to attend class (online-synchronous or in-person) and submit assignments by the due date.

**a. If you are absent from class for ANY reason,** make up the participation points by completing a participation assignment on Blackboard for each class you miss (due dates for these will be indicated). You do not need to email me or provide documentation for your absence, and it is your responsibility to keep up with the material covered in class.

**b. If you are absent from class during the 24 hour period before a homework or quiz is due and are unable to submit the work on time,** you can request an extension for completing the assignment by doing the following:

- 1) obtain absence documentation that includes a date range that covers the 24 hours before the due date: (doctor's note for personal or family illness or emergency, absence for religious observance, court date, surgery date, military training orders, athletic events, etc.) You may block out any private information or test results in these documents – I am only interested in the dates.
- 2) complete the Absence Accommodation Request Form: download from Blackboard Course Information folder; include a list of assignments missed, your return to classes date, and the new date that assignments are to be submitted (within one week of your return to classes)
- 3) email the form and documentation to Alex Lemus (Teaching Assistant) at [alemus@albany.edu](mailto:alemus@albany.edu), preferably **before or on** the assignment or quiz due date.

Submit the missed assignment or quiz within one week of your stated return to classes date. Failure to do so within the time extension period will result in a grade of zero for the assignment in question, and there will be no further option to earn credit for that assignment. Accommodation requests submitted more than one week after the initial due date of the assignment or quiz will NOT be considered.

**c. What if you don't have documentation for your absence?** Since students are allowed to drop their two lowest homeworks, and the lowest quiz grade, so extension requests for assignments and quizzes will *only* be considered for valid documentable reasons as stated in (b) above. Please do not ask for an extension to complete an assignment or quiz unless you have a documentable reason and fill out the form. It is your responsibility to plan ahead for when assignments are due and leave yourself extra time in case something unexpected comes up.

If your emergency (illness, mental health difficulties, family, or housing issues, etc.) is likely to result in intermittent or extended absence from class (more than one week), it is important that you communicate with

me promptly and attempt to obtain documentation. For absences of more than one week, please also inform the Office of Undergraduate Education (LC30) to discuss your situation and determine what resources are available to assist you: <https://www.albany.edu/undergraduateeducation/> They will send out an email to all your professors to let them know your absence dates. Do not wait until the end of the semester to tell me or the OUE about a problem that has been going on all semester, since your options at that point will be limited.

**Work conflicts:** Extensions will not be granted for work schedule conflicts.

**Technology issues:** If you experience a technology issue or loss of power/internet that results in your inability to submit an assignment on time, the outage must be documented via screenshot, time-stamped and sent to me via email BEFORE the due date has passed. If the issue is access to MyUAlbany or Bb, contact the ITS helpdesk to open a ticket: <https://www.albany.edu/its/service-desk.php>. Please plan ahead and do not wait until the last evening to complete your work. Neither the ITS Dept. nor I will be available to help you after hours. If the service interruption is university-wide, the due date will be extended to compensate for the outage.

**Grading Policy:** The cut-offs for the letter grades, and assignment of final grades at the end of the semester will be as follows:

Number of Points Earned out of 1000	Letter Grade	Percentage (%)
> 930	A	>93.0
900-929	A-	90.0-92.9
870-899	B+	87.0-89.9
830-869	B	83.0-86.9
800-829	B-	80.0-82.9
770-799	C+	77.0-79.9
730-769	C	73.0-76.9
700-729	C-	70.0-72.9
670-699	D+	67.0-69.9
640-669	D	64.0-66.9
600-639	D-	60.0-63.9
<599	E	<59.9

Letter grades will be assigned based on the number of points a student earns throughout the semester – NOT the percentage. For example, 925 points does not round to 93%. Grades will be rounded to the nearest tenth of a point (earned points, not percentages), so 0.5 -0.9 points will be rounded up to the next point, and 0.1-0.4 will be rounded down to the nearest point. An A is assigned only to students earning at least 929.5 points. Students are expected to check their posted grades regularly and should not be surprised about their final grade in Bio117. Anyone with a question or concern about their grade is encouraged to attend office hours to discuss their concerns with Dr. Mayerhofer early and often throughout the semester. No additional assignments or bonus points will be given to students on an individualized basis. This would not be fair to other students. **PLEASE DO NOT ASK.**

- a. Grade question deadline: Any discrepancies in the grades posted on Blackboard must be brought to the attention of the instructor no more than 1 week after the grade has been posted. All questions about grades must be submitted in writing (email is fine), and must include the student's name, student ID number, class number, and must indicate the assignment/ exam for which the question is being submitted, along with evidence that the grade was incorrectly recorded in the gradebook, and/or that there is an error in the homework or answer key. A student who sends me an email saying *"There is a problem with #5 because it marked my answer wrong,*

*but I got it right*” should not expect me to search through their quiz to figure out what they meant. You will get the speediest resolution to your concern if you provide me with all the required details right away!

- b. **NOTE:** The last day to drop Bio 117 without receiving a “W” is Tuesday February 1. The last day to withdraw with a “W” or to select the S/U grading option is Monday April 4. If you miss the Drop deadlines and stop participating in the course, you still get an A-E letter grade (probably an E). If you miss the withdrawal date, but have extenuating circumstances that prevent you from completing your course work, you may submit a petition to the Office of Undergraduate Education for late withdrawal from the course: <https://albany.jotform.com/92195576911163>
- c. **Grade Calculator:** An EXCEL document containing a full grade calculator can be found under course materials on Blackboard. Open the Excel sheet and save it locally. The grade calculator can be used to determine current standing at any time during the semester, as well as for final grade calculation. Please fill out this calculator and review it before asking to speak to the professor about your standing in this course. You should not be surprised by your grade in this course at any time. **NOTE:** Blackboard does not calculate your grade, it only records your earned points. Always use the grade calculator to determine your current grade in the class.

### How to contact your professor or TA:

- **Linda Mayerhofer’s Office Hours:** Virtual for the first two weeks of classes: Mon/Wed 11:00 am – 12:30 pm and Tue/Thu 2 – 4 pm in person (Bio108). Access and join the Zoom office hours meeting via Zoom on Blackboard in the Course Information folder. The link will remain the same throughout the semester.
- **TA - Alex Lemus’s Office Hours:** Will be posted on Bb in the Course Information Folder
- **Email:** To expedite email correspondence to Dr. Mayerhofer ([lmayerhofer@albany.edu](mailto:lmayerhofer@albany.edu)) or Alex Lemus ([alemus@albany.edu](mailto:alemus@albany.edu)), please observe the following rules:
  - Use your **UAlbany email address** for all correspondence; other sources may be filtered out. It is also a violation of FERPA for me to discuss course/grade information with you unless it is through your UAlbany email address.
  - Always include your **full name and Student ID**.
  - **Include “Bio117” in the subject line. I teach three different classes in the spring, and so it is important to identify the class you are emailing about.**
  - Due to the high volume of emails I receive, you may expect a reply within two to four business days. If you don’t receive a reply after four days, please resend the email.
  - Please address me as Dr. Mayerhofer.
  - If the email is of high urgency, then label the email as **URGENT**.
  - Please note that you **do not need to email me about your absence from class** unless you are missing an assignment due date and are requesting an extension or make-up. In that case, submit an Absence Accommodation Request form. Otherwise, just complete a participation make-up assignment for each day you miss.
  - All email announcements sent by the instructor will be to your **UAlbany email address**.
  - It is your responsibility to check this email regularly.
  - *Please keep in mind that you will not get an immediate response to your email.* Email responses should not be expected over the weekend, or after 9 pm on weekdays.
  - Do not reply to emails that are sent out to the whole class – these are from a “Do Not Reply” email address. Make sure that you are sending email to [lmayerhofer@albany.edu](mailto:lmayerhofer@albany.edu)

### **Academic Success and Support:**

The Bio117 Nutrition course covers a very large amount of content relatively quickly and students who struggle but do not actively seek help, will quickly fall behind. I enthusiastically encourage you to email me for help with any material that you are not comfortable with!

One of the most important skills you can develop is to learn to **advocate for yourself**. If you are struggling with the course material or are encountering obstacles that are preventing you from focusing on your studies, it is critical for your success to take action **right away** (don't wait until the end of the semester) and contact one or more of these student resources that are available to you. Consider the following options:

- **Visit during my office hours:** First two weeks of class by Zoom: Mon/Wed 11:00 am – 12:30 pm and Tue/Thu 2 – 4 pm, and thereafter in person (Bio108) or other times by appointment via Zoom (schedule via email).
- **Contact the course TA:** Alex Lemus (alemus@albany.edu) can help you with finding course materials on Bb, answering questions about course content or assignments, and any clicker issues you may have (always include your clicker remote ID and student ID). Alex is also the person to contact if you miss an assignment or quiz for a documentable reason. Follow instructions in the Absence Policy section above. Alex's office hours will be posted during the first week of classes.
- **Advising Plus Tutoring:** Sign up through UAlbany Advantage Success Center. Schedule and tutor availability TBA: <https://www.albany.edu/ascplus/> In addition, online tutoring is available with NetTutor. Log into your Bb course home page and click on NetTutor in the Student Resources menu.
- **Other steps you can take to help you improve your grade:**
  - Go to every class, and actively take notes and ask questions. Taking notes by hand has been shown to increase retention of the information. Print out the lecture slides before class, and jot down your notes right on the slides.
  - Study the chapter slides and watch the **greenbox** review videos (links are in the slides).
  - Do the chapter study guide questions posted on Bb.
  - Read the textbook (but don't take extensive notes from the book, because there is way too much detail. Focus on the information that was covered in the class.)
  - Do the end of chapter questions.
  - Plan to dedicate 10 - 15 hours of study time each week for this class. This amount is based on surveys of previous Bio117 students who were successful in the course.

### **Reasonable Accommodation Policy:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center. That office will provide the course instructor with verification of your disability and will recommend appropriate accommodations. *Please notify Dr. Mayerhofer if you are registered with the DRC as soon after the start of the semester as possible so that specific arrangements can be made for completing assignments. Please email me your accommodation letter.*

### **Academic Dishonesty:**

Know and understand the course policies on cheating and plagiarism. The University expects you to be familiar with the standards of academic integrity. The university's academic integrity policies can be found at:

[http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

Please review these carefully so that you do not inadvertently violate the academic integrity standards that all scholars are bound to adhere to. This is especially important during the current times, when students are completing assessments online, and being asked to follow the honor system.

Homework assignments in this course are open book, so you can use your textbook, notes, lecture slides, reading assignments and the internet. I also encourage collaboration between students. If you need help, you can contact the TA (Alex Lemus at [alemus@albany.edu](mailto:alemus@albany.edu)). If you post answers to assignment questions in a chat box or other forum that is accessed by other students in the class or see these answers and use them in your own work, you are guilty of CHEATING and academic dishonesty. The only person this hurts in the long run is you, even if you don't see it that way in the moment. Students who are found to have cheated on their assignments will get a zero for that assignment. Repeated instances of cheating will result in failure of the course and referral to the university's judicial system. Students are expected to adhere to academic integrity standards and cheating will not be tolerated. Students who are found to have cheated on their assignments will get a zero for that assignment. Repeated instances of cheating will result in failure of the course and referral to the university's judicial system.

### **Academic Grievance Policy:**

A student who seeks to dispute a grade or evaluation must initially pursue the matter directly with the faculty member involved. If not satisfactorily resolved directly with the faculty member, a written grievance may be filed with the program/department, or directly with school/college for units that are not departmentalized. Please refer to the undergraduate bulletin for further details on this procedure:

[https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html)

**Campus and Workplace Violence Prevention Policy and Program:** UAlbany is committed to providing a safe learning and work environment for the University's community. The University will respond promptly to threats, acts of violence and acts of aggression by employees, students and/or members of the public against employees and members of the campus community. Please refer to this policy for information about prohibited conduct, personal safety and reporting procedures for violations:

[https://www.albany.edu/hr/assets/Campus\\_Violence\\_Prevention.pdf](https://www.albany.edu/hr/assets/Campus_Violence_Prevention.pdf)

### **Allegations of Unlawful Discrimination and Sexual Harassment Policy and Procedures for Complaints:**

The University at Albany ("University") is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic. [https://www.albany.edu/general-counsel/assets/Sexual\\_Harassment\\_Policy\\_and\\_Procedures\\_Revised\\_6-20014.pdf](https://www.albany.edu/general-counsel/assets/Sexual_Harassment_Policy_and_Procedures_Revised_6-20014.pdf)

**Student Emergency Assistance:** The Coronavirus Aid, Relief, and Economic Security (CARES) Act is a federal effort that includes provisions designed to deliver emergency assistance to students and higher ed. institutions impacted by the coronavirus. Institutions must use at least 50% of the funds received under the CARES Act to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus. Eligible expenses include food, housing, course materials, technology, health care and childcare: <https://www.albany.edu/covid-19/cares-act-grants>

**Your Psychological Health During COVID-19:** It is normal to experience some psychological distress and a range of emotional reactions to an evolving global health situation, such as COVID-19. Some signs of distress may include:

- Difficulty concentrating
- Increased fear, anxiety, worry, or feeling paralyzed or overwhelmed
- Trouble sleeping
- Changes in appetite or eating habits



- Increase in alcohol or other drug use, and/or concerns about your use by friends or family
- Crying, sadness, loss of interest/pleasure
- Feeling hopeless and/or helpless

If your distress is interfering with your relationships, academic, work, or daily life, confidential support is available to you. Contact Counseling and Psychological Services (CAPS) at 518-442-5800 or [consultation@albany.edu](mailto:consultation@albany.edu) to schedule an appointment with a psychologist. Virtual counseling services are available. The CAPS website also contains self-help resources and other valuable information.

**For extenuating circumstances that are preventing you from focusing on your studies or attending class (personal, family, or medical emergency):** Sometimes school can become overwhelming, especially if there are extenuating circumstances (personal, medical, family, financial). Do not wait until the end of the semester to seek help. **Contact me as soon as possible**, so that I can work with you to develop a plan to complete your work. Do not wait until the end of the semester to contact me about the situation, since your options will be limited. I do not generally give incomplete grades except if the student has only one or two assignments or quizzes to make up and has provided documentation for their absence. If you find that you have missed the majority of the work in the class, it is best that you withdraw by the deadline (**February 1**) or petition the Office of Undergraduate Education for a late withdrawal from the course: <https://albany.jotform.com/92195576911163>

Use the resources listed below. That is why we are here!

- Contact the Dean of Undergraduate Education (LC30) to discuss your situation and determine what resources are available to assist you: <https://www.albany.edu/undergraduateeducation/>
- Contact Student Emergency Services for assistance with funds to help you be able to complete your studies if an unforeseen emergency situation or financial hardship arises that is preventing you from completing your work: <https://www.albany.edu/studentaffairs/emergencyfund.shtml>
- Make an email appointment to discuss the situation with your academic advisor. You may need to consider dropping another course, or even dropping Bio1117 this semester.
- Visit the Student Care Service (518) 442-5501 <https://www.albany.edu/ualbanycares/>
- Visit the Counseling Center (518-442-5800) [https://www.albany.edu/counseling\\_center/](https://www.albany.edu/counseling_center/)
- Visit the Disability Resource Center (518-442-5400) <https://www.albany.edu/disability/index.shtml>

**Course Description:** The biological roles of energy, protein, vitamins, and minerals; digestion, absorption, and storage of nutrients, the chemical nature of foods and food processing; assessment of nutritional status; interactions of nutrients and disease; food supplementation and community nutrition.

## Bio117 Spring 2022 – Lecture and Assignment Schedule\*

Module	Lecture Topics	Assignments Due
Module 1: Nutritional Standards and Macronutrient Structure and Function	<ul style="list-style-type: none"> <li>Wellness and Disease Prevention (Ch. 1)</li> <li>Standards of Nutrient Measurement and Analysis (Ch 14)</li> <li>Macronutrient Structure: Carbohydrates, Proteins and Lipids (Ch 2)</li> </ul> <p><i>Classes will be held remotely by Zoom for the first two weeks: 1/24, 1/26, 1/31 and 2/2</i></p>	Textbook Reading: Chapters 1, 2 and 14 Homework 1: due Mon 2/7 Homework 2: due Mon 2/7 Module Quiz 1: Wed 2/9
Module 2: Gastrointestinal Tract and Digestive System Function	<ul style="list-style-type: none"> <li>Digestive System Structure, Macronutrient Digestion, and Role of the Gut Microbiome (Ch 3)</li> <li>Macronutrient Absorption and Metabolism (Ch 4 and 6)</li> <li>GI Disorders (Ch 5)</li> </ul>	Textbook Reading: Chapter 3-6 Homework 3: due Mon 2/28 Homework 4: due Mon 2/28 Module Quiz 2: Wed 3/2
Module 3: Micronutrient Functions	<ul style="list-style-type: none"> <li>Overview of Micronutrients (Ch 8)</li> <li>Antioxidant Functions (Ch 9)</li> <li>Micronutrients in Metabolism (Ch 10 – 11)</li> </ul> <p><i>Mon 3/14 and Wed 3/16: No Class – Spring Break</i></p>	Textbook Reading: Chapters 8 – 11 <b>DIET ANALYSIS 1: due Wed 3/9</b> Homework 5: due Mon 3/28 Homework 6: due Mon 3/28 Module Quiz 3: Wed 3/30
Module 4: Healthy Diet and Fitness	<ul style="list-style-type: none"> <li>Micronutrients for Healthy Tissues (Ch 12)</li> <li>Micronutrient Electrolytes (Ch 13)</li> <li>Achieving a Healthy Diet (Ch 14)</li> <li>Fitness Nutrition (Ch 19)</li> </ul>	Textbook Reading: Chapters 12 – 14, 19 Homework 7: due Homework 8: due Module Quiz 4: Wed 4/20
Module 5: Chronic Disease Prevention and Food Safety	<ul style="list-style-type: none"> <li>Chronic Disease Prevention (Ch 15)</li> <li>Food Technology and Food Systems (Ch 20)</li> </ul>	Textbook Reading: Chapters 15 and 20 Homework 9: due Mon 4/18 Homework 10: due Mon 4/18 <b>DIET ANALYSIS 2: due Wed 4/27</b> Module Quiz 5: Wed 5/4 Optional Quiz 6: Wed 5/11

\*Assignments and due dates can be amended by the instructor at any time. Changes will be posted as announcements on Blackboard which are also emailed to students. Version 1-19-22

The instructional mode for this course is In-Person but for **the first two weeks (January 24 – Feb 2) class will be held remotely via Zoom at the scheduled class time.** Join the Zoom meeting by clicking on the link in the Bio117 Blackboard course site. Use your single sign-on (SSO) credentials (your UAlbany NetID and password) to log in.

The course can also pivot to online in response to UAlbany COVID-19 guidelines. Students are expected to follow all university regulations with respect to COVID-19 health and safety protocols:

<https://www.albany.edu/covid-19>



**ABIO130 Introductory Biology I – Molecular and Cell Biology  
Spring 2022, Course # 8469  
January 24 – May 3, 2022**

**No Prerequisites**

**Time: Tue and Thu 12:00 – 1:20 pm**

**Location/Mode of Instruction:**

**1/25 – 2/3 Online Synchronous via Zoom**

**2/8 – 5/3 In-Person, LC25**

**Instructor: Linda Mayerhofer, PhD**

**Email: [lmayerhofer@albany.edu](mailto:lmayerhofer@albany.edu)**

**Zoom Office Hours: Mon/Wed 11:00 am - 12:30 pm,**

**Tue/Thu 2:30 – 4:00 pm, and other times by appointment**

**Teaching Assistant (TA): Alex Lemus, Email: [alemus@albany.edu](mailto:alemus@albany.edu)**

**General Education Course: DP-NATSCI**

**Grading: A-E**

**Credits: 3.0**

**Catalog Course Description:** The two-semester sequence of introductory biology offers a comprehensive survey of the structures and functions common to all living systems at the molecular, cellular, organismal, and population levels. The Bio130 course emphasizes biochemistry, cell biology, molecular biology and genetics, diversity, and phylogeny. The Bio131 course emphasizes anatomy and physiology, developmental biology and genetics, evolution, ecology, biodiversity and bioconservation. This course may not be taken for credit by students who have credit for A BIO 111. Prerequisite: None

**Detailed Course Description and Learning Objectives:** This introductory level course will cover a wide range of topics designed to introduce students to many biological concepts. As the first course in the introductory biology sequence, we will begin at the molecular and subcellular level, and move to the structure and function of cells and their components. We will focus on the common structures and processes of all organisms, including humans. We will study how plants and animals grow and obtain energy, how they interact with their environment, and how they store, access, and transmit information from one generation to the next. We will explore the features of eukaryotic and prokaryotic cells and how they interact with their environment. We will also discuss the scientific method and its applications in the investigation of the biological world.

**Course Background:** This course fulfills a General Education requirement for Natural Sciences. Students will learn fundamental concepts and principles in biology, and they will be able to make more informed decisions about contemporary scientific issues. Bio 130 is a pre-requisite for Bio 131 and Bio 201 (lab course), a pre-requisite for all majors' Biology courses, and a requirement for many UAlbany degree programs. If you are transferring credits for a different General Biology course from another school, please check with your advisor to determine whether you should register for this course.

**Required Course Materials:**

**Textbook:** Your textbook for this class is available for free online in web view or PDF! Biology 2e from OpenStax, Print ISBN 1947172514, Digital ISBN 1947172522.

[www.openstax.org/details/books/biology-2e](http://www.openstax.org/details/books/biology-2e)

If you prefer, you can also get a print version at a very low cost via the campus bookstore or from OpenStax on Amazon.com for \$52. Biology, 2e (Open Education Resource - OER) by Mary Ann Clark, Jung Choi, and Matthew Douglas. OpenStax (Editor and Publisher), 2018. ISBN: 9781947172517

**iClicker2:** The clicker is required and will be used at every in-person class for attendance and participation. You can purchase a new or used clicker at the campus bookstore (ISBN: 9781498603041) or through online retailers. Make sure to purchase the iClicker2, since earlier versions are not supported. If you buy a used clicker, please be sure to follow the re-set directions before you register it on Blackboard at the start of classes.

**Blackboard, Zoom and Technology Requirements:** The instructional mode for this course is in-person but the first two weeks of class will be online-synchronous via Zoom.

All classes, course resources, assignments and announcements will be available through Blackboard (Bb) so please familiarize yourself with the Bb course set up at the start of the semester to be sure that you can access all materials and assignments <https://blackboard.albany.edu>. Use the table of contents feature to navigate within module folders.

Download the UAlbany Zoom: [albany.zoom.us](http://albany.zoom.us). When signing in, always use your UAlbany single-sign-on (SSO) credentials: **NetID and password**. By using your UAlbany SSO, you will bypass the waiting room and immediately enter the meeting.

When logging into a Bio130 Zoom meeting (for office hours, or synchronous-online class meetings, first log into the Bio130 Blackboard course site, then click on the Zoom link in the upper left navigation panel.

To avoid technical issues that may interfere with completion or submission of your assignments, I recommend that you work on a **computer or laptop** rather than a mobile phone or tablet. Please identify your technology needs *before the start* of the semester. If you do not have the required access or technology, you may apply for assistance via:

- <https://www.albany.edu/covid-19/teaching-learning/resources-students>
- <https://www.albany.edu/studentaffairs/emergencyfund.shtml>
- <https://www.albany.edu/covid-19/cares-act-grants>

**VPN Set-up for Remote Access to Campus Network:** The University at Albany provides remote access service via a Virtual Private Network (VPN) for faculty, staff, and students. When connected to the VPN, information is securely transmitted to the campus network. This service allows faculty, staff, and students to access University resources from off-campus connections.

<https://wiki.albany.edu/display/public/askit/VPN+GlobalProtect+Service>

**Announcements:** will be made frequently and are posted on Blackboard. They are automatically emailed to you via your UAlbany email. Please check your UAlbany email frequently so that you will be aware of any changes or new course information. **You are responsible for being aware of current information and deadlines that have been posted on Blackboard.** I will always try to give as much notice as possible for any changes.

**Please carefully read and refer to the UAlbany Preparing for Spring 2022 Documents:**

<https://www.albany.edu/covid-19/health-safety/spring-2022-arrival>

**How You Will Be Evaluated in This Course:** The course is based on 1000 points total, and your final grade will be determined as follows:

Item	Total points = 1000
Case studies:	200 points (9 @ 25 points each, complete eight or drop the lowest score)
Interactive assignments:	200 points (9 @ 25 points each, complete eight or drop the lowest score)
Quizzes:	500 points (6 quizzes @ 100 points each, complete five or drop the lowest score)
Participation:	100 points (28 classes, 4 points per class attended, drop three absences, or get those points as extra credit for attendance). Participation points can be earned through clicker attendance or by completing Blackboard participation assignments.

**Overview of Course Activities and Expectations:**

**1. Active Learning:** Students in the Intro Bio class should be prepared to be active learners. All resources required for completing your assignments and quizzes (including textbook, slides, videos, articles, etc.) are posted on Bb. You are expected to attend class (whether in-person or via Zoom), work through the topics and assignments of each module and submit assignments by the due dates. I encourage you to seek help when you need it for any reason. Ask questions after class, during office hours, or meet with a tutor.

**2. Assigned Reading:** The assigned readings are from the textbook chapters or from alternative sources (short videos or news articles, etc.). Students are expected to have read the textbook chapter in advance of completing the assignments. Most reading should occur during the first week of the module, so that you have the necessary knowledge to begin the assignments that are due at the end of the module. Any assigned materials that are not from the textbook will be provided on Blackboard as links or pdf files.

**3. Assignments:** The following will be assigned on the first Tuesday of each module and be due on the last Tuesday of the module (modules average about 6 classes, or three weeks each). Late assignments will have a 25% deduction for 1 – 7 days late, and no credit will be given after 7 days. Extensions for completing assignments will only be considered if a student provides valid documentation for why the assignment could not be completed by the due date (illness or emergency – see policy below). Since you have about two weeks to work through the material of each module, it is important for you to develop a work schedule for your assignments so that you are not completing them all on the due date. This is inevitably when technical issues or other emergencies come up, so it’s best not to leave things until the last minute.

**a. Case study assignments (200 points):** For every module (except module 5) there are two case studies that are based on topics that have been covered in class. The case studies are a way for students to extend and apply the knowledge they have obtained in class to real-life examples. For each case study, students

will be asked to read background information or watch a video before completing the case study worksheet. Then, students will complete the assignment by answering assessment questions on Blackboard. Students are required to complete 8 of the 9 assigned case studies (25 points each), and so the lowest score will be dropped. Students get **three** attempts at completing these questions, and the highest score is counted.

**b. Interactive media assignments (200 points):** For every module (except module 5) there are two interactive media assignments that are based on topics that have been covered in class. These assignments consist of short films with accompanying worksheets, or click-and-learn activities, and are a way for students to extend and apply the knowledge they have obtained in class to real-life examples. Students will be asked to complete the activity first and then answer assessment questions on Blackboard. Students are required to complete 8 of the 9 interactive media assignments (25 points each), and so the lowest score will be dropped. Students get **three** attempts at completing these questions, and the highest score is counted.

**c. Module content assessment quizzes (500 points):** For every module, a 20-question multiple-choice quiz will be given online on Blackboard. The questions will be on the topics that were covered in the lectures (about 5 questions per chapter). There are five module quizzes @ 100 points each. Quizzes will be available from 3:00 pm Thu until 11:59 pm Fri, and you will have 90 minutes to complete the quiz once you start it. The quiz questions are drawn from a question pool, so each student will get different questions. For each question, you must submit your answer before going on to the next question, and you cannot return to a previously submitted question. Students have two attempts to take the quiz and the higher score will be counted.

An optional sixth quiz will be given online during finals (on May 10) and can be taken by students who wish to have one of the previous five quizzes dropped (the lowest score quiz). Students who are happy with their first five quizzes do not need to take the sixth quiz. Quiz 6 will be cumulative and can contain material from any chapter covered during the semester. A focus topic study guide will be posted.

Late quizzes submitted after the due date will be graded with a late penalty (25% off for 1 – 7 days late, 0% credit after 7 days) unless the student has a documented reason for their absence or inability to complete the assignment **BY THE DUE DATE** and has communicated with the instructor or TA to request an extension as detailed in the absence policy above. Please **DO NOT ASK** for an extension unless you have documentation for your absence/inability to complete your work.

**d. Participation (100 points):** Students earn 4 points for every class attended up to 25 classes, with three allowed absences (students attending more than 25 classes can earn those points as extra credit.) Participation and attendance during class will be assessed through 1) clicker responses or 2) completion of participation assignments on Blackboard. If you miss a synchronous-online or in-person class for **ANY** reason, you can still earn participation points by completing the online participation assignment posted on Blackboard. There are multiple participation assignments per module, so you can complete one for each class you miss. Students cannot receive credit for more than 28 attendances, so the maximum number of earnable participation points is 112.

**4. Absence policy:** Students are expected to attend class (online-synchronous or in-person) and submit assignments by the due date.

**a. If you are absent from class for ANY reason,** make up the participation points by completing a participation assignment on Blackboard for each class you miss (due dates for these will be indicated).

You do not need to email me or provide documentation for your absence, and it is your responsibility to keep up with the material covered in class.

**b. If you are absent from class during the 24 hour period before a homework or quiz is due and are unable to submit the work on time**, you can request an extension for completing the assignment by doing the following:

- 1) obtain absence documentation that includes a date range that covers the 24 hours before the due date: (doctor's note for personal or family illness or emergency, absence for religious observance, court date, surgery date, military training orders, athletic events, etc.) You may block out any private information or test results in these documents – I am only interested in the dates.
- 2) complete the Absence Accommodation Request Form: download from Blackboard Course Information folder; include a list of assignments missed, your return to classes date, and the new date that assignments are to be submitted (within one week of your return to classes)
- 3) email the form and documentation to Alex Lemus (Teaching Assistant) at [alemus@albany.edu](mailto:alemus@albany.edu), preferably **before or on** the assignment or quiz due date.

Submit the missed assignment or quiz within one week of your stated return to classes date. Failure to do so within the time extension period will result in a grade of zero for the assignment in question, and there will be no further option to earn credit for that assignment. Accommodation requests submitted more than one week after the initial due date of the assignment or quiz will NOT be considered.

**c. What if you don't have documentation for your absence?** Since students are allowed to drop their lowest case study grade, the lowest interactive media grade, and the lowest quiz grade, extension requests for assignments and quizzes will *only* be considered for valid documentable reasons as stated in (b) above. Please do not ask for an extension to complete an assignment or quiz unless you have a documentable reason and fill out the form.

If your emergency (illness, mental health difficulties, family, or housing issues, etc.) is likely to result in intermittent or extended absence from class (more than one week), it is important that you communicate with me promptly and attempt to obtain documentation. For absences of more than one week, please also inform the Office of Undergraduate Education (LC30) to discuss your situation and determine what resources are available to assist you: <https://www.albany.edu/undergraduateeducation/> They will send out an email to all your professors to let them know your absence dates. Do not wait until the end of the semester to tell me or the OUE about a problem that has been going on all semester, since your options at that point will be limited.

**Work conflicts:** Extensions will not be granted for work schedule conflicts.

**Technology issues:** If you experience a technology issue or loss of power/internet that results in your inability to submit an assignment on time, the outage must be documented via screenshot, time-stamped and sent to me via email BEFORE the due date has passed. If the issue is access to MyUAlbany or Bb, contact the ITS helpdesk to open a ticket: <https://www.albany.edu/its/service-desk.php>. Please plan ahead and do not wait until the last evening to complete your work. Neither the ITS Dept. nor I will be available to help you after hours. If the service interruption is university-wide, the due date will be extended to compensate for the outage.



**Grading Policy:** The cut-offs for the letter grades, and assignment of final grades at the end of the semester will be as follows:

Number of Points Earned out of 1000	Letter Grade	Percentage (%)
> 930	A	>93.0
900-929	A-	90.0-92.9
870-899	B+	87.0-89.9
830-869	B	83.0-86.9
800-829	B-	80.0-82.9
770-799	C+	77.0-79.9
730-769	C	73.0-76.9
700-729	C-	70.0-72.9
670-699	D+	67.0-69.9
640-669	D	64.0-66.9
600-639	D-	60.0-63.9
<599	E	<59.9

a. Letter grades will be assigned based on the **number of points** a student earns throughout the semester – NOT the percentage. For example, 925 points does not round to 93%. Grades will be rounded to the nearest tenth of a point (earned points, not percentages), so 0.5 -0.9 points will be rounded up to the next point, and 0.1-0.4 will be rounded down to the nearest point. An A is assigned only to students earning at least 929.5 points. Students are expected to check their posted grades regularly and should not be surprised about their final grade in Bio130. A grade calculator spreadsheet will be posted so students can calculate their grade at any time during the semester. Anyone with a question or concern about their grade is encouraged to attend office hours to discuss their concerns with Dr. Mayerhofer early and often throughout the semester. **No additional assignments or bonus points will be given to students on an individualized basis. This would not be fair to other students. No exceptions. PLEASE DO NOT ASK.**

b. Grade question deadline: Any discrepancies in the grades posted on Blackboard must be brought to the attention of the instructor no more than one week after the grade has been posted. All questions about grades must be submitted in writing (email is fine), and must include the student's name, student ID number, class number or section, and must indicate the assignment/exam for which the question is being submitted, along with evidence that the grade was incorrectly recorded in the gradebook, and/or that there is an error in the homework or answer key. A student who sends me an email saying *"There is a problem with #5 because it marked my answer wrong, but I got it right"* should not expect me to search through their quiz to figure out what they meant. You will get the speediest resolution to your concern if you provide me with all the required details right away!

c. **NOTE:** The last day to drop Bio 130 without receiving a “W” is Tuesday February 1. The last day to withdraw with a “W” or to select the S/U grading option is Monday April 4. If you miss the drop deadline and stop participating in the course, you still get an A-E letter grade (probably an E). If you miss the withdrawal date, but have extenuating circumstances that prevent you from completing your course work, you may submit a petition to the Office of Undergraduate Education for late withdrawal from the course: <https://albany.jotform.com/92195576911163>

- a. **d. Grade Calculator:** An EXCEL document containing a full grade calculator can be found under course materials on Blackboard. Open the Excel sheet and save it locally. The grade calculator can be used to determine current standing at any time during the semester, as well as for final grade calculation. Please fill out this calculator and review it before asking to speak to the professor about your standing in this course. You can save the filled in grade calculator and have an IBASS or BIO-MAS tutor check it for you or email it to me and I will check it with you during office hours. You should not be surprised by your grade in this course at any time. **NOTE:** Blackboard does not calculate your grade, it only records your earned points. Always use the grade calculator to determine your current grade in the class.

### **How to contact your professor or TA:**

- **Linda Mayerhofer’s Office Hours:** Virtual for the first two weeks of classes: Mon/Wed 11:00 am – 12:30 pm and Tue/Thu 2 – 4 pm in person (Bio108). Access and join the Zoom office hours meeting via Zoom on Blackboard in the Course Information folder. The link will remain the same throughout the semester.
- **TA - Alex Lemus’s Office Hours:** Will be posted on Bb in the Course Information Folder during the first week of classes.
- **Email:** To expedite email correspondence to Dr. Mayerhofer ([lmayerhofer@albany.edu](mailto:lmayerhofer@albany.edu)) or Alex Lemus ([alemus@albany.edu](mailto:alemus@albany.edu)), please observe the following rules:
  - Use your **UAlbany email address** for all correspondence; other sources may be filtered out. It is also a violation of FERPA for me to discuss course/grade information with you unless it is through your UAlbany email address.
  - Always include your **full name and Student ID**.
  - **Include “Bio130” in the subject line. I teach three different classes in the spring, and so it is important to identify the class you are emailing about.**
  - Due to the high volume of emails I receive, you may expect a reply within two to four business days. If you don’t receive a reply after four days, please resend the email.
  - Please address me as Dr. Mayerhofer.
  - If the email is of high urgency, then label the email as **URGENT**.
  - Please note that you **do not need to email me about your absence from class** unless you are missing an assignment due date and are requesting an extension or make-up. In that case, submit an Absence Accommodation Request form. Otherwise, just complete a participation make-up assignment for each day you miss.
  - All email announcements sent by the instructor will be to your **UAlbany email address**.
  - It is your responsibility to check this email regularly.
  - *Please keep in mind that you will not get an immediate response to your email.* Email responses should not be expected over the weekend, or after 9 pm on weekdays.
  - Do not reply to emails that are sent out to the whole class – these are from a “Do Not Reply” email address. Make sure that you are sending email to [lmayerhofer@albany.edu](mailto:lmayerhofer@albany.edu)

### **Academic Success and Support:**

General Biology I and II both cover a very large amount of content relatively quickly and students who struggle but do not actively seek help, will quickly fall behind. I enthusiastically encourage you to email me for help with any material that you are not comfortable with!

One of the most important skills you can develop is to learn to **advocate for yourself**. If you are struggling with the course material or are encountering obstacles that are preventing you from focusing on your studies, it is critical for your success to take action **right away** (don't wait until the end of the semester) and contact one or more of these student resources that are available to you. Consider the following options:

- **Visit during my office hours:** First two weeks of class by Zoom: Mon/Wed 11:00 am – 12:30 pm and Tue/Thu 2 – 4 pm, and thereafter in person (Bio108) or other times by appointment via Zoom (schedule via email).
- **Contact the course TA:** Alex Lemus (alemus@albany.edu) can help you with finding course materials on Bb, answering questions about course content or assignments, and any clicker issues you may have (always include your clicker remote ID and student ID). Alex is also the person to contact if you miss an assignment or quiz for a documentable reason. Follow instructions in the Absence Policy section above. Alex's office hours will be posted during the first week of classes.
- **Introductory Biology Academic Support Service (IBASS) Center:** In addition to faculty office hours, General Biology students also have access to the Introductory Biology Academic Support Service (IBASS), located in the Biology Building Room 253. This tutoring center is specifically for Intro Bio students, and tutors will be available to answer your questions during the center's open hours (to be posted). IBASS provides **FREE** academic support. You can **DROP IN** any time during the center's open hours, and **no appointment is necessary** to meet with a tutor. There are also computers, textbooks, study desks and other resources available for you, along with the opportunity to meet and study with other students in your class.
- **Biology Mentoring for Academic Success (Bio-MAS):** Students who are having difficulty may request or be assigned a **peer mentor** to help them **one-on-one**. Peer mentors will help you develop and improve your biology study strategies, time management and organizational skills. Email the instructor to request placement with a mentor. Capacity is limited, so you may be placed on a waiting list until there is a peer mentor available to meet with you.
- **Advising Plus Tutoring:** Sign up through UAlbany Advantage Success Center. Schedule and tutor availability TBA: <https://www.albany.edu/ascpplus/> In addition, online tutoring is available with NetTutor. Log into your Bb course home page and click on NetTutor in the Student Resources menu.
- **Other steps you can take to help you improve your grade:**
  - Go to every class, and actively take notes and ask questions. Taking notes by hand has been shown to increase retention of the information. Print out the lecture slides before class, and jot down your notes right on the slides.

- Step up your studying time and strategy. Get help from the IBASS tutors with setting up a study plan schedule and quiz prep checklist. Review the recommended study methods posted on Blackboard.
- Study the chapter slides and watch the **greenbox** review videos (links are in the slides).
- Do the chapter study guide questions posted on Bb.
- Read the textbook (but don't take extensive notes from the book, because there is way too much detail. Focus on the information that was covered in the class.)
- Go to the IBASS center for tutoring help!
- Do the end of chapter questions.
- Plan to dedicate 17-20 hours of study time each week for this class. This amount is based on surveys of previous Bio130 students who were successful in the course.

### **Reasonable Accommodation Policy:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center. That office will provide the course instructor with verification of your disability and will recommend appropriate accommodations. *Please notify Dr. Mayerhofer if you are registered with the DRC as soon after the start of the semester as possible so that specific arrangements can be made for completing assignments. Please email me your accommodation letter.*

### **Academic Dishonesty:**

Know and understand the course policies on cheating and plagiarism. The University expects you to be familiar with the standards of academic integrity. The university's academic integrity policies can be found at: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html). Please review these carefully so that you do not inadvertently violate the academic integrity standards that all scholars are bound to adhere to. This is especially important during the current times, when students are completing assessments online, and being asked to follow the honor system.

Homework assignments in this course are open book, so you can use your textbook, notes, lecture slides, reading assignments and the internet. I also encourage collaboration between students. If you need help, you can go to the IBASS tutoring center. If you post answers to assignment questions in a chat box or other forum that is accessed by other students in the class or see these answers and use them in your own work, you are guilty of CHEATING and academic dishonesty. The only person this hurts in the long run is you, even if you don't see it that way in the moment. Students who are found to have cheated on their assignments will get a zero for that assignment. Repeated instances of cheating will result in failure of the course and referral to the university's judicial system.

Quizzes given in class are closed book. Students are expected to adhere to academic integrity standards and cheating will not be tolerated. Students who are found to have cheated on their assignments will get a zero for that assignment. Repeated instances of cheating will result in failure of the course and referral to the university's judicial system.

### **Academic Grievance Policy:**

A student who seeks to dispute a grade or evaluation must initially pursue the matter directly with the faculty member involved. If not satisfactorily resolved directly with the faculty member, a written grievance may be filed with the program/department, or directly with school/college for units that are not

departmentalized. Please refer to the undergraduate bulletin for further details on this procedure:  
[https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html)

**Campus and Workplace Violence Prevention Policy and Program:** UAlbany is committed to providing a safe learning and work environment for the University's community. The University will respond promptly to threats, acts of violence and acts of aggression by employees, students and/or members of the public against employees and members of the campus community. Please refer to this policy for information about prohibited conduct, personal safety and reporting procedures for violations:  
[https://www.albany.edu/hr/assets/Campus\\_Violence\\_Prevention.pdf](https://www.albany.edu/hr/assets/Campus_Violence_Prevention.pdf)

**Allegations of Unlawful Discrimination and Sexual Harassment Policy and Procedures for Complaints:** The University at Albany ("University") is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.  
[https://www.albany.edu/general-counsel/assets/Sexual\\_Harassment\\_Policy\\_and\\_Procedures\\_Revised\\_6-20014.pdf](https://www.albany.edu/general-counsel/assets/Sexual_Harassment_Policy_and_Procedures_Revised_6-20014.pdf)

**Student Emergency Assistance:** The Coronavirus Aid, Relief, and Economic Security (CARES) Act is a federal effort that includes provisions designed to deliver emergency assistance to students and higher ed. institutions impacted by the coronavirus. Institutions must use at least 50% of the funds received under the CARES Act to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus. Eligible expenses include food, housing, course materials, technology, health care and childcare: <https://www.albany.edu/covid-19/cares-act-grants>

**Your Psychological Health During COVID-19:** It is normal to experience some psychological distress and a range of emotional reactions to an evolving global health situation, such as COVID-19. Some signs of distress may include:

- Difficulty concentrating
- Increased fear, anxiety, worry, or feeling paralyzed or overwhelmed
- Trouble sleeping
- Changes in appetite or eating habits
- Increase in alcohol or other drug use, and/or concerns about your use by friends or family
- Crying, sadness, loss of interest/pleasure
- Feeling hopeless and/or helpless

If your distress is interfering with your relationships, academic, work, or daily life, confidential support is available to you. Contact Counseling and Psychological Services (CAPS) at 518-442-5800 or [consultation@albany.edu](mailto:consultation@albany.edu) to schedule an appointment with a psychologist. Virtual counseling services are available. The CAPS website also contains self-help resources and other valuable information.

**For extenuating circumstances that are preventing you from focusing on your studies or attending class (personal, family, or medical emergency):** Sometimes school can become overwhelming, especially if there are extenuating circumstances (personal, medical, family, financial). Do not wait until

the end of the semester to seek help. **Contact me as soon as possible**, so that I can work with you to develop a plan to complete your work. Do not wait until the end of the semester to contact me about the situation, since your options will be limited. I do not generally give incomplete grades except if the student has only one or two assignments or quizzes to make up and has provided documentation for their absence. If you find that you have missed the majority of the work in the class, it is best that you withdraw by the deadline (**April 4**) or petition the Office of Undergraduate Education for a late withdrawal from the course: <https://albany.jotform.com/92195576911163>

Use the resources listed below. That is why we are here!

- Contact the Dean of Undergraduate Education (LC30) to discuss your situation and determine what resources are available to assist you: <https://www.albany.edu/undergraduateeducation/>
- Contact Student Emergency Services for assistance with funds to help you be able to complete your studies if an unforeseen emergency situation or financial hardship arises that is preventing you from completing your work: <https://www.albany.edu/studentaffairs/emergencyfund.shtml>
- Make an email appointment to discuss the situation with your academic advisor. You may need to consider dropping another course, or even dropping Bio130 this semester.
- Visit the Student Care Service (518) 442-5501 <https://www.albany.edu/ualbanycares/>
- Visit the Counseling Center (518-442-5800) [https://www.albany.edu/counseling\\_center/](https://www.albany.edu/counseling_center/)
- Visit the Disability Resource Center (518-442-5400) <https://www.albany.edu/disability/index.shtml>

## Bio130 Spring 2022 – Lecture Schedule and Assignments Overview\*

Module	Assigned Textbook Chapters	Assignments to Be Completed on Blackboard
<p><b>Module 1:</b></p> <p><i>Classes will be held remotely by Zoom for the first two weeks: 1/25, 1/27, 2/1 and 2/3</i></p>	<p>1 – Intro to Biology 2 – Chemistry of Life 3 – Biological Macromolecules 4 – Cell Structure and Function</p>	<p><b>Module 1 Assignments due: Tue 2/8</b></p> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>• What Happened to Beau? A Case Study of Protein Structure (Ch 3)</li> <li>• A Different Kind of Stress: A Case Study of Organelle Function and Protein Trafficking (Ch 4)</li> </ul> <p><u>Interactive Media:</u></p> <ul style="list-style-type: none"> <li>• The Beak of the Finch (Ch 1)</li> <li>• Antifreeze Proteins in Antarctic Icefish (Ch 2)</li> </ul> <p><b>Module Quiz 1 (Ch 1 – 4): Thu 2/10 online, due Fri 2/11</b></p>
<p><b>Module 2:</b></p>	<p>5 – Cell Membranes 6 – Metabolism and Energy 7 – Cellular Respiration 8 - Photosynthesis</p>	<p><b>Module 2 Assignments due: Tue 3/1</b></p> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>• Osmosis is Serious Business: A Case Study of the Effect of Hypertonic and Hypotonic Solutions on Plant and Animal Cells (Ch 5)</li> <li>• The Mystery of the Seven Deaths: A Case Study of Cellular Respiration (Ch 7)</li> </ul> <p><u>Interactive Media:</u></p> <ul style="list-style-type: none"> <li>• Enzyme Function – BCR-ABL Click and Learn: Cancer Treatment with Enzyme Inhibitor (Ch 6)</li> <li>• Photosynthesis Interactive Video (Ch 8)</li> </ul> <p><b>Module Quiz 2 (Ch 5 – 8): Thu 3/3 online, due Fri 3/4</b></p>
<p><b>Module 3:</b></p> <p><i>Tue 3/15 and Thu 3/17: No Class – Spring Break</i></p>	<p>10 – Mitosis and Cell Reproduction 11 – Meiosis and Sexual Reproduction 12 – Mendelian Inheritance Patterns 13 – Chromosomes and Inheritance</p>	<p><b>Module 3 Assignments: due Tue 3/29</b></p> <p><u>Interactive Media:</u></p> <ul style="list-style-type: none"> <li>• Cell Cycle and Cancer Interactive Click and Learn (Ch 10)</li> <li>• Natural Selection in Humans: Malaria and the Sickle Cell Mutation (Ch 11)</li> </ul> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>• Evolution of Human Skin Color: A Case Study of Natural Selection (Ch 12)</li> <li>• A Case Study of Gender and Chromosomal Sex (Ch 13)</li> </ul> <p><b>Module Quiz 3 (Ch. 10-13): Thu 3/31 online, due Fri 4/1</b></p>
<p><b>Module 4:</b></p>	<p>14 – DNA Structure and Function 15 – Genes and Proteins 16 – Gene Expression</p>	<p><b>Module 4 Assignments due: Tue 4/19</b></p> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>• The Sound of DNA: A Case Study of DNA Structure and Function (Ch 14)</li> <li>• Natural Selection in the Rock Pocket Mouse: A Case Study of Mutations, Genes and Proteins (Ch 15)</li> </ul> <p><u>Interactive Media:</u></p> <ul style="list-style-type: none"> <li>• Evolving Switches, Evolving Bodies (Ch 16)</li> </ul>

		<ul style="list-style-type: none"> <li>Lactase Persistence - How Human Culture Affected the Evolution of This Trait (Ch 16)</li> </ul> <p><b>Module Quiz 4 (Ch. 14-16): Thu 4/21 online, due Fri 4/22</b></p>
<b>Module 5:</b>	17 – Biotechnology and Genomics	<p><b>Module 5 Assignments due: Tue 5/3</b></p> <p><u>Case Studies:</u></p> <ul style="list-style-type: none"> <li>Gene Editing with CRISPR-Cas9 (Ch 17)</li> </ul> <p><u>Interactive Media:</u></p> <ul style="list-style-type: none"> <li>Biology of SARS-CoV2 Click and Learn (Ch 17)</li> </ul> <p><b>Module 5 Quiz (Ch. 17 and 20): Tue 5/3 online due Wed 5/4</b></p> <p><b>Optional Quiz 6: Wed 5/11 online, due Thu 5/12</b></p>

\*Assignments and due dates can be amended by the instructor at any time. Changes will be posted as announcements on Blackboard which are also emailed to students. Version 1-19-22

The instructional mode for this course is In-Person but for **the first two weeks (January 24 – Feb 3) class will be held remotely via Zoom at the scheduled class time.** Join the Zoom meeting by clicking on the link in the Bio117 Blackboard course site. Use your single sign-on (SSO) credentials (your UAlbany NetID and password) to log in.

The course can also pivot to online in response to UAlbany COVID-19 guidelines. Students are expected to follow all university regulations with respect to COVID-19 health and safety protocols:  
<https://www.albany.edu/covid-19>



## **Frequently Asked Questions and Answers:**

**Question:** *Where can I access the materials for the course?*

**Answer:** All course resources and assignments are posted on Blackboard. There are five modules in the course, and each is organized in the same way. On Bb, click on Course Materials, then click on the Module folder to find the following materials:

### **Lecture Slides:**

Pre-lecture and post lecture slides saved as PowerPoint and pdf files.

Recorded video of lectures

### **Assignments:**

Case Studies – There are two case studies per module, and each case study folder contains a worksheet, additional readings or videos, and an assessment assignment. To earn points for the assignment, complete and submit the questions that are in the “Do This Assessment...” Assignment. The worksheets and any other files in the folder are for you to learn the material, but these are not meant to be submitted.

Interactive Media - There are two interactive media assignments per module, and each interactive media folder contains a link to a video or click and learn activity along with an assessment assignment. To earn points for the assignment, complete and submit the questions that are in the “Do This Assessment...” Assignment. The worksheets and any other files in the folder are for you to learn the material, but these are not meant to be submitted.

Make-up Assignments – IF you are absent on a day when homeworks or a quiz are due, and have submitted an Absence Accommodation Request Form, you can do the assignments and receive credit according to the extension you stated in the form. Students who submit late assignments without absence accommodation will have a late penalty applied to their scores as per the syllabus.

### **Study Resources:**

Chapter study questions – Use these study questions to guide your preparation for the module quizzes. Work through the textbook and lecture slides to find answers to these questions, and if you write them out, they will be a great study outline for you to review.

Review videos – Videos on key topics are posted for each chapter. Additional links to review videos are given in the lecture slides. These videos are meant to reinforce or supplement material covered in class.

Once a module has opened, you will have continuous access to that module’s resources and assignments for the duration of the course. Any additional materials that are added during the course will be posted by date and announced on Blackboard. Take the time to familiarize yourself with the Bb course set up and make sure you know where to access the assignments! There is a bit of a learning curve to Bb, but once you have it figured out, all the modules are set up the same way!

**Question:** *The first quiz is approaching. What should I study?*

**Answer:** Read all the reading assignments in the textbook, study (learn and understand) the chapter slides, review the study guide questions and your own notes. Practice explaining the material on the lecture slides, or sketch diagrams (for example cell structure or mitosis) to practice your mastery of the topic. Make a study guide to help you review the material.

**Question:** *The textbook chapter is very long and there is a lot that the instructor did not cover. Am I still responsible for all of that information?*

**Answer:** Yes. You are responsible for reading the textbook, and understanding the topics presented in the lecture. Generally, if the topics are covered on the lecture slides, then you are responsible for that material in the textbook. If the textbook topic is never mentioned in class or in the lecture slides, then there will not be questions about it in the assignments or quizzes.

**Question:** *I got 16/20 questions right on the quiz. Is that an A, B, C or what?*

**Answer:** If you want to know what letter grade your current score represents, divide the number of correct questions (16) by the total number of questions (20). Then multiply by 100 to get the percent and look this up on the grade cut-off table above. Example:  $16/20 = 0.80$   $0.80 \times 100 = 80\%$   $80\% = B-$

**Question:** *I did poorly on the first quiz and earned only 60 points out of 100. What grade is this and what should I do?*

**Answer:** Each question on the quiz is worth 5 points, so a 60 means that you got 12 questions right out of 20, and your score is 60/100 (60%) and is a D-. What this means is that you missed the opportunity to earn 60 points toward your final grade (out of 1000 points). You can still earn enough points in the rest of the course to get a good final grade, but only if you improve your performance dramatically.

**Question:** *How much time should I devote to studying for this course?*

**Answer:** In addition to attending class, my suggestion is that you devote time each week to: a) read the assigned readings in the textbook and watch the videos (~3-4 hours), b) answer the study guide questions (~2-3 hours), c) view and learn from the module chapter slides, make study notes (~ 8 hours), d) do old quiz questions for each assigned chapter for practice (~2-3 hours), and do the assignments (~2-3 hours). Thus, the total estimated weekly time needed to be successful in this class is about 17-20 hours. Any less than this will likely not yield satisfactory results.

**Question:** *I did not understand the material covered in the chapter slides. What should I do?*

**Answer:** 1) Refer to the section of the textbook that covers this same topic and read it carefully. Sometimes the textbook may offer alternative ways of explaining the same concepts, so using both resources is helpful.

2) Watch the assigned Bozeman.org biology videos posted in the lecture slides (greenbox videos) or in the Review videos folder on Blackboard for most of the topics covered in class. Find other videos on YouTube such as Khan Academy or Crash Course Biology on the topics that you have trouble with.

3) Contact the instructor to arrange for Zoom office hours meeting with your instructor or TA or ask questions by email.

4) Visit the IBASS center and meet with a tutor to go over your questions. It will be most useful if you prepare a list of questions and have spent some time reviewing the material/watching videos on the topics that you have questions about.

4) Get tutoring help from the academic support center: <https://www.albany.edu/advisement/>

*Question: I missed an assignment or quiz. Can I take a make-up or get an extension to complete the work?*

**Answer:** To be eligible to make up an assignment past the due date, dated documentation will be required that is valid from 24 hours prior and through the due date of the assignment or quiz. If you are eligible for a make-up, email the **Absence Accommodation Request form** to the TA: Alex Lemus ([alemus@albany.edu](mailto:alemus@albany.edu)). If approved, you can do the assignment on Bb without a late penalty.

*Question: I need more points - can you give me a special bonus assignment?*

**Answer:** There are no individual bonus points to be earned. Your grade will be determined based on the number of points you earn by taking the exams and completing the assignments. Any bonus points that may be available during the course are for **all** students to earn. **Please do not ask** for individual bonus points, extra credit, or grade changes. This is not fair to other students and will place me in the awkward position of saying no to you. If you had extenuating circumstances that prevented you from completing your work during the semester, it was your responsibility to contact me promptly (within one week of the due date or before) to submit documentation and arrange for make-ups etc. Believe me when I say that I have heard it all.

*Question: I need a letter of recommendation. Can I ask the instructor for a letter of recommendation?*

**Answer:** In the current course format, it may not be possible for me to get to know you well enough (other than knowing your academic performance in the course) to write a detailed letter of recommendation. If a more detailed letter is required, you should seek such letters from instructors of relatively smaller semester-length courses, where the instructor has had repeated opportunities to observe you and get to know you well during class or office hours. However, if you are pro-active and meet with me a few times in office hours during the semester, then I may be able to write you a more detailed letter. In any case, you will need to include the following in any letter request: resume, personal statement, semester you took Bio130 and your final grade.

*Question: I noticed that chapter 9 is not being covered – is this correct?*

**Answer:** Correct, we are not going to cover chapter 9. This content will be covered in Bio131 (Intro Bio 2) or in Cell Biology.

**COURSE SYLLABUS- PERSPECTIVES ON GLOBALIZATION (Subject to modifications)**

**1.24 Ch. 1 Steger**

- Introductions and Welcome!
- What is Globalization and discussion on digital project guidelines

**1.26 Continuation of Ch. 1 Steger **PCP and GD Presentation****

- When did it begin, Why is it contested
- The Lenses of Study

**1.31 Videos (short clips, discussion to follow) (Bangladesh)**

- Different perspectives/real people accounts of how globalization is felt

**2.2 Ch. 2 Steger (DP partners decided) **CURCE Presentation****

- How does one study the process of Globalization
- Media Pros and Cons

**2.7 Break up into digital project groups **(Study Abroad Presentation)****

**2.9 Ch. 1-2 Fulcher (DP topics decided) (Ch. 3 Steger) How do we analyze the processes of GLO through an economic lens**

- Major themes of Capitalism

**2.14 Capitalism and the Economic Lens of Globalization Studies (assignment; pros and cons) Who benefits the most from the current structure?**

**2.16 Ch. 3 Steger, pages 49-57**

- Global financial crisis and its relationship to globalization realities (media influence and pros and cons)

**2.21 Ch. 3 Fulcher**

**2.23 Ch. 4 Steger, pages 58-66**

- Discussion of the nation-state, Treaty of Westphalia and the notion of sovereignty in globalization discourse (United Nations)

**2.28 Chapter 5 Steger, Cultural Dimensions and the connection with sovereignty**

**3.2 Digital Project Partner Work**

**3.7 MID-TERM**

**3.9 Discussion on cultural lens; how does social media affect our daily lives?**

**3.14 NO CLASS**

**3.16 NO CLASS**

**3.21 Ch. 6 Steger, Globalization and the Environment; (Digital Project Presentations Begin!)**

**3.23 Ch. 6 Steger continued; bring list of top environmental concerns for discussion**

**3.28 Video and Discussion (Environmental Concerns; Platforms and Activism)**

**3.30 Digital Project Presentations**

**4.4 Ch. 7 Steger, pages 98-112**

- Ideological dimensions to Globalization

**4.6 Globalisms (market, justice and religious)**

**4.11 Ch. 7 Steger, pages 113-128**

- Narratives on Globalization

**4.13 Ch. 8 Steger**

- Battles over Globalization/World Social Forum

**4.18 Where do you see the process now? How has the COVID 19 pandemic affected us?**

**4.20 Digital Projects and discussion**

**4.25 Thoughts about Globalization in a Potential Post Pandemic World Setting?**

**4.27 Wrap up!**

**5.2 LAST CLASS**

**Final Exam:** date TBD

**AGLO 103 (3 credits)**

**Perspectives on Globalization**

**Spring 22**

University at Albany

Department of Geography and Planning/Globalization Studies Program  
Instructor: Jacqueline Quevedo Ledermann  
Email: [jledermann@albany.edu](mailto:jledermann@albany.edu)  
Prerequisites: None  
Office Hours: By Appointment

Class Hours: M/W 4:30-5:50  
Classroom: Zoom (Synchronous)

<https://albany.zoom.us/j/96699230256>

### **Course Description:**

This course is an overview of the process of Globalization and one that will incorporate a variety of perspectives, which include, economic, political and cultural dimensions. There are complex forces at work and we will be engaged in critical thinking, discussion, debate and asking questions, in order to gain a well rounded understanding of the discipline. Students should consider:

- What is globalization
- How do we become global citizens
- Growing interdependence among nations and people

### **This course fulfills the International Perspectives requirement**

### **Learning Objectives:**

By the end of the semester, students will be able to:

1. Gain familiarity with major debates surrounding the topic of Globalization
2. Learn how to analyze issues arising from the processes of Globalization and to identify them from a local, national, and international viewpoint
3. Understand how this topic is being studied from varying disciplinary perspectives
4. Feel motivated to engage in international issues

### **Required Readings**

- Steger, Manfred B. Globalization: A Very Short Introduction
- Fulcher, Anthony. Capitalism: A Very Short Introduction
- Both books are available at the Campus Bookstore and online through [amazon.com](https://www.amazon.com)
- Additional articles will also be required readings and they will be identified throughout the course of the semester as I intend to incorporate current events into our class meetings

## Course Requirements and Grading

Evaluation of your performance and progress will be based on the following: 25% per requirement

- Attendance/Participation (Part of this may include short quizzes to test on reading and collaborative learning exercises) (homework may be assigned that is not indicated on syllabus)
- Mid-term
- Digital Project
- Final Exam

Grades will be assigned on the following scheme:

<u>% Possible</u>	<u>Grade</u>
90% and up	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
below 60%	E

### Attendance/Rules/Participation

A class that is engaged requires the consistent attendance and participation of its students. Good participation involves making informed comments that draw upon readings, lectures, discussions, and personal experiences. I strongly encourage everyone to participate. This course involves discussion and lecture and my goal is to engage everyone in fruitful dialogue with regard to the process of globalization, and the way in which it affects all people. Excused absences are documented emergencies and serious illness.

[http://www.albany.edu/health\\_center/medicaexcuse.shtml](http://www.albany.edu/health_center/medicaexcuse.shtml))

Our class is fully online and while this can be challenging in some ways, it can also work well! **ALL cameras will be ON during class unless there is extraordinary circumstances.** This way we can have genuine discussions and learn better from each other. I also want to know who my students are and ensure that attendance is being upheld. It creates a genuine sense of community and this is largely a discussion based course.

### Digital Project

During the semester, students will work in a group of two to construct a research/digital project that is based on a selected topic related to Globalization. The project will:

- Clearly identify major sources of controversy and outline various perspectives on the issue
- Enable the authors to formulate their own perspective and arguments based on their research and analysis
- Serve as a quality resource for others wishing to learn more about the issue
- Assess the local impact of a global issue
- Creatively suggest avenues for action and/or civic engagement

These projects will be presented to the class during the course of the semester. ***Digital Project Guidelines will be uploaded to Blackboard and emailed to you at the beginning of the semester.***

Disability Statement:

If you have a physical, emotional, medical, or learning disability that may affect your ability to carry out assigned course work, please contact the staff at Disabled Student Services early in the semester (442-5490). All information and documentation is confidential.

Academic Integrity:

Plagiarism and cheating will not be tolerated on any work related to this course. Please familiarize yourself with the University's Undergraduate Bulletin on this topic. I will enforce the University's policy on cheating and plagiarism. The University's complete policy on Academic Integrity: [www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

As a student there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. The University at Albany Counseling and Psychological Services (CAPS) provides free, confidential services including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Given the COVID pandemic, students may consult with CAPS staff remotely by telephone, email or Zoom appointments regarding issues that impact them or someone they care about. For questions or to make an appointment, call (518) 442-5800 or email [consultation@albany.edu](mailto:consultation@albany.edu). Visit [www.albany.edu/caps/](http://www.albany.edu/caps/) for hours of operation and additional information

**If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).**

**Students dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "GOT5" to 741741 (Crisis Text Line).**



## AGOG/AGLO/AUSP 225: WORLD CITIES



Fall 2021

Tuesdays & Thursdays 10:30 am – 11:50 pm [via Zoom]

100% Online and Fully Synchronous (in real time)

Prerequisites: None

Instructor: Tom Narins, [tnarins@albany.edu](mailto:tnarins@albany.edu)

Office Hours: Thursdays, 2:20 – 4:20 pm and by appointment [Zoom]

Teaching Assistant: TBA, [XXXXXX@albany.edu](mailto:XXXXXX@albany.edu)

Office Hours: XXXXXX PM and by appointment [Zoom]

### *Introduction & Class Meeting Format*

Welcome to World Cities! This course is a **Fully Remote Synchronous Course**, which means that **our class meetings will take place online, in real time (Tuesdays & Thursdays: 10:30 am – 11:50 pm) using Zoom**. We won't meet in person, but we will have the same kinds of classroom experiences in Zoom: We will have discussions, we will have activities (polls, breakout room challenges, individual writing prompts, etc.) and I will give short lectures as well as answer questions and give you feedback on your ideas. We'll also use some tools in Blackboard to communicate and for you to do and submit various assignments. I have planned those meetings so that you will learn and succeed this semester.

**Each time we meet for class**, we will be answering reading-related questions, engaging in a discussion about a reading(s) and we will be introducing and learning about 2-4 different topics/ideas (through mini-lectures, breakout room challenges, polls, etc.) relating to World Cities and how these ideas connect to the space and place in which they exist.

### *Course Description*

The year 2007 marks the first time in human history when more than 50% of the people on earth live in cities. Because of this, understanding the activities that take place in and between cities (metropolitan places) and how cities shape political, economic and social life for most people on this planet is more important than ever. World Cities is designed to expose us to thinking about cities within the framework of Globalization.

Globalization involves an array of political, economic and social forces that are connecting the world. This course takes a critical look at globalization and its impacts on cities and countries (also known as “states”) around the world. The course begins with a discussion of the origins of cities, then examines cities in the global ‘North,’ focusing on transnational flows of trade, finance, technology, people and culture and how they operate in and through a network of inter-connected ‘global cities.’ In the very top tier of this network, a select few global ‘North’ cities function as the ‘command and control’ centers at the core of the global economy. Many cities

discussed in the course, however, are located in the “Global South,” and through these cities we examine how urban life has changed and evolved in Africa, Asia, and Latin America.

*The Approach:* Research shows that people learn best from concrete experience, interacting with texts and with other learners/classmates, engaging in challenging reading and writing tasks, being held accountable for their work, and receiving frequent feedback on their progress. As a result, **the learning that you do in this class will be directly tied to the interactive and hands-on activities that you practice during class time.**

This is YOUR class – it is about YOU and the development of your skills relating to how humanity is connected in various ways via the world’s cities.

**Course Objectives**

- You will develop the ability to identify some of the general principles and geographical patterns of urbanization in different parts of the world;
- You will be able to define the term globalization and identify the key and unique components of a geographical approach to globalization;
- You will be able to explain and discuss 13 unique “city types” that make up urban spaces across the global ‘North’ and the global ‘South’
- You will be able to identify and locate on a map which cities are the ‘command and control centers’ of the global economy (sometimes referred to as global cities), and which are the world’s megacities (those with the most people);
- You will be able to assess and offer a critical analysis of the impacts on geographical patterns of poverty and inequality around the world.

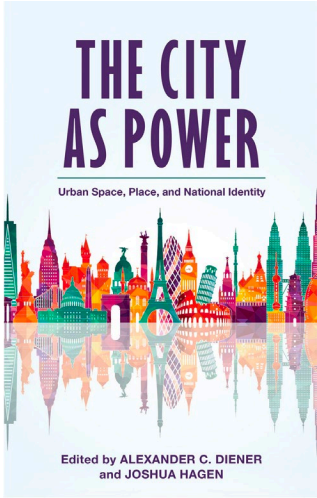
Required Course Textbook

**The City as Power: Urban Space, Place, and National Identity**

Edited by Alexander C. Diener and Joshua Hagen

Available at the UAlbany Bookstore and online

\*\*All other assigned readings are available on the course website\*\*



**Grades will be assigned according to the number of points earned out of a total of 100:**

**A= 100-90; A-= 89-87; B+= 86-83; B= 82-80; B-= 79-77; C+= 76-73; C= 72-70; C-= 69-67; D= 66-63; F= 62 or less**

**The 3 parts of your course grade:**

- |   |                           |
|---|---------------------------|
| 1. Mini quizzes (based on readings, class discussions, activities) (13 x 4 points each) | total = 52 points         |
| 2. One comparative film analysis paper on the films we watch this semester              | total = 20 points         |
| 3. In-Class Participation Activities/Assignments  | total = 28 points         |
|   | <b>Total = 100 points</b> |

**Notes:** There will be a short, 4 point, online quiz each week of class  
 \*\*The quiz will be available starting Thursday, 3:00 p.m. and is due by Sunday, 3:00 p.m.\*\*  
 Your comparative film analysis paper is due on Sunday, Nov. 15 by 6 pm  
 In-class activities are due my midnight of the night they are assigned for full credit (1 pt). Half credit (0.5 pts) will be given to in-class activities submitted by Sunday at 3:00 p.m. of each week. No credit (0 pts) will be given for in-class activities submitted during a subsequent week.

## Film Analysis Assignment - A comparative film paper

- A. Over the course of the semester we will be viewing and discussing *four (4) films related to world cities* (highlighted in green on the Syllabus) films will be assigned as homework. It is imperative that you watch each film as each film will be discussed during class and questions on all six films will appear on class quizzes.

**You are required to complete and submit an original paper (a minimum of 1200 words long)** that critically compares two (2) of the four films discussed this semester by **Sunday, Nov. 14 by 6:00 pm**. Your paper should be clearly organized with the following five sections: an Introduction, Part A, Part B, Part C, and Conclusion.

In your **Introduction** you should write why you selected the two films you did. In **Part A)** describes the ways both films contribute to your understandings of the key ideas that we have learned about regarding World Cities this semester, **Part B)** should highlight the thematic similarities between the two films you have selected do compare (citing detailed examples); and **Part C)** focuses on the thematic differences between the two films (citing detailed examples), and finally in your **Conclusion** please explain how *the cities* in regions of the world displayed in the two films you selected are similar or different from the city/town in which you personally were raised. Note: Please remember to organize your comparative film paper into the five sections described above. *Students who do not clearly label their film papers with "Introduction," "Part A", "Part B" and "Part C" and "Conclusion" will have two points deducted from their film paper grade.*

Note:

- All the films assigned for this course are available electronically on the course website – no additional software is required to view the films for this course.

### Academic Integrity

During tests/quizzes please keep your eyes on your own work. When completing homework assignments and writing papers, make sure that you do your own work. In research, make sure you properly cite and document any sources from which you have borrowed ideas or language.

### Students with Disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class please notify the Disability Resource Center (518-442-5490; [drc@albany.edu](mailto:drc@albany.edu)). Please **register with the DRC during the first 2 weeks of the semester**. Upon verification and after the registration process is complete, the DRC will provide you with a letter than informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

# WORLD CITIES

## PART A: GEOGRAPHY AND CONCEPTS RELATING TO CITIES

Note: "+1 para" means that the textbook reading section finishes on the first paragraph of the next page.

Date   Class # and Topic

### WEEK 1

#### 8/24 1. INTRODUCTION TO WORLD CITIES

Why learn about World Cities? What is the territory to be covered in this class?

Mini-lectures and in-class activities

**8/26 2. THREE KEY (AND OTHER) THEMES FOR GLO/GOG 225**

**\*\*Homework readings to discuss during today’s class\*\*:**

- 1) The North/South Divide (Wikipedia)
- 2) *Ordinary Cities*, Robinson, Ch. 4 – World Cities, or a world of ordinary cities? pp. 93-108(mid).

**WEEK 2**

**8/31 3. THE GLOBAL GEOGRAPHY OF URBANIZATION**

**\*\*Homework reading to discuss during today’s class\*\*:**

*Ordinary Cities*, Robinson, Ch. 4 – World Cities, or a world of ordinary cities? pp. 108(mid)-115.

**9/2 4. GLOBAL POVERTY I: URBANIZATION AS A SOLUTION?**

**\*\*Homework reading to discuss during today’s class\*\*:**

*The City as Power*, Diener and Hagen, Ch 1, The City as Palimpsest: Narrating National Identity through Urban Space and Place through Urban Space and Place, pp. 1-17.

**PART B: CITIES OF THE UNITED STATES & CANADA**

Date   Class # and Topic

**WEEK 3**

**9/7 5. URBAN NATIONAL POLITICS IN THE UNITED STATES**

**\*\*Homework reading to discuss during today’s class\*\*:**

*The City as Power*, Inwood, Ch 10, Urban National Politics in the United States: #BlackLivesMatter and the Challenges to Normative National Identity, pp. 153-165.

**9/9 6. SAN FRANCISCO & CANADIAN CITIES – HOW & WHY THEY ARE DIFFERENT**

**\*\*Homework **film** to discuss during today’s class\*\*:**

*Company Town (2016)*

**PART C: CITIES OF EUROPE**

Date   Class # and Topic

**WEEK 4**

**9/14 7. INEQUALITY IN AMERICAN CITIES (AND HOW TO SOLVE IT)**

**\*\*Homework reading to discuss during today’s class\*\*:**

US News & World Report, T. Bach, The 10 U.S. Cities With the Largest Income Inequality Gaps:

<https://www.usnews.com/news/cities/articles/2020-09-21/us-cities-with-the-biggest-income-inequality-gaps>

**9/16 8. EUROPEAN CITIES – PERSPECTIVES ON URBAN DEVELOPMENT**

**\*\*Homework reading to discuss during today’s class\*\*:**

*The City as Power*, Palonen, Ch 9, Rewriting the National Past in Contemporary Budapest: Populism in Action, pp. 137-149.

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**WEEK 5**

**9/21 9. EUROPEAN CITIES – STRUCTURE & FUNCTION**

**\*\*Homework reading to discuss during today’s class\*\*:**

*Triumph of the City*, Ch 5, “Is London a Luxury Resort,” pp. 117-129

**PART D: CITIES OF LATIN AMERICA & THE CARIBBEAN**

Date    Class # and Topic

**9/23 10. LATIN AMERICAN URBAN STRUCTURE & CHALLENGES**

**\*\*Homework reading to discuss during today’s class\*\*:**

No new readings today

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**WEEK 6**

**9/28 11. BRAZIL I: DEVELOPMENT, POVERTY AND INEQUALITY**

**\*\*Homework readings to discuss during today’s class\*\*:**

1) Bolsa Família in Brazil (Centre for Public Impact)

2) *The City as Power*, Godfrey, Ch 7, Remembering Rio: From the Imperial Palace to the African Heritage Circuit, pp. 105-117.

**9/30 12. BRAZIL II: RIO DE JANEIRO & SÃO PAULO & BRASILIA**

**\*\*Homework film to discuss during today’s class\*\*:**

*Black Orpheus (1959)*

**\*\*Homework reading to discuss during today’s class\*\*:**

Black Orpheus: How a French Film Introduced the World to Brazil

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**WEEK 7**

**10/5 13. CITIES OF MIDDLE AMERICA & THE CARIBBEAN**

**\*\*Homework reading to discuss during today’s class\*\*:**

“Study the Caribbean city” - a reading about cities in the Caribbean region

**PART E: CITIES OF SUB-SAHARAN AFRICA**

Date    Class # and Topic

**10/5 14. GEOGRAPHY OF URBAN DEVELOPMENT IN SUB-SAHARAN AFRICA**

**\*\*Homework film to discuss during today's class\*\*:**

*Amandla! A Revolution in Four-Part Harmony (2002)*

**\*\*Homework readings to discuss during today's class\*\***

*The City as Power*, Myers and Subulwa, Ch 8, The Cityscapes of Lusaka and Mongu: Narrating National Symbolism in Zambia, pp. 121-135.

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## **PART F: CITIES OF THE GREATER MIDDLE EAST**

Date   Class # and Topic

### **WEEK 8**

10/12   **NO CLASS** – Fall Break

10/14   **15. FOUNDATIONS OF MIDDLE EASTERN URBAN PATTERNS AND LIVING ON THE EDGE: ABU DHABI, DUBAI AND DOHA**

**\*\*Homework reading to discuss during today's class\*\*:**

*The City as Power*, Koch, Ch 12, National Day Celebrations in Doha and Abu Dhabi: Cars and Semiotic Landscapes in the Gulf. pp. 189-201.

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## **PART G: CITIES OF SOUTH ASIA**

Date   Class # and Topic

### **WEEK 9**

10/19   **16. INDIA I: GLOBALIZATION AND GEOGRAPHIC INEQUALITY**

**\*\*Homework reading to discuss during today's class\*\*:**

*The City as Power*, Das and Choudhary, From "Rural" to "Urban" India: Transforming a Nation's Identity through Serial Urban Renewals, pp. 221-232.

10/21   **17. INDIA II: GLOBALIZATION AND DEMOGRAPHIC INEQUALITY**

**\*\*Homework reading to discuss during today's class\*\*:**

The Pandemic Exposes India's Apathy Toward Migrant Workers (Chatterjee)

<https://www.theatlantic.com/ideas/archive/2020/04/the-pandemic-exposes-indias-two-worlds/609838/>

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**WEEK 10**

**10/26 18. INDIA III: URBANIZATION...THE FUTURE AND THE PAST?**

**\*\*Homework reading to discuss during today’s class\*\*:**

Washington Post, N. Tiku, India’s engineers have thrived in Silicon Valley. So has its caste system.  
[https://www.washingtonpost.com/technology/2020/10/27/indian-caste-bias-silicon-valley/?utm\\_source=pocket-newtab](https://www.washingtonpost.com/technology/2020/10/27/indian-caste-bias-silicon-valley/?utm_source=pocket-newtab)

**PART H: CITIES OF CHINA AND SOUTHEAST ASIA**

Date   Class # and Topic

**10/28 19. CHINA I: HONG KONG AS A WORLD CITY, 1997 AND AFTER**

**\*\*Homework reading to discuss during today’s class\*\*:**

China approves plan to impose national security laws on Hong Kong (Financial Times)

**WEEK 11**

**11/2 20. CHINA II: URBANIZATION AS THE SOLUTION TO POVERTY?**

**\*\*Homework readings to discuss during today’s class\*\*:**

- 1) China’s Ghost Towns Haunt Its Economy (Fong, 2018)
- 2) *The City as Power*, Rae, Ch 13, With or without Chinese Characteristics in Beijing, Wuhan, and Shenzhen: Navigating Antiquity and Modernism in Socialist China’s Urban Space, pp. 203-219.

**11/4 21. CHINA III: SHENZHEN AND THE MAKING OF CHINA’S “INSTANT CITY”**

**\*\*Homework reading to discuss during today’s class\*\*:**

*The Shenzhen Experiment*, Du, Ch 1, Introduction: The Myth of Shenzhen, pp. 1-17.

**PART I: CITIES OF SOUTHEAST ASIA**

Date   Class # and Topic

**WEEK 12**

**11/9 22. SINGAPORE: DEVELOPMENTALIST GLOBALIZATION**

**\*\*Homework **film** to discuss during today’s class\*\*:**

***Ilo Ilo (2013)***

**11/11 23. MALAYSIA’S URBAN MEGAPROJECTS – CONSIDERING ETHNICITY AND RELIGION IN BUILDING NEW CITIES**

**\*\*Homework reading to discuss during today’s class\*\*:**

*The City as Power*, Moser, Ch 15, Ethno- and Religio-nationalism in Putrajaya, Taman Tamadun Islam, and Kota Iskandar: Malay(sian) National Identity in Contemporary Urban Megaprojects.

**11/14 (Sunday) - Comparative Film Paper due today, uploaded to Blackboard by 6:00 p.m.**

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## **PART J: CITIES OF AUSTRALIA AND THE PACIFIC ISLANDS**

Date   Class # and Topic

### **WEEK 13**

#### **11/16 24. CITIES OF AUSTRALIA & THE PACIFIC ISLANDS**

**\*\*Homework reading to discuss during today's class\*\*:**

*Cities of the World*, Chapter 12, 503-509; 512-515, 517-526+1para

## **PART K: CITIES OF JAPAN**

Date   Class # and Topic

#### **11/18 25. JAPAN I: TOKYO - ICON OF GLOBALIZATION OR MYSTERIOUS OUTLIER?**

**\*\*Homework reading to discuss during today's class\*\*:**

*The City as Power*, Davidson, Ch 3, Making a Wrong Turn in Tokyo: Yasakuni Shrine and the "Empty Center" of Contemporary Japanese Nationalism. pp. 41-52.

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## **PART L: CITIES OF RUSSIA**

Date   Class # and Topic

### **WEEK 14**

#### **11/23 26. EVOLUTION OF THE RUSSIAN URBAN SYSTEM**

**\*\*Homework reading to discuss during today's class\*\*:**

*Cities of the World*, Chapter 6, pp. 234-248

**11/25 NO CLASS – Thanksgiving Break**

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### **WEEK 14**

#### **11/30 27. MODERN DAY RUSSIA – TRANSFORMING THE RUSSIAN URBAN SYSTEM**

**\*\*Homework reading to discuss during today's class\*\*:**

Putin's Plan to Make Russian Cities Worth Living In (Ragozin, 2019)



## **PART K: CITIES OF THE FUTURE**

Date   Class # and Topic

### **WEEK 15**

#### **12/2 28. CITIES OF THE FUTURE**

**\*\*Homework reading to discuss during today's class\*\*:**

*The City as Power*, Diener and Hagen, Ch 16, *The City as Crucible: Urban Space, Place, and National Identity into the Twenty-First Century*, pp. 253-262.

**Final Exam:** On Blackboard/online:

Monday, December 13<sup>th</sup>, 10:30 am (EST) until Tuesday, December 14<sup>th</sup>, 10:30 am (24 hours)

# AMAT 108 - Elementary Statistics

Section: 3978 Term: Fall 2021 3 Credits

**Instructor:** Dr. James Clark  
**E-mail:** [jfclark@albany.edu](mailto:jfclark@albany.edu)

**Class Meeting Time and Location:** HU 133 MoWe 11:40AM - 1:00PM  
**Office:** Earth Science 151A

**Office Hours:** MW 9:30am–11:00am and F 9:30am–10:30am through Zoom,  
or by appointment (subject to change)

## Course Description and Learning Outcomes:

By the end of the course, students will be able to complete frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, testing of hypotheses, linear regression, and correlation. Only one of AMAT 108 and BITM 220 may be taken for credit. Not open for credit by students who have taken AMAT 308. Prerequisite(s): Three years of high school mathematics.

## Required Materials:

**Blackboard:** Free from the school, this will be our 'home base' where everything is posted (announcements, readings, slides, grades, etc.). You will be responsible for checking blackboard and your UAlbany email regularly.

**Deltamath:** Free site we will be using for homework assignments, signing up and using it will be mandatory for the course.

<https://www.deltamath.com/students?code=AT3A-X4SW>

I will be posting information about signing up as well as introducing everyone to it during our first day of class.

**Textbook (optional):** *Introduction to Statistics and Data Analysis, 6th Edition* by Peck, Olsen, and Devore  
You do not need a physical copy of the book; I will be posting condensed excerpts to read before each class.

## Grading Policy:

- The final grade will consist of Quiz, homework, two exams, and a final.
- Homework will be assigned and posted on Deltamath ([www.deltamath.com](http://www.deltamath.com)). The homework will involve doing some work and learning, so it is important to start the homework early and come see me if you have any problems or questions. This is why you will have sufficient time to work on them. Working together on the homework is allowed and encouraged but the work should be your own. Late work will typically not be accepted. Expect assignments related to Monday's lecture will be due that Thursday and assignments related to Wednesday's lecture will be due the next Tuesday.

Note: Deltamath requires an internet connection.

- Quizzes will occur daily unless told otherwise. Quizzes will be based on the terms and definitions from the reading that was to be done for that class day. There are 19 quizzes planned for the semester, your highest 12 quiz grades will be used in computing your quiz average.
- There will be two exams throughout the semester and one final exam. The following are **tentative dates** and material for the exams:

Exam 1:	Chapters 1-5	Monday, February 21 <sup>st</sup> @ class time
Exam 2:	Chapters 6-7	Monday, March 28 <sup>th</sup> @ class time
Final Exam:	Chapters 8-10	Wednesday, May 11 <sup>th</sup> @ 8:00am – 10:00am

**Make-ups will not be allowed without proper documentation.**

## Grading Scheme and Breakdown:

Quiz:	25%	A :	93-100	B-:	80-82	D+:	67-69
Homework:	15%	A-:	90-92	C+:	77-79	D :	63-66
Exam 1:	20%	B+:	87-89	C :	73-76	D-:	60-62
Exam 2:	20%	B :	83-86	C-:	70-72	E :	59 and below
Final:	20%						

**This course will not be curved.** If you take the course S/U you must get a C or higher.

### Course Structure Outline:

Lecture materials will be posted at least a week before their scheduled class day under “Course Materials” on Blackboard. You will be responsible for viewing them and making sure you understand the content presented. A homework assignment will be posted at the same time and will cover the lecture material. The first two exams will be in class on the designated days, the final exam will occur in person during finals week. They will be a mixture of multiple choice, fill in the blank, and problems requiring you to show work. The final will have a similar format as the exams; more information will be provided when we get closer to the final.

### Calculator:

A scientific calculator will be needed for homework and exams. Graphing calculators will be allowed, but **giving answers with no work shown will result in no credit being given**. You will not be allowed to use your phone or any other device.

### Classroom Policy:

- This class will be strict in its mask policy, that means where a mask appropriately from when you enter the building until you leave the building.
- Please arrive on time for class. There is no attendance policy but attendance in class is strongly recommended. If you are absent you are responsible for any announcements and subjects covered in class.
- Loud or disruptive behavior will not be tolerated. Cell phones should be silenced during class, if they become a distraction to students or the instructor a stricter policy may be enforced (which hopefully is not needed).
- There will not be any makeup assignments, quizzes, or tests unless proper documentation is provided. The medical excuse information can be found at [http://www.albany.edu/health\\_center/medicalexcuse.shtml](http://www.albany.edu/health_center/medicalexcuse.shtml).
- When emailing me please be sure to to put in the subject line “**AMAT 108 (3978) – Your Name – Email Subject**”. If you use this as your email subject, I am able respond faster.

### Academic Policy:

Collaboration on the assigned homework is encouraged in this course. Collaboration/Cheating on exams will not be tolerated. The University’s policy on academic honesty and integrity will be strictly enforced, can result in a zero on the assignment, potentially failing the course, as well as disciplinary action with the university at the instructor’s discretion. You can read the policy at [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

### General Education Requirements:

This course satisfies the general education category of mathematics. The learning objectives for mathematics are outlined as:

- The ability to decipher, interpret, and draw conclusions from formal or mathematical models such as formulas, graphs, and/or truth tables, and an understanding of the concepts used in such models.
- The ability to formulate and/or represent problems in manners appropriate to mathematical, statistical, or logical analysis.
- The ability to employ appropriate mathematical computations, statistical techniques, or logical methods to solve problems and/or draw conclusions from data.
- The ability to evaluate results and recognize the limits of methods and/or models within the context of the discipline, as appropriate. All of these objectives will be satisfied through quizzes and exams

### Accommodations for Students with Disabilities:

If students need accommodations because of disabilities, please register with Disability Resource Center at Campus Center 137. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors. Information about the Disability Resource Center can be found at <http://www.albany.edu/disability/index.shtml>.

**APSY203: Psychology of Child Development (3 cr)**  
**Class No. 1958, University at Albany, SUNY – Fall 2022**

<b>Instructor:</b>	Betty Lin, Ph.D.	<b>Location:</b>	Lecture Center 20
<b>Office:</b>	Social Sciences 381	<b>Class Time:</b>	9:00a – 10:20a
<b>Office Hours:</b>	Tues 10:30a – 12:30p and by appointment	<b>E-mail:</b>	<a href="mailto:blin6@albany.edu">blin6@albany.edu</a>
<b>TA:</b>	Annabelle Armah	<b>TA:</b>	Victoria Ledsham
<b>Office:</b>	Social Sciences 308c	<b>Office:</b>	Social Sciences 308d
<b>Office Hours:</b>	Tues 10:30a – 12:30p and by appointment	<b>Office Hours:</b>	Thurs 1:00p – 3:00p and by appointment
<b>E-mail:</b>	<a href="mailto:aarmah@albany.edu">aarmah@albany.edu</a>	<b>E-mail:</b>	<a href="mailto:vledsham@albany.edu">vledsham@albany.edu</a>

**Course Description and Goals:**

The purpose of this course is to introduce students to the physical, cognitive, emotional, and social domains of development from childhood through adolescence. The contributions of biological and environmental factors to development are examined. Prerequisite(s): A PSY 101

By the end of this course, students will be able to:

1. Identify signs of typical and atypical development
2. Develop informed hypotheses about how various childhood factors may have contributed to any given individual's current functioning
3. Use theories and frameworks from child development to engage thoughtfully with children in sensitive and productive ways

**Required Text:**

Berk, L. E. (2022). *Infants, Children, and Adolescents*, 9<sup>th</sup> Edition. SAGE Publishing. ISBN13: 9781071895061

**Course Requirements:**

Syllabus & Academic Integrity Quiz (10 points): In order to be successful in this course, it is essential that you are familiar with the design and logistics discussed in the course syllabus, and also that you hold yourself to a high standard for academic integrity. This syllabus and academic integrity quiz is designed to ensure that you have read and understand the course policies and procedures, and also that you are familiar with UAlbany's academic integrity policy (also discussed below). The quiz will include 10 multiple choice questions, and must be completed by **Tuesday, August 30th by 8am EST**. This is an "open book" quiz, and you can re-take this quiz as many times as you would like before the deadline.

Chapter Quizzes (150 points): There will be a total of 12 multiple choice chapter quizzes completed via Blackboard throughout the semester (see course schedule below). Your 3 lowest scoring quizzes will be dropped from your grade, so that only the 10 highest scoring quizzes will factor towards your final grade. Each quiz consists of approximately 15 questions, and is worth 15 points each. Quizzes are designed to be a low-stakes way for you and me to check and refine your understanding of course material before the exams. Quizzes are not cumulative, and will draw from material covered in the chapters and corresponding lectures for a given topic. Quizzes are "open book", and students are

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allowed to re-take all quizzes once for a better grade before the deadline. Quizzes are to be completed independently; collaboration with others in any way is not permitted, and constitutes cheating.

- Chapter quizzes will be available as noted in the tentative weekly schedule below. Chapter quizzes are available as scheduled beginning at 10:30am, and will be due 5-7 days later at 9am (i.e., all chapter quizzes are due 7 days later, except for chapter 4 and 8, which are due 5 days later due to their close proximity with the corresponding section exams).
- Once you begin the quiz, you will have 30 minutes to complete it. Keep track of your own time.
- If you go over the 30-minute time limit, 1 point will be deducted from your score for each full minute that you exceed the time limit. Blackboard will not automatically kick you out of the quiz when the time is up.
- Quizzes must be completed in one seating. You cannot partially complete a quiz, log out, and then log back in later to complete it. The timer will continue to run until you submit it.
- You will be presented with one question at a time.
- Be aware that you must allow yourself adequate time to finish each exam by the deadline. Blackboard will not kick you out of the quiz at the deadline. However, if you begin your quiz too close to the deadline and experience a technical issue of any kind that forces you to log out of the quiz, you will not be able to log back into the quiz once the deadline has passed. If your quiz freezes or you experience any other computer issue and you are not able to regain access to the quiz again before the deadline, you will have to accept whatever grade you received when the freeze occurs.
- Quizzes will not be curved.

**Section Exams (300 points):** There will be a total of 3 multiple choice section exams throughout the semester. Each section exam will cover material from approximately 4-5 chapters and corresponding lectures (see course schedule below). Exams 1 & 2 will consist of approximately 60 questions each, and are worth 90 points each. The 3<sup>rd</sup> (final) exam will consist of approximately 80 questions, and is worth 120 points. The exams are not cumulative (e.g., Section Exam 2 will cover chapters 5-8 and their corresponding lectures, but will not cover material from chapters 1-4, which are covered by Section Exam 1), yet assume an understanding of foundational concepts from previous topics. Please have your UAlbany ID number ready on exam days, as you will need to put this number on your scantron. Your UAlbany ID is the one that starts with three or four zeroes; if you do not know it, you can look it up in MyUAlbany. Click on "Demographic Data" under "Other Important Links" on the left hand side of the screen. Your ID number will be near the top of your screen. Students will be required to provide proof of identification (e.g., student ID, driver's license) at the time when exams are turned in. Exams will not be curved.

**Extra Credit (up to 10 points):** During the semester, you have the opportunity to earn up to 10 extra credit points by participating in a psychology research experiment through SONA. Each 0.5 credit hour you complete will be worth 1 point, which means you can participate in up to 5 research hours to earn the maximum amount of extra credit. Credits you are completing for other classes may not be used towards this class, and credits must be allocated to this class in order to earn extra credit. For more information about how to sign up, see: <https://albany.sona-systems.com/>.

**Grades:** Final grades will be calculated based on the percentages listed above for each course requirement. Grades will be calculated as follows:

<u>Letter Grade</u>	<u>% Equivalent</u>	<u>Letter Grade</u>	<u>% Equivalent</u>
A	93.00 – 100.00	C	73.00 – 76.99

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A-	90.00 – 92.99	C-	70.00 – 72.99
B+	87.00 – 89.99	D+	67.00 – 69.99
B	83.00 – 86.99	D	63.00 – 66.99
B-	80.00 – 82.99	D-	60.00 – 62.99
C+	77.00 – 79.99	E	≤ 59.99

No exceptions will be made to the above grading policy. Except under extraordinary circumstances of serious illness, students are not allowed to take incompletes for the class.

**Attendance and Absence Policy:** Attendance is expected, and exams are designed to draw heavily from material discussed in class. If you miss a class, it is your responsibility to obtain detailed notes from a classmate. General outlines of class lectures will be posted on Blackboard, but detailed class notes are not available for distribution. In the event that you need to miss a scheduled quiz or exam (e.g., due to religious observance as per NY State Education Law, university-sponsored athletic competitions, personal or family emergencies), you must notify one of the teaching assistants or the instructor ahead of time and as soon as possible once the conflict is known. Students who miss quizzes or exams due to excusable planned absences but do not provide timely notification (as soon as possible once the conflict is known for planned absences; as soon as possible before the scheduled quiz or exam for unforeseen absences) will not be allowed to make-up quizzes or exams. Students who are granted a make-up quiz or exam must take the make-up quiz or exam within one week of the scheduled quiz or exam. Lateness to class is not an excuse to miss or make-up quizzes or exams.

For more information about the University's medical excuse and absence policies, please visit:

[https://www.albany.edu/health\\_center/medicaexcuse.shtml](https://www.albany.edu/health_center/medicaexcuse.shtml).

<https://www.albany.edu/undergraduateeducation/attendance.php>

*A note on classroom safety via COVID-19.* As of the start of the Fall 2022 semester, university safety protocols are that masks are strongly recommended for all students in instructional spaces, and required for any students with close contact with a person with COVID-19 or by campus isolation and quarantine requirements. Regardless of whether you choose to wear a mask during class, all students are expected to respect the decisions of their classmates, and should not ask why other students are or are not masking. Please also note that university protocols and plans are subject to change as the status of and knowledge about COVID-19 continues to evolve. For the most up-to-date protocols, please visit [www.albany.edu/covid-19](http://www.albany.edu/covid-19).

**Class Etiquette:** Students are expected to be respectful of the comments and opinions expressed in class by the instructor and fellow students. Also, while this class permits the use of personal computers and other electronic devices, please do not use it for out-of-class purposes (e.g. watching shows on Netflix, surfing the web, browsing on social media etc.), as it limits your ability to learn as well as can be distracting to your classmates. Research has shown that handwritten notes are more strongly related to effective learning and higher exam scores, so I encourage you to consider this option instead.

**E-mail and Communication Policy:** For all procedural and logistical questions, such as about grading criteria, grade disputes, or about course content, please e-mail your primary TA of contact first as follows:

- If your last name begins with letters A-L: Annabelle Armah ([aarmah@albany.edu](mailto:aarmah@albany.edu))
- If your last name begins with letters M-Z: Victoria Ledsham ([yledsham@albany.edu](mailto:yledsham@albany.edu))

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If your questions cannot be resolved with the teaching assistants, please contact me at [blin6@albany.edu](mailto:blin6@albany.edu).

The teaching assistants and I try to respond to all student e-mails as quickly as possible. To help make sure we are able to get to your e-mail in a timely fashion, **please begin the subject line of all e-mails with "APSY203"**. If you do not hear from us within 2 business days and you are sure the question you have asked has not already been addressed by the syllabus, please feel free to re-send your e-mail to ensure that we received your initial e-mail. Please keep in mind that we reserve the right not to check e-mail during weekends and after typical business hours, and thus may not respond to e-mails during that time. Please do not save your questions about course material until the night before quiz and exam deadlines – we may not be able to respond in time.

Please make sure to double-check the syllabus before you ask questions about the policies, procedures, or format of the course. We will not respond to e-mails with questions that have already been addressed by the syllabus.

Finally, please use professional etiquette in your e-mails. Include a personalized greeting; a clear subject line beginning with APSY203; use standard punctuation, capitalization, spelling, and grammar; and sign off with your first and last name. For more information about professional e-mail etiquette, see: <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>.

**Technical Support:** If a need for technical support related to course or university offerings emerges, you may reach out to the helpdesk at Information Technology Services (ITS) at UAlbany using the contact information below. Note that phone is the best way to reach the ITS service desk during business hours.

Information Technology Services (ITS) Service Desk

(518) 442-3700

[askIT@albany.edu](mailto:askIT@albany.edu)

<https://www.albany.edu/its/service-desk.php>

Monday – Thursday 8:30am to 7:30pm

Friday 8:30am to 5:00pm

**Plagiarism / Academic Integrity:** Cheating on quizzes, exams and assignments will not be tolerated. Any student who is found cheating will automatically be given a "0" on that exam or assignment and will be subject to disciplinary action. More information about academic regulations is available at: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

**Classroom Accommodations:** The University at Albany, SUNY seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Disability Access and Inclusion Student Services (DAISS), Campus Center 130, 518-442-5490. DAISS will work with you and the instructor to make arrangements for accommodations. (<https://www.albany.edu/disability/>)

**Mental Health Needs:** As a student there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. The University at Albany Counseling and Psychological Services (CAPS) provides free, confidential services including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Given the COVID

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pandemic, students may consult with CAPS staff remotely by telephone, email or Zoom appointments regarding issues that impact them or someone they care about. For questions or to make an appointment, call (518) 442-5800 or email [consultation@albany.edu](mailto:consultation@albany.edu). Visit [www.albany.edu/caps/](http://www.albany.edu/caps/) for hours of operation and additional information

If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 988. Students dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "HOME" to 741741 (Crisis Text Line).

<https://988lifeline.org/>

[https://www.albany.edu/counseling\\_center/emergency.shtml](https://www.albany.edu/counseling_center/emergency.shtml)

**Statement on Title IX:** Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the Counseling Center (518-442-5800, [https://www.albany.edu/counseling\\_center/](https://www.albany.edu/counseling_center/)), the University Health Center (518-442-5454, [https://www.albany.edu/health\\_center/](https://www.albany.edu/health_center/)), and the Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu/>).

Please note, faculty members are considered "responsible employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In case of an emergency, please call 911.

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## APSY203 Course Schedule

Week	Date	Topic	Readings	Chapter Quizzes (available on Blackboard beginning at 10:30am EST)	Quiz due (all quizzes are due by 8:00am EST)
<b><i>Introduction, History, Theory, and Developmental Foundations</i></b>					
1	8/23 8/25	Introduction; History, theory, and research strategies	Syllabus, Ch1	Syllabus quiz Ch1 quiz	8/30 9/1
2	8/30 9/1	Genetic and Environmental Foundations	Ch2	Ch2 quiz	9/8
3	9/6 9/8	Prenatal development	Ch3	Ch3 quiz	9/15
4	9/13 9/15	Birth	Ch4	Ch4 quiz	9/20
5	9/20	<b>Section 1 Exam</b>			
<b><i>Infancy and Early Childhood</i></b>					
6	9/22 9/27	Infancy & Toddlerhood: Physical Development	Ch5	Ch5 quiz	10/4
7	9/29 10/4	Infancy & Toddlerhood: Cognitive Development	Ch6	Ch6 quiz	10/11
8	10/6 10/11 10/13	Infancy & Toddlerhood: Socioemotional Development <b>Fall Break: No Class</b>	Ch7	Ch7 quiz	10/20
9	10/18 10/20	Early childhood: Cognitive development	Ch8	Ch8 quiz	10/25
10	10/25	<b>Section 2 Exam</b>			

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## APSY203 Course Schedule

Week	Date	Topic	Readings	Chapter Quizzes (available on Blackboard beginning at 10:30am EST)	Quiz due (all quizzes are due by 8:00am EST)
<b>Section 3: Childhood and Adolescence</b>					
11	10/27 11/1 11/3	Early childhood: Socioemotional Development	Ch9	Ch9 quiz	11/10
12	11/8 11/10	Middle Childhood: Cognitive Development	Ch12	Ch12 quiz	11/15
13	11/15 11/17	Middle Childhood: Socioemotional Development	Ch13	Ch13 quiz	11/24
14	11/22 11/24	Adolescence: Socioemotional & Cognitive Development <b>Thanksgiving Break: No Class</b>	Ch15		
15	11/29 12/1		Ch16	Ch15/16 quiz	12/8
Finals Week	12/13	<b>Section 3 Exam Tuesday, December 13 8:00 – 10:00am</b>			

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Syllabus  
APSY 210 - Statistics For Psychology - Fall 2021  
Aug 25, 2021 version (any revisions will be posted on Blackboard)

Time: TTH 1:30-2:50      Place: SS134      Prerequisite(s): A PSY 101  
Professor: Bruce Dudek      Office: SS 327      Hours: Tues 3-4:30 and Wed 1-2  
Other hours possible by appt.

Web Page:      Blackboard  
Lecture materials and additional data sets and readings will be placed there.  
**Monitor the Blackboard for changes in this syllabus.** The web site is considered the official syllabus for the course and contains expanded treatment of topics in this printed version, including course philosophy and objectives, study guides, and other web resources.

Email: bruce dot dudek at albany dot edu; phone: 442-4824 (email is much better)

TA: Jenn Lafrican, SS, 318. Office hrs: Tues 10-12:30 and Thurs 9:30-12  
Email: jlafrican AT albany DOT edu

Help sessions and additional office hrs will be listed on the course web site.

Also, see the Psych Dept Statistics Course Support page: <http://www.albany.edu/psy/statistics>  
An additional set of TA's are available and their hours are listed on this support page. These TA's are primarily assigned to graduate student instructors of other sections of 210. But they can also help students in our section if you cannot get to our TA (Lauren) or professor Dudek.

**Course Objectives:**

1. Acquire the concepts, terms, and symbols used in data analysis
2. Learn to formulate research ideas that can be evaluated with statistical analysis
3. Learn to perform appropriate operations to draw conclusions from data
4. Become skilled in interpreting and communicating quantitative information via numerical analysis and graphical display

**Texts:**

**Required:**      Essentials of Statistics for the Behavioral Sciences, 10<sup>th</sup> ed., 2021, Cengage Publishing.  
The campus bookstore has available a custom version of this text that also includes an access code for MindTap, *which is required*. If you buy used textbook from some other source, you will not have this web software access. You should plan to keep your statistics textbook after the semester is over. You will need it for later courses and independent studies, so I cannot recommend renting it. In addition, a purchase of a fully electronic copy of the textbook only gives one year of access, so it is also undesirable. If you have other courses that use Cengage textbooks, you will be able to upgrade to Cengage Unlimited and obtain those other textbooks for only a small fee.  
Companion web site for the textbook:  
The Mindtap web access is obtained via our class Blackboard page. It contains much valuable information and study aids. We will discuss its usage in some

detail in class.

***Grading (subject to modification, depending on class size - any changes by 2<sup>nd</sup> class meeting):***

Final Course Grading will be done on the basis of the total point distribution (scaled to 100 total points) from the two mid-semester exams, the final exam, the homework assignments, the pop quizzes and Mindtap work.

Typically an A- is defined as 90% of the highest point total of all students in the class, B- as 78% of that total, C- as 68 and D- as 58%. The instructor may shift these values down to provide a better fit to the actual point distribution. By scaling to a % of the highest point total in the class, each student has a much better chance of receiving higher grades than if no re-scaling were done.

*Exams -*

- Three exams will be given during the course of scheduled classes, plus a cumulative final exam.
- The three intra-semester exams will probably follow a format of a short 40 min in-class portion and some take-home work. The in-class final exam will be 2 hours long plus a take home part.
- Your score from the lowest of the three intra-semester exams will not be included in the final course point total. Each of the other two intra-semester exam scores will count for 22% of the final course point total.
- A cumulative final exam will count 25% of the final course point total.
- All four exams must be taken - cannot simply miss one intra-semester exam and use it as a dropped score.
- There is a course grade penalty of one whole letter grade (e.g., C+ to D+) if one of the three intra-semester exams is missed (either the in-class part or any take home part) .
- Missing two or three intra-semester exams (either the in-class part or any take home part) would result in automatic course failure.
- Missing the final exam exams (either the in-class part or any take home part) would result in automatic course failure.
- Tentative/earliest possible dates for the three intra-semester exams are Sep 14, Oct 13, and Nov 9. Note that the final exam date/time is fixed: Sat., Dec 11, 10:30AM.
- No make-up exams are given without **prior consent** of the instructor (email communication preferred); and make up exams are given only for documented illness. If you are sick, you still need to communicate with the professor **before** any missed exam in order for a make up to be considered and a valid note from a medical professional is also required.

*Homework Assignments -*

- Eight homework assignments will contribute 16% of the course points, and are due at class on the dates specified.
- Each homework assignment is worth two points, one for a good faith effort at completion and one for correctness of the answer.
- Late homework assignments will not be graded.
- Additional sets of exercises will also be suggested and can be reviewed in help sessions.

*Pop Quizzes -*

Five pop quizzes will be given at random dates throughout the semester, can occur at any time

during the scheduled class. Each will be worth two points toward the course point total.

*Missing more than two of these pop quizzes will result in a letter grade penalty for the course grade (e.g., B+ to C+) in addition to zero points on those missed quizzes - no makeups for pop quizzes.*

#### *Mindtap work -*

MindTap will be used as a supplemental workbook, self assessment tool and 10% of the course point total. Exactly how this is incorporated into the course is still being decided at the time of writing of this draft syllabus. It is possible that some homework assignments will be done via Mindtap. Most likely is that Students will be able to accumulate points via Mindtap that can comprise up to 10% of the total course points. Whatever the total Mindtap points are that are accumulated will be divided by the total available and that percentage scaled from the possible 10 course points (e.g. if you accumulate 65% of the possible Mindtap points, then 6.5 points will be included in your course point total. This will be clarified by the end of the first week of class.

#### **Course Philosophy:**

1. Statistics classes are more like language classes than math classes. Notation and symbols are new, a different alphabet. Concepts are interdependent, and words/phrases/sentences have syntax and grammar rules. Learn by repetition/rehearsal.
2. Numeracy is important - comfort level with working with numbers. However, the math skills required for this class are minimal - mostly middle school arithmetic with a small amount of algebra. Everyone can easily do the math.
3. Good performance in this course is related mostly to work/effort, management of your time, and careful attention to detail and organization of your daily schedule. If you follow instructions and the many suggestions that the instructor provides, positive grades will come easily.

#### **Behavioral Objectives for the Student:**

1. COME TO EVERY CLASS. Crucial. Exams are written to evaluate the perspective on the material that was generated in lecture.
2. Commit to putting in 2-3 hrs outside class for every hour spent in class, NOT including assignments.
3. Get in the habit of reading the text book material twice before lecture on that topic. Once for a quick skim/overview, and one in some detail, working through numerical illustrations and Set I practice exercises. Then, after lecture, immediately do all practice exercises, and assignments on that topic.
4. The textbook has great exercises and practice problems at the end of each chapter in addition to what you can find in MindTap. It is the expectation of the instructor that you will put in the work to do ALL of these practice problems, and exercises. This is how the material is best learned. **Learn by doing** - Not just listening in class!!
5. Falling behind and attempting to master several chapters' material at once is a recipe for disaster. Commit to spending some time on this course nearly every day - even if that is just a 15-20 min review of lecture notes or textbook/workbook work.
6. COME TO REVIEW/HELP SESSIONS. And, take advantage of the TA assigned to the class. Get in the habit of contacting the instructor/TA with questions, even if they seem minor.

### **What Kind of Calculator or Software Do You Need? How much computing will we do?**

Only a very simple calculator. You will not need the high level programmable calculators used in HS math. I actually prefer Excel or a comparable spreadsheet to calculators. Spreadsheets can greatly facilitate computations required for this class. Use of a spreadsheet will be required in this course (it can be a great time saver). NOTE: cell phones cannot be used during exams, so make sure you have access to a calculator or can use Excel or R as a calculator.

Excel is on the Information Commons machines and the google spreadsheet application can be used online by anyone. Use of either Excel or an open-office type spreadsheet on your own computer would be the preferred choice. Excel will be required for several class assignments.

We will use the JASP software for analysis of quite a few topics and assignments/exams in this class. A separate document is provided that describes how to obtain/install it. It is free.

You may find it helpful to use SPSS or R on the Information Commons Machines to perform double checks on your hand calculations or to explore the textbook sections on SPSS usage, but it is not required.

Some SPSS and R usage will be demonstrated in class. You may be required to read some output from these statistics packages, but not to program them, although it is not difficult to make SPSS do the types of analyses we do in APSY210, and your textbook has many sections that provide SPSS instruction.

### **Classroom Behavior, Phones, Electronic Devices.**

In order to make the most efficient use of time in the classroom, please adhere to the following:

1. Come to class on time! Critical. Much of the first few minutes of class is about class logistics, perspective, and emphasis. It sets the stage. If you come late, you WILL miss important things. Just as important.... if you come late, you interrupt the class for other students.
2. No cell phone or electronic device usage is permitted class (except for 2-step Duo authentication). The exception is if you use a laptop or tablet computer to take notes. If you do use a portable device to take notes, internet usage for non-class items is prohibited. If you have been accustomed to leaving the classroom to take a cell phone call or read/reply to a text message, understand that this behavior is not acceptable in APSY210 - in our small classroom, such activities are disruptive to classmates.
3. Once class begins, getting up and leaving the room briefly is to be avoided. It disrupts class. Go to the restroom before class. Get your phone usage out of the way before class. Movement in and out of the room is disruptive to all students.

## Schedule (subject to change and posting on class web site)

Week of	Topic	Readings In Textbook
Aug 23	Introduction; Exploring and Describing Data	1,2
30	Introduction; Exploring and Describing Data	3,4,5
Sep 6	Probability, distributions, sampling	6
13	Evaluating Hypotheses - how to ask questions	7,8
20	Evaluating Hypotheses	8
27	More on Evaluating Hypotheses: the t distribution	9
Oct 4	More on Evaluating Hypotheses: Comparing two samples	10
11	More on Evaluating Hypotheses: Comparing two samples (No class Oct 12)	11
18	Relationships: Correlation, Prediction and Regression	14
25	Relationships: Correlation, Prediction and Regression	14
Nov 1	Relationships: Correlation, Prediction and Regression	14
8	Experiments and comparing multiple groups: ANOVA	12
15	Experiments and comparing multiple groups: ANOVA	12
22	Factorial Experimental Design: 2-way ANOVA and interaction (no class Nov 25)	13
29	Categorical outcome variables	15
	Dec 2 is our last class meeting day	

### Additional Perspectives, Notes, and Recommendations:

The reading schedule is constructed under the assumption that a first reading of assigned material will be done prior to the lecture on the respective topic. The best strategy is to get as far ahead in your reading as possible. Lectures are most beneficial when a first reading of the material is completed prior to the lecture. Second and third readings can then be used to reinforce, clarify and crystallize your understanding of the material after its lecture. Don't be hesitant about using other textbooks or web resources. Other authors' presentations are almost always slightly different, and such differences may be quite helpful. It is essential that students do the practice exercises from each chapter of the textbook.

There is, of course, no attendance requirement *per se*, although the pop quiz requirement is an indirect attendance requirement. However, since exams will have a great emphasis on topics as presented in lecture, adequate performance usually presupposes the conceptual framework generated in the lectures. Study solely from the texts is unlikely to enable adequate performance on exams. Missing classes in this course is a very bad idea.

Extra Help sessions can be scheduled, regularly, with higher frequency at points prior to each exam. These will be provided to go over practice problems and to clarify lecture material. Notification and location will be provided a few days in advance of these sessions.

Performance is expected to conform to the University requirements on Academic Integrity. **Students are required to read the section in the University bulletin on this topic**, including the sections on plagiarism, examination cheating, and multiple submissions: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html). In this regard, homework and other assignments for this class are presumed to be prepared without assistance from others, except the instructor and TA.

**Violations of these regulations will result in course failure.**

**Course Description:** Methods of analyzing quantitative data in psychology and the behavioral sciences. The relation of each of the various methods to the design of experiments. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A PSY 210 is restricted to A-E grading after matriculation at Albany. A PSY 210 must be completed with a C- or better for the major in Psychology.

# GENERAL EDUCATION SUPPLEMENTARY PAGE

Course: APSY 210 Statistical Methods in Psychology  
UAlbany Gen Ed Category: Mathematics and Statistics

## **COURSE DESCRIPTION AND OBJECTIVES**

This course is designed to cover the methods of analyzing quantitative data in psychology and the behavioral sciences. The relation of each of the various methods to the design of experiments.

## **CHARACTERISTICS OF ALL GEN ED COURSES**

1. Gen Ed offers introductions to the central topics of disciplines and interdisciplinary fields.
2. Gen Ed offers explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. Gen Ed recognizes multiple perspectives on the subject matter, reflecting our pluralistic culture within and beyond the university.
4. Gen Ed emphasizes active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. Gen Ed promotes critical inquiry into the assumptions, goals, and methods of various fields of academic study; it aims to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

## **LEARNING OBJECTIVES FOR GEN ED MATHEMATICS AND STATISTICS COURSES**

Courses in Mathematics and Statistics enable students to demonstrate:

- knowledge of concepts, terms, and symbols used to analyze data
- an ability to formulate problems in abstract form amenable to mathematical, statistical, or logical analysis
- an ability to perform appropriate operations to draw conclusions from data
- an ability to interpret and communicate quantitative information

## **HOW DOES THIS COURSE AIM TO FULFILL THESE LEARNING OBJECTIVES?**

APSY 210 enables students to:

1. acquire the concepts, terms, and symbols used in data analysis
2. formulate research ideas amenable to mathematical, statistical, or logical analysis
3. perform appropriate operations to draw conclusions from data
4. interpret and communicate quantitative information



## Social Psychology (3 credits)

APSY 270 (7193), Spring 2021

**Course Website:** see Blackboard

**Meeting Times:** Asynchronous

**Location:** Online

**Professor:** Dr. Brendan O'Connor (Nee Gaesser)

**Email:** bgaesser@albany.edu

**Online Office Hours:** F 3:00-5:00pm by appointment

**Teaching Assistant:** Zoe Fowler

**Email:** zfowler@albany.edu

**Online Office Hours:** W 10:15-12:15pm by appointment

### Class Description

This course examines the scientific study of social thought and behavior (i.e., thoughts and behavior that involve interaction with other individuals). Topics that we will explore include attitudes, emotions (e.g., fear, pride, love, hate), persuasion, cooperation, relationships, stigma, loneliness, victimization, morality, and the application of psychology to real-world social problems. Prerequisite(s): A PSY 101.

Welcome to Social Psychology!

### Required Readings

Gilovich, Keltner, Chen, & Nisbett, *Social Psychology, 5<sup>th</sup> Edition*

Online registration and access to the online quizzing tool (InQuizitive; free with new textbook) are available here: <https://digital.wwnorton.com/socialpsych5>

InQuizitive is an adaptive quizzing tool with gaming elements that is designed to help you learn the material in the textbook, help you come prepared to lectures, and improve your performance on exams. See more detailed instructions in Class Requirements & Grading section below.

### Recommended Readings

If you are interested in delving more into specific topics, I would recommend *Thinking Fast and Slow* by Daniel Kahneman

*Drunk Tank Pink* by Adam Alter

*The Evolution of Desire* by David Buss

*Blind Spot: Hidden Biases of Good People* by Mahzarin Banaji and Anthony Greenwald

*Moral Tribes* by Joshua Greene.

## **Teaching Philosophy**

### **Teaching Style**

My teaching style for this class is guided by enthusiasm, exploration, and collaborative interaction. While this course is primarily structured in lecture format, I am committed to fostering an interactive classroom environment by encouraging all students to contribute and question the ideas I present and the ideas presented in the readings in a relaxed but intellectually rigorous environment, learning how to courteously critique and sharpen ideas.

### **Teaching Goals and Learning Objectives:**

By the end of this class, I aim for students to have a foundational understanding of the content being studied in social psychology and its relevance to informing practices outside the lab (e.g., business, law, health, and public policy).

More broadly, my goals as a teacher are to shape students into more creative thinkers and better decision makers. Not only do I want students to be more astute consumers and communicators of psychological data, but I also want students to be better equipped to critically evaluate their own beliefs and decisions. The scientific method is a means of gathering evidence that can provide insight into the fallible certainty of intuition and introspection. Absolutes are simple comforts that obscure more nuanced knowledge: evidence does not prove, it supports and suggests. Understanding these fundamental concepts will leave students as sharper psychologists and savvier consumers and producers of knowledge beyond social psychology.

## **Class Policies**

This class aims to provide you with a strong foundation in Social Psychology, honing your general critical thinking and scientifically informed decision making skills. I'll do as much as I can to help you along the way – but ultimately, you will determine how much you get out of this class. I'm committed to being available to answer your questions about the material in the class, and generally doing whatever I can to make the class a worthwhile intellectual experience for you. On your end, I ask that you fully commit yourself to the following:

### **Academic Integrity**

All students should review the University's standards of academic integrity: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)  
Any student who violates academic integrity (including but not limited to plagiarism, cheating, sabotage, and falsification) will be penalized according to the severity of the violation: from receiving a failing grade on an assignment/exam to flunking out of the class. Disciplinary action may be taken by Judicial Affairs, which could lead to a suspension or dismissal from the University. Needless to say integrity matters, don't tarnish your integrity and

reputation to save a couple minutes on an assignment or artificially inflate an exam score. Take ownership of who you are and what you do.

### **Class Requirements and Grading**

**Final Grades** will be calculated as follows:

<b>Requirement</b>	<b>% of Grade</b>
Laboratory Experiment	1.5
InQuizitive	13.5
Exam 1	15
Exam 2	15
Exam 3	15
Exam 4	15
Final Exam	25

**Final Grades** will be converted into a letter grades:

92.5-100%	<b>A</b>	72.5-76.4%	<b>C</b>
89.5-92.4%	<b>A-</b>	69.5-72.4%	<b>C-</b>
86.5-89.4%	<b>B+</b>	66.5-69.4%	<b>D+</b>
82.5-86.4%	<b>B</b>	62.5-66.4%	<b>D</b>
79.5-82.4%	<b>B-</b>	59.5-62.4%	<b>D-</b>
76.5-79.4%	<b>C+</b>	< 59.5%	<b>E</b>

**Social Psychology Laboratory Experiment (1.5%)** For the week that has a laboratory experiment assigned, you will take on the perspective of a participant in a simulated version of the experiment that you will read for class. There will be a link to the experiment on Qualtrics posted on Blackboard.

#### **InQuizitive (13.5%)**

InQuizitive is an adaptive quizzing tool with gaming elements that is designed to help you learn the material in the textbook, help you come prepared to lectures, and improve your performance on exams. One of the things that I really like about InQuizitive is that it helps me to tailor the class to meet individual students' learning needs, adjusting the difficulty of questions to an individual student's level to help them gain competence at their own pace as they read the textbook.

The first InQuizitive Quiz will begin for material covered in Chapter 2. The Quiz will be **due by 11:59pm the day the material is assigned**. Quizzes will be required for each subsequently assigned chapter

Online registration and access to the online quizzing tool (InQuizitive; free with textbook) are available here: <https://digital.wwnorton.com/socialpsych5>

I created a set of quiz questions (i.e., Student Set) tailored to our course:  
Social Psychology, APSY270, Spring 2021

\*\*\***Student Set ID: 424956**\*\*\*

To access these quiz questions you will need to add yourself using the Student Set ID (424956). Provide your name and email.

Here is how to register online:

<http://wwnorton.com/common/mplay/6.11/?p=/digital/registration/video/&f=student-registration&ft=mp4&cdn=1>

The registration code should come with the new books.

<http://books.wwnorton.com/studyspace/faq.aspx>: "registration code is printed on a card inside the front of your book. If your textbook was used, the registration code probably has already been activated by the previous owner. If this is the case, you may purchase access online at the relevant StudySpace site [i.e., at the link to the textbook webpage below]."

If do not have the registration code, then you can buy online access to InQuizitive for \$25 here: <https://digital.wwnorton.com/socialpsych5> (see purchase options).

Here is how to add yourself to a Student Set:

<http://wwnorton.com/common/mplay/6.11/?p=/digital/registration/video/&f=adding-yourself-to-a-set&ft=mp4&cdn=1>

### **Exams 1-4 (60%)**

The midterm exams will be "closed-book" and in-class. The exam will consist of a subset of question formats (e.g., T/F, multiple-choice, fill-in-the-blank).

### **SONA participation (Bonus, +1-3% to Final Exam)**

Students can participate in research run on campus through the SONA system. Participating in studies will be worth 1% bonus point per credit hour. Bonus points will be added to the final exam. Note, we are capping the number of bonus points to 3%, so you will receive bonus points up to participating in three hours of research.

You can log on to SONA here: <https://albany.sona-systems.com/main.aspx>

### **Social Psychology on Film Essay (Bonus, +0-3% to Exam)**

Movies are not merely a dramatic form of self-expression; they also have the potential to provide society with sharp and compelling social commentary (e.g., *Inside Out* (2015), *12 Angry Men* (1957), *Guess Who's Coming to Dinner* (1967),

*Get Out* (2017), *Moonlight* (2016); *Black Mirror* (2011-2017). Art often imitates life, but not always. In this class you can watch three movies or television episodes of your choosing. Following each film or episode, you can write one essay (500-1000 words) that will be worth 0-3% bonus points for the previous Exam. In your essay:

(i) Describe a scene from the film in enough detail so that we know you attended class, viewed the film, and engaged with it,

(ii) And then **discuss how** the behaviors and situations in this scene relate to **research in social psychology (citing specific experiments and theoretical concepts presented in class and in the textbook).**

### **Final Exams (25%)**

The final exam will be cumulative (i.e., covering content from the entire semester).

### **Disabilities**

If you have a documented disability and will be requesting accommodations for this class, please notify a TA, me, and the Disability Resource Center:  
<http://www.albany.edu/disability/index.shtml>

### **Class Calendar**

Changes may be made to the scheduled readings as need, and will be announced in class. Lecture slides will be posted on Blackboard shortly after each lecture.

<b><u>Date</u></b>	<b><u>Topics &amp; Readings</u></b>
<b>W1 Mon 2/01</b>	<b>Organizational Meeting</b>
<b>W1 Wed 2/03</b>	<b>Introduction to Social Psychology</b> Chapter 1  ***Register for InQuizitive***
<b>W2 Mon 2/08</b>	<b>Power &amp; Obedience</b> Chapter 12 (p. 426-432) Chapter 9 (p. 296-307)
<b>W2 Wed 2/10</b>	<b>The Methods of Social Psychology</b> Chapter 2

\*\*\*First InQuizitive Quiz Due by 11:59pm\*\*\*

<b>W3 Mon 2/15</b>	<b>Social Cognition &amp; Errors in Judgment</b> Chapter 4
<b>W3 Wed 2/17</b>	<b>Exam Review</b>
<b>W4 Mon 2/22</b>	<b>Exam 1</b>
<b>W4 Wed 2/24</b>	<b>Social Psychology on Film</b>
<b>W5 Mon 3/01</b>	<b>Emotion</b> Chapter 6
<b>W5 Thurs 3/04</b>	<b>Relationships &amp; Attraction</b> Chapter 10 (since there are no classes on Weds 3/03, I'm moving this material to 3/04)
<b>W6 Mon 3/08</b>	<b>Social Influence</b> Chapter 9 (p. 269-296)
<b>W6 Wed 3/10</b>	<b>Exam Review</b>
<b>W7 Mon 3/15</b>	<b>Exam 2</b>
<b>W7 Wed 3/17</b>	<b>Social Psychology on Film</b>
<b>W8 Mon 3/22</b>	<b>Social Psychology Laboratory Experiment</b>  "Spring Break"
<b>W09 Mon 3/29</b>	<b>Social Psychology Applied to the Health, Law, and, Education</b> Modules 1, 2, & 3
<b>W09 Wed 3/31</b>	<b>Stereotyping, Prejudice, and Discrimination</b> Chapter 11
<b>W10 Mon 4/05</b>	<b>The Social Self</b> Chapter 3

**W10 Wed 4/07** Exam Review

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**W11 Mon 4/12** Exam 3

**W11 Wed 4/14** Social Psychology on Film

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**W12 Mon 4/19** **Morality: Aggression**  
Chapter 13

**W12 Wed 4/21** **Morality: Altruism and Cooperation**  
Chapter 14

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**W13 Mon 4/26** **Groups**  
Chapter 12  
(p. 409-426, 433-441)

**W13 Wed 4/28** Exam Review

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**W14 Mon 5/03** Exam 4

**W14 Wed 5/05** Social Psychology on Film

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**W15 Mon 5/10** Final Exam Review

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**FINAL EXAM: TBD**

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\*State University of New York

**APSY 327: PERSONALITY PSYCHOLOGY**  
**Fall 2022 Syllabus**  
**Section Number 0001 / Class Number 2022**  
**3 Credit Hours**  
**Mondays, Wednesdays, and Fridays, 10:35–11:30am**  
**Lecture Center 2**

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**CONTACT INFORMATION**

**INSTRUCTOR**

**Cynthia J. Najdowski, Ph.D.**

Associate Professor

Head of the Social-Personality Psychology Doctoral Program

Department of Psychology

[albany.edu/pulselab/](http://albany.edu/pulselab/)

[facebook.com/groups/psychandlaw/](https://facebook.com/groups/psychandlaw/)

[cnajdowski@albany.edu](mailto:cnajdowski@albany.edu)

*Drop-in hours:* Mondays 12-2pm (see Blackboard for details and exceptions) & by appointment

**TEACHING ASSISTANT**

**Madison Laks**

Doctoral Student

Department of Psychology

[mlaks@albany.edu](mailto:mlaks@albany.edu)

*Drop-in hours:* TBD & by appointment

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**COURSE OVERVIEW**

**“My personality is humongous.”**

**--Cardi B**

**“If it wasn’t for the coffee,  
I’d have no identifiable personality whatsoever.”**

**--David Letterman**

What is personality? Is it a consistent and stable set of features that define who we are? Or does who we are depend on the circumstances of the moment? How does personality develop and why does it matter? This course will answer these questions and more by introducing you to the scientific study of personality, an area of psychology focused on understanding the patterns and variations in individuals’ thoughts, feelings, and behaviors. We will discuss foundational ideas in the field while examining their continuing relevance. We will consider different ways of analyzing personality as well as interrelations between approaches and their utility in developing an integrated science of the coherent and unique whole person. This course will encourage you to think critically about the major perspectives and practical concerns in the field.

**Learning goals:** By the end of the semester, you should have an understanding of:

- The fundamental theories, principles, and research on personality;
- How personal characteristics and situational conditions interact to produce personality;
- The role of personality in shaping affective, cognitive, and behavioral outcomes;
- Measurement of personality; and
- Practical applications of personality psychology, including in everyday experience.

APSY 101 is a prerequisite. This course will provide you with a broad base of specialized knowledge in personality psychology. As such, it fulfills the social basis requirement for the psychology major.

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\* Copyright 2022 (Cynthia Najdowski) as to this syllabus, all lecture content, PowerPoint slides, and quizzes.



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## COURSE MATERIALS

### REQUIRED

1) **Funder, D. C. (2019). *The Personality Puzzle* (8<sup>th</sup> ed.). W. W. Norton & Company.**

A physical copy of the textbook is on reserve for three-hour loan periods at the University Library.

The textbook is also available for purchase as a physical or digital copy, new or used, at the UAlbany Bookstore and elsewhere. You may use whatever you prefer, but you must use the 8<sup>th</sup> edition.

If you purchase a digital copy, you may access it via Blackboard at *STUDENT RESOURCES > Ebook & InQuizitive Support > E-Book*.

2) **InQuizitive for *The Personality Puzzle***

An access code for InQuizitive is included in the purchase of a new textbook. If you purchase a used copy or rent the textbook, however, you will likely be required to purchase an access code for InQuizitive separately.

The Student Set ID for this class is 607870.

3) **Chapters 16 & 17 from Mischel et al.'s (2007) *Introduction to Personality*.**

These two chapters are available on Blackboard at *COURSE CONTENT > Electronic Reserves*.

### RECOMMENDED

4) iClicker Remote

Your remote must be the iClicker brand. The original iClicker will work, but the University's bookstore carries only the iClicker2. Used remotes are sometimes available. If you have an iClicker from another class, you may use it in this class. You should register your iClicker on Blackboard. You'll need to set your remote frequency to CC at the beginning of every class.

5) Supporting Study Resources

Wikis and study guides will be posted for each course module on Blackboard at *COURSE CONTENT > Modules & Materials > Module #*.

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## COURSE STRUCTURE

This course will be delivered in person using the required and recommended materials as well as supporting resources accessible through Blackboard. Please log in using your NetID and password at <http://blackboard.albany.edu> as soon as possible to ensure you have access to the material for this course. If you need technical assistance at any time, you should contact Information Technology Services ("ITS"; <https://www.albany.edu/its/service-desk.php>).

Throughout the semester, you will:

- do individual work to learn new information,
- attend in-person classes to learn course content and have opportunities to apply it to real-world issues,
- have frequent opportunities to reflect on your learning.

We will cover various different aspects of personality psychology over seven modules. The materials and assignments for each module will be provided in separate corresponding folders on Blackboard. A schedule on the last page of this syllabus lists the assignments and due dates for each module.

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## GRADED COURSE ACTIVITIES

Your progress toward the learning goals will be assessed via chapter check-ins and quizzes. The nature of the assessments and grading scheme are designed to ensure you can earn an A in this course!

### CHAPTER CHECK-INS = 15 points

To help you learn from the assigned readings, you will use InQuizitive to answer questions about each chapter covered within each module. You should *complete the readings before attempting the chapter check-ins*. The check-ins will then give you valuable information about what you are learning and allow you to practice the skills you'll need to succeed on the quizzes. They provide you with important feedback as you continue your academic work and prepare for your future career.

Your responsibilities related to these assessments are to:

- 1) use Blackboard links (located at *COURSE CONTENT > Course Materials > Module # > Module # Chapter Check-Ins*) to access the InQuizitive tool for each assigned chapter,
- 2) complete the chapter check-ins by 11:59pm two days before the relevant module quiz (due dates are listed in the schedule), and
- 3) ensure that your scores are being recorded on Blackboard.

For each chapter check-in, you can earn up to 100% of 1 point (e.g., if you earn 100% on a chapter check-in, you'll receive a score of 1; if you earn 90%, you'll receive a score of .9; if you earn 75%, you'll receive a score of .75; etc.). There are 17 chapter check-ins. Your lowest two chapter check-in scores will be dropped, so only 15 chapter check-ins will count toward your total course grade. It's possible to earn a total of 15 points from chapter check-ins.

### QUIZZES = 85 points

I will create closed-book paper-and-pencil quizzes (approximately 25 multiple-choice, matching, and/or true-false questions) that are unique to the course this semester and align with the work that you will be practicing. They are designed to test your understanding and ability to think about the material critically and creatively, not just whether you can memorize facts. The quizzes are cumulative only in the sense that the material we cover in each part of the course is cumulative. I think you'll find the quizzes challenging at the right level. Remember, all of the work you do this semester will be building toward these assessments. That is, the assigned reading from the textbook, chapter check-ins, and lectures will all be preparing you for your quizzes. The quizzes then show me how you're thinking about the material, and allow me to give you feedback on your individual progress.

Quizzes will be administered in class on the dates listed in the schedule.

For each quiz, you can earn up to 100% of 17 points (e.g., if you earn 100% on a quiz, you'll receive a score of 17; if you earn 90%, you'll receive a score of 15.3; if you earn 75%, you'll receive a score of 12.75; etc.). There are seven quizzes (there are no midterm or final exams). Your lowest two quiz scores will be dropped, so only five quizzes will count toward your total course grade. It is possible to earn a total of 85 points from quizzes.

## GRADING SUMMARY AND SCALE

You can calculate your total course grade using this formula:

15 highest **chapter check-in** scores + 5 highest **quiz** scores

Decimal values of .5 and above will be rounded up, and all others will be rounded down. Letter grades will be assigned using this grading scale:

93-100 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
	< 60 = E	

Please note that I will not curve any grades and I will not issue extra credit on an individual basis. Guaranteed admission to the psychology major requires a cumulative GPA of at least 2.50 in psychology courses completed at UAlbany (2.00 overall GPA at UAlbany).

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## COURSE EXPECTATIONS & POLICIES

\* **SYLLABUS:** This syllabus is designed to be a resource for you to use throughout the semester. However, I reserve the right to make minor modifications throughout the course. Any modifications will be uniformly applied and clearly communicated on Blackboard. It is your responsibility to keep up with important dates, as well as university deadlines for registering, dropping the course, etc., and to know whether you need to discuss something with me or the teaching assistant *before* deadlines approach.

\* **BLACKBOARD:** I will post course materials (e.g., this syllabus) and grades on Blackboard. I also will use Blackboard to communicate with you (e.g., about changes to the course schedule, extra credit opportunities, etc.). It is your responsibility to check for announcements and updates on Blackboard regularly (I recommend doing this daily).

\* **ASSIGNED READING AND LECTURES:** Complete the assigned reading **BEFORE** class. Lectures are designed to explain, demonstrate, and expand on the material in the textbook, not replace it. Even if the assigned reading is not discussed in class, it will provide you with the foundation you need to process the material covered during the lecture, and quizzes will include questions about it. Note also that you may be quizzed on material that is covered *only* in lectures. Slide decks will be posted on Blackboard.

\* **CLICKER:** To facilitate your engagement in class as well as your ability to learn from your peers, I will use the iClicker system to ask questions, including the types of questions that will be included on quizzes. I strongly recommend you purchase an iClicker, register it online via Blackboard (at *STUDENT RESOURCES > iClicker Registration*) with the 8-digit alphanumeric remote ID on your iClicker, bring your iClicker to every class meeting, ensure it functions properly (e.g., the batteries are working, it is set to the CC frequency at the beginning of every class), and use it to submit your responses.

\* **RESPECT & SAFETY:** I want to foster a respectful and safe learning environment for you and your classmates, and I will need your help to do that important job.

To begin, I encourage your active participation in all in-person and online forums for this course. Each of us may have strongly differing opinions on some topics and we will occasionally discuss some sensitive topics. Respectful questioning of others' ideas, including mine, is welcome and encouraged. I will, however, exercise my responsibility to manage discussions so they can proceed in an orderly fashion. The following ground rules will enhance the learning experience for everyone in this course:

- (1) be open-minded;
- (2) be willing to express your opinion, even if you hold a minority perspective;
- (3) treat others' opinions and experiences with respect and courtesy—question or critique ideas but never attack people;
- (4) avoid using vernacular or slang and never use offensive language;
- (5) don't monopolize discussion—be sure to give other students the opportunity to join in;
- (6) think and edit before sharing—refrain from telling things that are too personal, and exercise your right not to share if doing so would make you uncomfortable;
- (7) maintain confidentiality of experiences shared by class members;
- (8) be helpful to your classmates; and
- (9) don't hesitate to ask for feedback.

Also, please arrive in class on time, and avoid leaving in the middle of class or packing up before class is over. Please turn off cell phones before class begins. During class, please refrain from talking to each other, talking on cell phones, texting, instant messaging, social networking, browsing the Internet, etc. These kinds of interruptions and behavior are extremely distracting to me and your classmates.

Finally, we must engage in best safety practices based on the current information we have about reducing health risks. Please be sure that you follow all university guidance for COVID-19 (see <https://www.albany.edu/covid-19/health-safety#safety>) and other pathogens. I will do the same. If you haven't already, I recommend that you familiarize yourself with the University's Fall 2022 Protocols for keeping everyone safe (<https://www.albany.edu/covid-19>).

If your conduct disrupts the atmosphere of mutual respect and regard for safety that I expect in this course, you will not be permitted to participate further (e.g., I will ask you to leave the class that day, bar you from Blackboard discussion forums, etc.).

\* **ACADEMIC INTEGRITY:** When you put your own honest effort into your work, it pays off in what you learn about your own learning and what I learn about how I can help you improve in areas that are still challenging. Because this is so important, I do not tolerate academic dishonesty. Instances of cheating include (but are not limited to) completing online assignments or iClicker questions for another person; copying from others, sharing answers, or using unauthorized material for quizzes; etc. If I become aware you have cheated, you will receive a “0” grade on the assignment. You also may receive a failing grade for the course or be referred for disciplinary action. It is your responsibility to be familiar with UAlbany’s academic integrity standards ([https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html)).

\* **COMMUNICATION: The best, most direct way to communicate with me and the teaching assistant is during our drop-in hours.** You do not need an appointment—drop in anytime! Further details about meeting times and locations are posted on Blackboard at *COURSE CONTENT > Course Information*. Because some drop-in hours will be held virtually, I encourage you to activate your Zoom account now. (If you have difficulties with Zoom, you should contact ITS.)

I strongly encourage you to ask questions about the syllabus, assignments, and course content during class meetings or in the Class Community on Blackboard. By doing so, you create the opportunity for me, the teaching assistant, and your classmates to respond in a forum that allows your classmates to benefit from our conversations as well. Otherwise, before emailing me or the teaching assistant, please first try to answer your questions using this syllabus and other material available on Blackboard. If we do not respond, that means that you already have all the resources you need to find the answers to your questions! Please note that neither I nor the teaching assistant will provide guidance on assignments or discuss why you received a particular grade via email. Those issues must be addressed during our drop-in hours. Therefore, **your primary reason for emailing us should be to schedule a meeting or phone call when you cannot attend any of the regularly scheduled drop-in hours that we hold each week.**

If you need to schedule an appointment, your email should follow this format:

**Subject:** course number, your real name, and the subject of the email; and

**Message:** one or two sentences describing the reason for requesting a meeting and at least three times when you are available to meet.

We only respond to student emails during or as soon as possible after our drop-in hours. In general, you can expect a reply from me or the teaching assistant within one week. If we can’t respond to your email within that time frame, you’ll receive an automatic reply explaining when we will be able to respond. Please do not send multiple emails related to the same issue. Doing so increases our overall email load and then takes us longer to respond to you and your classmates. Please be patient and trust that we will respond to you as soon as we are able to do so.

**Please ensure that any emails you send to me or the teaching assistant are professional.**

See <http://grammar.about.com/od/developingessays/a/profemails.htm>.

\* **ATTENDANCE:** The work we do in class is important. You will be exposed to new psychological concepts and answer questions, engage in discussion with classmates, and complete activities regularly. I’ll provide lecture slides on Blackboard, but reading slides is an extremely poor substitute for attending lectures in person. The in-class work allows you to work through ideas and get immediate feedback on your grasp of the material. As such, it is a key part of your learning. Please understand that attendance is not explicitly factored into your course grade but your best route to achieving the learning goals and doing well on the quizzes is to attend all classes *unless you genuinely cannot*. Indeed, one of the most direct ways you can take control over your ability to succeed in this course is by attending classes.

Even so, I know that absences, late arrivals, and early departures are sometimes unavoidable. **If you are sick, please stay home**, contact your healthcare provider, and follow the university guidance at <https://www.albany.edu/covid-19/health-safety>. If you must miss class, it is your responsibility to obtain notes from a classmate. You do not need to alert me or the teaching assistant unless you need an

accommodation for make-up work, as discussed in the next section. However, you are always welcome to visit us during our drop-in hours to ask questions about lecture content.

\* **MAKE-UP/LATE WORK: Make-up quizzes** delay our ability to provide the class with feedback on their learning and put extra demands on my and the teaching assistant's schedules. If you miss a quiz, it can be counted as one of your two lowest quiz scores and dropped. Otherwise, a make-up quiz will be allowed only in the event of an unavoidable absence due to documented religious observances (New York State Education Law, Section 224-A), compelling time conflicts, athletic events, tragedies, emergencies, or illness. You must contact me to **request a make-up quiz in advance or no later than 72 hours after the missed quiz. Documentation must be provided to support the request.** The make-up quiz must be taken as soon as reasonably possible at a time and location of mutual convenience with me or the teaching assistant. Please note that I have the right to substitute an alternate quiz that is different from the quiz given to the rest of the class but at the same level of difficulty.

**Chapter check-ins** are intentionally due two days before you will be quizzed on the relevant material to give you feedback on your understanding of the assigned readings and help you think about which psychological concepts you might need to focus on while studying. When these assessments are not completed on time, their educative purpose is compromised. Please note that all of the chapter check-ins can be completed over a minimum of 1.5 weeks. Therefore, late work will not be accepted on the basis of religious observances, time conflicts, or athletic events. I strongly recommend that you plan ahead and avoid procrastinating to increase the likelihood that you'll be able to complete chapter check-ins on time even in the event that problems arise. Even so, late work will be permitted in some extenuating circumstances. **Documentation of tragedy, emergency, or illness must be provided** to support a request, and such **requests must be made in advance or no later than 72 hours after the chapter check-ins were due.** The late work must be submitted as soon as reasonably possible.

**Extra credit** issued during class cannot be made up.

Please note that there will be no exceptions allowed on the basis of adding the course late.

\* **RECOMMENDATION LETTERS:** I write recommendation letters only for students whom I have instructed in at least two courses *and* met outside of class enough to have something substantial to comment on (you are welcome to contact me anytime to chat about interesting material, current events, and/or your future plans).

\* **ACCOMMODATIONS:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify Disability Access and Inclusion Student Services (DAISS) by contacting them at [daiss@albany.edu](mailto:daiss@albany.edu) or 518-442-5501. Upon verification and after the registration process is complete, DAISS will provide you with a letter noting that you are a student with a disability registered with DAISS and list the recommended reasonable accommodations.

\* **YOUR PSYCHOLOGICAL HEALTH:** There may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. Signs of distress may include difficulty concentrating; increased fear, anxiety, worry, or feeling paralyzed or overwhelmed; trouble sleeping; changes in appetite or eating habits; increase in alcohol or other drug use, and/or concerns about your use by friends or family; crying, sadness, or loss of interest/pleasure; or feeling hopeless and/or helpless. If your distress is interfering with your academic, work, or personal life, free confidential support is available to you through the University at Albany Counseling and Psychological Services (CAPS), including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Visit [www.albany.edu/caps](http://www.albany.edu/caps) for hours of operation and additional information. For questions or to make an appointment, call (518) 442-5800 or email [consultation@albany.edu](mailto:consultation@albany.edu). **If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). If you're dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide, you may also text "GOT5" to 741741 (Crisis Text Line).**

## TENTATIVE COURSE SCHEDULE (AS OF JULY 25, 2022)\*

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August 22 [Syllabus](#)

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### **Module 1: Introduction and Part I—The Science of Personality: Methods and Assessment**

August 24 [Chapter 1: The Study of the Person \(pp. 2-15\)](#)

August 26 [Chapter 2: Personality Research Methods \(pp. 20-61\)](#)

&

[Chapter 3: Personality Assessment \(pp. 66-78, 85-90, and 93-102\)](#)

August 29 Continue [Chapters 2 & 3](#)

August 31 Continue [Chapters 2 & 3](#)

\*\*\*\*\***MODULE CHAPTER CHECK-INS DUE BY 11:59PM**\*\*\*\*\*

September 2 \*\*\*\*\***QUIZ #1**\*\*\*\*\*

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### **Module 2: Part II—How People Differ: The Trait Approach**

September 5 **CLASSES SUSPENDED FOR LABOR DAY**

September 7 [CURCE Presentation](#)

&

[Chapter 4: Persons and Situations \(pp. 110-113\)](#)

&

[Chapter 6: Traits and Types \(pp. 182-187, 204-217, 222\)](#)

September 9 Continue [Chapter 6](#)

&

[Chapter 7: Personality, Stability, Development, & Change \(pp. 227-228, 232-235\)](#)

September 12 Continue [Chapter 4 \(pp. 113-137, 140-141\)](#)

September 14 Continue [Chapter 4](#)

September 16 \*\*\*\*\***MODULE CHAPTER CHECK-INS DUE BY 11:59PM**\*\*\*\*\*

September 19 \*\*\*\*\***QUIZ #2**\*\*\*\*\*

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### **Module 3: Part III—The Mind and Body: Biological Approaches to Personality**

September 21 [Chapter 8: The Anatomy and Physiology of Personality \(pp. 266-308\)](#)

September 23 [Chapter 9: Genetics and Evolution: The Inheritance of Personality \(pp. 310-323\)](#)

&

[Chapter 7: Personality Stability, Development, and Change \(pp. 229-235, 252-255\)](#)

September 26 [Chapter 9: Genetics and Evolution: The Inheritance of Personality \(pp. 323-348\)](#)

September 28 Continue [Chapter 9](#)

\*\*\*\*\***MODULE CHAPTER CHECK-INS DUE BY 11:59PM**\*\*\*\*\*

September 30 \*\*\*\*\***QUIZ #3**\*\*\*\*\*

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### **Module 4: Part IV—The Hidden World of the Mind: The Psychoanalytic Approach**

October 3 [Chapter 10: Basics of Psychoanalysis \(pp. 353-390\)](#)

October 5 Continue [Chapter 10](#)

October 7 Continue [Chapter 10](#)

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\* Blue text = Funder's textbook; Gold text = Mischel et al.'s chapters

October 10 **CLASSES SUSPENDED FOR FALL BREAK**

October 12 Continue Chapter 10

October 14 \*\*\*\*\*QUIZ #4\*\*\*\*\*

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**Module 5: Part V—Experience and Awareness: Humanistic and Cross-Cultural Psychology**

October 17 Chapter 12: Humanistic Psychology, Positive Psychology, & the Science of Happiness (pp. 422-462)

October 19 Continue Chapter 12

October 21 Continue Chapter 12

October 24 Continue Chapter 12

&

Chapter 13: Cultural Variation in Experience, Behavior, & Personality (pp. 464-472 and 477-509)

October 26 Continue Chapter 13

\*\*\*\*\*MODULE CHAPTER CHECK-INS DUE BY 11:59PM\*\*\*\*\*

October 28 \*\*\*\*\*QUIZ #5\*\*\*\*\*

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**Module 6: Part VI—What Personality Does: Learning, Motivation, Emotion, and the Self**

October 31 Chapter 14: Personality Processes (pp. 514-534, 536, 538-539, 545-551)

November 2 Continue Chapter 14

November 4 Continue Chapter 14

November 7 Chapter 15: The Self (pp. 554-578)

November 9 Continue Chapter 15

November 11 Continue Chapter 15

November 14 Continue Chapter 15

\*\*\*\*\*MODULE CHAPTER CHECK-INS DUE BY 11:59PM\*\*\*\*\*

November 16 \*\*\*\*\*QUIZ #6\*\*\*\*\*

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**Module 7: Part VII—Integration and Self-Regulation**

November 18 Funder's Chapter 14: Personality Processes (pp. 546-548)

Mischel et al.'s Chapter 16: The Personality System: Integrating the Levels

November 21 Continue Mischel et al.'s Chapter 16

November 23 **CLASSES SUSPENDED FOR THANKSGIVING BREAK**

November 25 **CLASSES SUSPENDED FOR THANKSGIVING BREAK**

November 28 Mischel et al.'s Chapter 17: Self-Regulation: From Goal Pursuit to Goal Attainment

November 30 Continue Mischel et al.'s Chapter 17

December 2 Chapter 18: What Have We Learned? (pp. 658-670)

\*\*\*\*\*MODULE CHAPTER CHECK-INS DUE BY 11:59PM\*\*\*\*\*

December 5 \*\*\*\*\*QUIZ #7\*\*\*\*\*

**Course Description:** Biological and social determinants of personality and its development; methods of studying personality; the various systems of psychology and their interpretations of personality structure.

**SOCIOLOGY - ASOC 180 (#7844)**  
**SOCIAL PROBLEMS - 3 Credits**  
 Fall 2020  
 8-week-1: August 24-October 7

Instructor: Professor Angie Y. Chung

Teaching Assistants:

- Tingting Liu: tliu20@albany.edu
- Libin Fan: lfan6@albany.edu

Virtual Office Hours:

- With Professor Chung: Wednesdays 10AM-12PM (by appt on Calendly only)
- With Ms. Tingting Liu: Tuesdays 4:30-5:30PM (by appt on Calendly only)

Virtual Student Chat: Wednesdays 4:30-5:30PM (no appt)

E-mail: **Through Blackboard email only**

**WELCOME!**

Welcome to the 8-week online course for Soc.180 Social Problems!

My name is Professor Angie Chung and I will be the instructor for this course for the next half semester.<sup>1</sup> Just so that you can put a name to the face, you may click on the following link to see a short course introduction video. [This is a good opportunity to test out your video since we have some video shorts you will need to watch for your team tasks.]

Here is the written script for your reference [note: the text below provides the most accurate information in brackets]:

Hi, I'm Professor Angie Chung and I will be your instructor for this 8-week online course Sociology 180 Social Problems. Throughout the course, we will be reading, writing, and discussing different perspectives on a wide range of social problems, including crime control and the criminal justice system, sex and sexuality, racial/ gender/ class inequality, education, environment, and politics, among many other topics. The course is roughly divided into three categories of social problems: Problems of the Individual, Problems of Social Inequality and Conflict, and Problems of Progress, Environment and Social Change. Given that this is a general topics course, we do not have time to cover in detail all the topics that you may consider a social problem and you may also come to conclude that not all of these issues are necessarily "social problems." However, what I will try to do is give you the tools to critically assess any social issue based on hard evidence and practice identifying the causes, consequences, and possible solutions for resolving these problems.

Because this is an online course, the way classes are structured will be very different from what you may be used to and will require you to be a Self-directed Learner. For those of you who have never taken an online course, be prepared to invest a significant amount of time--up to 5

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<sup>1</sup> I'm not sure why they call it 8 weeks even though it is usually scheduled fewer than 8 weeks, but be aware that the course will actually run for only 6.5 weeks this semester! I will refer to it as 8 weeks moving forward just to be consistent and avoid confusion.



hours per session, 3-4 sessions per week--reading, writing memos, watching videos, and engaging in online blog discussions. Although there is a little flexibility on when you work on each session, or what I call “unit”, each assignment I give will be strictly due on a set date (usually within two days), given the time restrictions of the course. We will essentially be squeezing an entire semester's worth of course material into fewer than 8 weeks so this will not be a piece of cake. However, I will do my best to make the activities interesting and to guide you on the content whenever necessary as long as you're willing to invest the time and effort.

The first step is for you to learn what this course is about. Since everything is conducted online, it is absolutely essential you read the syllabus thoroughly. In order to demonstrate your preparedness, you will be required to pass a syllabus quiz at the very end of the icebreaker unit before you can move onto the next unit. So sit back, relax, and get started on your first unit!

As you start organizing your class schedule, please bear in mind the following:

1. ***You are cramming in 13-14 weeks of material into fewer than 8 weeks.*** As a result, 8-week online courses require regular work. Again, I would plan on allotting up to 5 hours per session, 3-4 sessions per week in a setting where you can stay focused.
2. ***Because there is no in-person lecture or discussion where we can orally exchange ideas, you will be gaining most of your knowledge through reading and conveying/ discussing most of your knowledge through shared writing and exams.*** As a result, 8-week online courses are also more reading/ writing-intensive than most traditional courses!
3. ***Online courses are usually asynchronous***—meaning they are structured so that you are not required to do the work at a set time but rather, within a given timeframe (usually two days for this course). This allows us to adapt the course to different people’s schedules and time zones. However, this does not mean there is no deadline; in fact, intensive courses like this require that students take the initiative to meet the many deadlines in order to ensure course completion.

There are four important course rules to be aware of:

1. ***You must read the syllabus carefully!*** This course will be more intensive and heavily emphasize reading/ writing/ online written discussions over passive listening and oral discussions. Again, all the information you need to know is online, which means instead of listening to the instructor as in an in-person class, you will be reading a lot of instructions. The syllabus is essential in knowing how this all works.
2. ***You must buy the e-book for this course!*** All the readings and chapter quizzes for the course are accessible only in the Revel e-book and you do need to read daily in order to complete the course and pass the exams. As I will mention, there is a discounted option if you purchase instantly through Blackboard.
3. ***Stay organized and responsible with deadlines!*** You will usually have about 3-4 unit folders to complete per week. Intensive, self-directed courses like this require that the learner meet deadlines and stay organized. Because of this, unless you get a Dean’s note or send me formal documentation for approval, I can not accept late assignments and make individual accommodations or makeups. When in doubt, do something to show you tried to start early and meet the deadline. For example, start early in case something comes up, and if you’re having computer trouble, email me the assignment to meet the deadline then upload it onto Blackboard later. (I will open up access to unit folders weekly on Saturday at

midnight and to Revel chapter section quizzes one week before the due date.) I cannot guarantee you a full grade depending on the situation, but showing you made an equivalent amount of effort to do something before the deadline is better than doing nothing in this course. When all else fails, I have some limited safety valves built into the course as described in this syllabus but you will want to use them wisely.

4. ***Absolutely no plagiarism!*** I've had many years of experience to know that with writing-intensive courses like this, students are often tempted to get lax with quotation marks or citations, but be aware that I treat cheating/ plagiarism as the ultimate cardinal sin that indicates you have little regard for our honor system, have not demonstrated comprehension of your readings, and are not prepared for the real world. SafeAssign will flag your assignments when it catches anything inappropriately cut and paste without quotation marks from other archived student papers, website sources, and books/ journals, and I will spend the extra time to look into flagged assignments. I am required to report all instances of academic violations including cheating and plagiarizing to the Dean's office. Although I do not catch everything, please do not take the risk of a wasted failing grade or even worse, a black mark on your record by ***using quotation marks and citing your sources***. I will provide more information on what constitutes plagiarism so please read carefully.

For the first day of class, you will be completing an icebreaker unit where you will introduce yourselves to your classmates, get acquainted with different Blackboard functions, and read important details on the course content and structure. By the end of this icebreaker unit, you should have a clear sense of what this course involves, the topics we will cover, the rules and expectations of the course, and the content and quantity of work you will be expected to manage each day. Remember that from now on, I am here to guide and evaluate your progress, but this online course requires that YOU are the leader of your own learning in cooperation with your classmates.

So let's begin! Please start by clicking on each of the sections in the Table of Contents on the left-hand side of this page or using the next-previous arrows in the upper right-hand corner of this page. Each section will provide you information on the course, at the end of which you will take a syllabus quiz. The quiz is not graded but you will need to get a perfect score before you can access the next unit folders.

### **CONTACT INFORMATION**

<b>Instructor:</b>	Professor Angie Y. Chung
<b>Course Number:</b>	Soc.180-Social Problems (#7844)
<b>Semester:</b>	Fall 8-week-1: August 24-October 7, 2020
<b>Office Address:</b>	1400 Washington Avenue, AS304, Albany, NY 12222 (*not available during the Fall 2020 semester)
<b>Private Communications:</b>	For <i>private</i> communication with me, please use the <b><u>Email link on the left-hand course toolbar of Blackboard</u></b> , which is designed specifically for this purpose. Do not send private communications about the course to my private

	<p>email address. Anything other than private communications should be posted in the appropriate discussion boards.</p> <p><b>Check your Announcements and Email (internal) on Blackboard regularly</b> for any communication from me. The Email function might not always provide notification of new items.</p>
<b>Instructor Login Schedule:</b>	<p>I usually try to log onto the course Monday through Friday, but my response time may vary depending on urgency and my availability. I will usually answer private messages on Blackboard and check for questions in the Ask a Question forum throughout the morning but might also check in occasionally in the evenings. If I'm not available, remember to try Ask a Question in case the TA or other students can respond more quickly.</p>
<b>Email:</b>	Contact professor via Blackboard email
<b>Optional Student Chat Sessions</b>	<p>In order to help personalize the virtual experience, I will be offering weekly optional drop-in chat sessions with students on <b><u>Wednesdays from 4:30-5:30PM</u></b> where I will make myself available in a zoom room and students can drop in to discuss anything related to the course, including navigating the course, understanding course requirements, chatting about the course content, or any other topic you want to discuss in a group setting. We will use one recurring zoom link for the chat session (see Blackboard), although it is subject to change if there are security concerns.</p> <p>For the chat sessions, I ask that students send your questions to me before Wednesday at 12 noon via Calendly on Blackboard so I may share them with the class in case others have similar questions and would like to attend the session; if there is any time remaining, I will consider answering other questions that appear in the chat box. If the content is helpful, I may try pre-recording and sharing the sessions with the rest of the class although I can consider opt-out requests for privacy reasons.</p>
<b>Office Hours:</b>	<p>If you cannot get your answers from the Ask a Question forum or student chat sessions or have a private question, then I will take appointments for 15-minute private office hour sessions on <b><u>Wednesdays from 10AM-12PM</u></b>. You must make the appointments via Calendly on Blackboard, which will include the zoom link. We will use one recurring zoom link for the chat session (see Blackboard), although it is subject to change if there are security concerns. Since I may be with another student, you will be placed in the waiting room upon entering zoom and should wait until I am available and let you in the room. Please arrive at least five minutes early as I may have back-to-back appointments and need to skip your turn until the end if you do not arrive on time.</p>

## COURSE OVERVIEW<sup>2</sup>

This course will provide a general overview of social problems, with emphasis on modern American society linked to some global issues. We will examine the context, causes and consequences of these various problems and compare the way they take shape across social and national boundaries (e.g. gender, race/ethnicity, social class, and culture). In this course, we will critically analyze, debate, and engage in simulated activities organized around three categories of social problems: Problems of the Individual, Problems of Social Inequality and Conflict, and Problems of Progress, Environment and Social Change. Under these headings, we will cover a broad array of social problems, including poverty, environment, racism/ sexism/ ageism, crime and war/ technology, among other things.

## COURSE OBJECTIVES

The main objectives of the course are:

- 1) to familiarize the student with the different theoretical and methodological approaches to studying social problems from a sociological perspective;
- 2) to provide a broad overview of the major issues and problems that affect people on a local, national and global level, including their stages, causes and consequences;
- 3) to discuss and think critically about how we define and look at these social issues;
- 4) to explore potential solutions for resolving these problems based on knowledge accumulated through course material, informed discussions and other assignments;
- 5) to read and study effectively by oneself and with others in a virtual group setting;
- 6) and to apply your knowledge through writing, discussion and exams.

Be aware that this online course will require up to **5 hours of solid work per unit, 3-4 units per week**, including weekly reading/ writing assignments, online discussion boards, videos, and reading quizzes/ exams. This is the only way we can cover “lecture” hours, at-home assignments, exams and one semester’s worth of coursework in fewer than eight weeks.

The General Education Program as a whole has the following characteristics.

1. *General education offers explicit understandings of the procedures and practices of disciplines and interdisciplinary fields.*
2. *General education provides multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.*
3. *General education emphasizes active learning in an engaged environment that enables students to become producers as well as consumers of knowledge.*
4. *General education promotes critical thinking about the assumptions, goals, and methods of various fields of academic study, and the interpretive, analytic, and evaluative competencies central to intellectual development.*

Different categories within the Program emphasize different characteristics and this course will fulfill the following GenEd requirements:

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<sup>2</sup> DISCLAIMER: Any of the requirements and descriptions below are subject to change under the discretion of the instructor.

**Social Sciences:** Approved courses provide theory and instruction on the role of institutions, groups and individuals in society. The focus of these courses is on the interaction of social, economic, political, geographic, linguistic, religious, and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses include discussion of skills and practices used by the social sciences: data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Opportunities to experience social science methods in the field may be provided.

Approved courses generally fall into one of three categories:

1. introductions to the various disciplines of the social sciences
2. introductions to disciplinary subfields, designed for majors, non-majors, or both
3. courses open to majors and non-majors on broad topics that are addressed by one or more social scientific disciplines.

**Challenges for the 21<sup>st</sup> Century:** This category is specific to UAlbany. Since it is a “local” requirement, even students who have completed all their general education courses at another SUNY college/university, or have completed their A.A. or A.S. at another SUNY campus, must complete 3 credits in this local UAlbany category.

Approved courses in the category of Challenges for the 21<sup>st</sup> Century address a variety of issues focusing on challenges and opportunities in such areas as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and others, and may include interdisciplinary approaches. Courses in this category will be expected to address the historical roots and contemporary manifestations of challenges that lie ahead as students move into the world beyond the University at Albany.

## **READING AND EQUIPMENT NEEDS**

### **Required Electronic Textbook:**

- John Macionis. 2020. *Social Problems-Revel Access, 8<sup>th</sup> edition*. Upper Saddle River, NJ: Pearson Education, Inc. (at the campus bookstore or via Revel on Blackboard).

The majority of the course—including all readings, quizzes and writing assignments--will be organized around the electronic textbook listed above in conjunction with Blackboard so you will need to purchase electronic access either through the bookstore or through the Pearson link you can find on Blackboard under E-text (Revel). When you register (via access code or online instant access), you also have the option of adding the print upgrade for an extra fee (no shipping cost) but you will need the online version to get access to the required quizzes. I've been told that it's cheaper to purchase through the Revel link on Blackboard than the campus bookstore.

### **Keeping up with assignments:**

You will be relying heavily on Blackboard and Revel to keep track of your assignments. Print out a complete copy of this syllabus. Log onto Blackboard daily to check your mail and unit folder for

upcoming assignments. Check the assignment calendar on Revel frequently to confirm you are on track. You are required to complete all assignments before the due date (with limited safety valves noted below) and late submissions will not be accepted, so plan accordingly.

**Software:** You will need software that can create documents in order to draft and submit short writing assignments and essay exams. Any program that can create a ".doc" or ".docx" file will work; please do not submit PDF or other versions. Microsoft Word is a common program used to create these files. I will embed all the internet links to the short videos in the appropriate unit folders on Blackboard. If you need assistance with any technology, please contact the ITS Help Desk for Blackboard issues or call Pearson for e-textbook issues (see Troubleshooting Folder).

**Internet Access:** As you might suspect, you will also need *reliable* access to a desktop or laptop computer with *reliable* internet in order to succeed in this course. Although you can use other internet services, we recommend accessing Blackboard through **Firefox or Google Chrome** on high speed connection. Smart tablets and mobile phones are **not** compatible with all of the Blackboard features so do not rely on them to meet your course needs. Below are some tips and points to think about as you prepare for the course.

- Develop a backup plan in case you have computer or internet problems. Identify local locations where you can use a computer and/or connect to the internet (library, cafe). In general, having "computer problems" will not excuse you from missing assignment deadlines so start early and email me the document if you have trouble just to meet the deadline. Even if you email me your assignment to be safe, all assignments must be uploaded on Blackboard eventually in order to be graded.
- For important submissions such as the essay exams, I suggest you take a screenshot of your completed submission content after you have submitted and also double-check to make sure it appears once you log back on. Blackboard occasionally has technical glitches with submissions and I've had situations where I could not justifiably give full credit without evidence of timely submission of a non-blank document and ITS verification of Blackboard problems. And no--document timestamps are not sufficient evidence since they can be manipulated.
- I also suggest keeping a copy of ALL materials you create for the course. For discussion posts, you can copy and paste your post into a Word file to save it. This will help you if a computer problem develops. I strongly suggest that you compose all posts in a word processor and then copy and paste the final version into the discussion. This way browser crashes or time outs will not cause you to lose your post.
- If your MyUAlbany is down, you can access Blackboard through:  
<https://blackboard.albany.edu/>

## **HOW YOU WILL BE EVALUATED**

Your final grade will be based on the following components:

<b>Graded Component</b>	<b>Content</b>	<b>Total Points</b>
Chapter Reading Quizzes	~2-3 x chapter section	10 points

	quizzes per week (full credit for making an attempt)	
Timed Short-essay Quizzes	3 out of 4 x timed short-essay quizzes	20 points
Video Memo/ Team Tasks	3 out of 4 x individual memos (15 pts) and 3 x team tasks (5 pts) on short videos	20 points
Essay Exams	Midterm and Final	50 points (25 points each)
Extra Credit	Syllabus Quiz and Course Evaluation	+1 point for perfect syllabus quiz score  +1 point if 70% of the class completes the course evaluation on MyUalbany
<b>TOTAL</b>		<b>100 points</b>

Grades for the course will distributed as follows:

<b>Grade</b>	<b>Minimum</b>	<b>Maximum</b>
A	93	100
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	77	79
C	73	76
C-	70	72
D	60	69

E	0	59
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Note: The overall grades shown on Blackboard are **NOT** accurate as they are not weighted, do not include dropped grades, and do not include all the included grade components.

## COURSE LEARNING ACTIVITIES

Below are descriptions of the activities you will engage in during this course. **Please note that this is NOT a self-paced course.** For most tasks and assignments, you will have a window of time, usually 2-3 school days, to complete the task, which will be strictly enforced in order for me to best manage this large, high-maintenance course. I do however offer a limited safety valve explained below for those major extenuating circumstances beyond your control.

The course will be divided into **23 learning units** (~3-4 units per week). Most of the content for this course will be delivered through your e-textbook. During the first half of the week, you will be assigned daily **CHAPTER READING** with **SECTION QUIZZES** to help increase your comprehension of the material as you go through each chapter section. For the second half of the week, you will take a timed **SHORT ESSAY QUIZ** on the week's readings due Thursday. Then, you will be asked to view a **SHORT VIDEO** and submit a **WRITTEN MEMO**, in which you will answer a prompt using strong evidence you've taken from the e-text readings to analyze the video. You will post your memo both privately and publicly and engage in written discussion with your teammates. Rather than repeating details you have learned and memorized, you will be evaluated based on your demonstrated comprehension of the readings, as well as your ability to critically analyze and apply what you learned from the course material to build a strong evidence-based argument (vs. an unsubstantiated opinion) for navigating real-life scenarios.

In order to help personalize and increase the classroom interaction, I am also offering **STUDENT CHAT SESSIONS** every Wednesdays from 4:30-5:30PM unless otherwise noted, using a recurring link I will email to all registered students on the first day of class. If there are more than a few students attending: all microphones should be muted unless called on to speak in order to minimize background noise/ distractions. I will begin answering questions that students send and you may use the raised-hand feature if you have a followup comment/ question relevant to my response. If there is time remaining, please use the chat box or raised-hand feature to add more comments or questions.

If you cannot get answers through the Ask a Question board or student chat sessions, I will also take appointments for 15-minute individual **OFFICE HOUR** sessions on **Wednesdays from 10AM-12PM**. You must make the appointments via Calendly, which will be posted on Blackboard, and will be sent the zoom link the day before. Since I may be with another student, you will be placed in the waiting room upon entering zoom and should wait until I am available and let you in the room. Please arrive at least five minutes early as I may have back-to-back appointments and need to skip your turn until the end if you do not arrive on time.

The following is a general outline of each graded component:

Component	Description	How it will be evaluated
<b>Due: 2-3 times a week</b>		



<p><b>Chapter Reading &amp; Section Quizzes (in the Revel e-text)</b></p>	<p>For 2-3 units per week, you will be asked to read a chapter per unit from your e-text and complete a set of section (or “module”) quizzes as you go through the readings. There are 4-7 section quizzes depending on the chapter and each section quiz consists of <u>five</u> multiple choice questions.</p>	<p>You should treat these quizzes not so much as a performance assessment tool but rather a guide to help you understand the readings in preparation for the midterm and final essay exams. As a result, you will get full credit as long as you make an attempt to complete all the quizzes. You are allowed to take the quiz three times as practice.</p>
<p><b>Due: Thursdays (on dates indicated below)</b></p>		
<p><b>Timed Short Essay Quizzes (on Blackboard)</b></p>	<p>At the end of each week, you will take a timed 3 short-question essay quiz on Blackboard to assess your comprehension of the reading assignments for the week. You are advised to take notes on the readings to help you with the quiz since you will not have much time to reread the chapter as you take the quiz. I will count only the top <b>three out of four</b> quiz scores towards your final grade, but please use them wisely as I can not offer any other makeup quizzes once the system closes the quiz at 11:59PM (see safety valve note below). The quizzes will be about 30 minutes long.</p>	<p>Note: Unlike the chapter quizzes, these short essay quizzes will be based not on rote memorization of specific details but ability to demonstrate deep understanding of what you have learned from the readings that week so you can apply them in different hypothetical scenarios. As a result, while you may be asked for a specific answer, your answer will matter less than <u>how you justify your response based on what you read</u>. You must draw on any specific details, points and examples from the chapters to show evidence that you have read and understood the chapter.</p>
<p><b>Due: Thursdays/ Fridays (on dates indicated below)</b></p>		
<p><b>Video Memo/ Team Tasks (on Blackboard)</b></p>	<p>For this assignment, you will first be asked to watch a short video in the Revel e-textbook, then submit an individual and team response to a given prompt. The graded components will include: 1) an individual memo where you will privately respond to a discussion prompt and submit it through the private Blackboard assignment link <u>and</u> share with your group on the Blackboard blog by Friday @11:59PM; 2) <u>After</u> you share the memo on Blackboard, you will be able to view the team blog where you will discuss the question with your</p>	<p><b>For the individual memo:</b></p> <ol style="list-style-type: none"> <li>1. You will be graded on your ability to provide an <b>informed</b> critical analysis based on what you read. This means the reading memo must draw on detailed/ cited information from the e-text (<b>NOT</b> just the video) in order to demonstrate that you have read, understood, and effectively used the material to make your case. To do this well, you should quote/ cite details from the readings, e.g. (Macionis, Ch 4.3), use and define</li> </ol>

group and try to come to a consensus on one team response (due Monday @11:59PM). While I am giving you until Monday to complete the discussion in case there are late stragglers, the earlier the better for all your team members!

Note: Because of the difficulties of maintaining a consistent team discussion in an asynchronous course, I am less interested in your actually submitting one final team response as much as seeing an active and informed discussion using evidence from the book to try to come up with that response. In other words: ideally you should aim to come to a consensus, but do not worry if you cannot as long as I see evidence that the team has demonstrated an active discussion on the topic. Also do not worry if you have free-riders or no-shows since your activities are all visible, and we will base the team grade only on those who post. Debate with yourself if you must but just show you have clearly made an effort to maintain the discussion.

key terms, and also use quotation marks for technical terms/ phrases/ sentences cut and paste directly from the readings to avoid plagiarism.

2. Memos should be about 300 words of substantive text in length in a properly formatted document (12-pt Times New Roman font or equivalent, 1-inch margin, no title necessary). The document should be titled with YourName/ ReadingChapter, e.g. JaneSmith MacionisCh6.
3. The video memo must be posted on both the private Blackboard assignment link and the Blackboard Discussion board which will be available in each unit folder. The Blackboard assignment link will allow us to privately view and grade the assignment, while the Discussion Board will allow other students to view your memo.

**For the team discussion board:**

In order to earn full credit for this assignment, you must not only upload your individual memo on both links but also actively participate in the team discussions. Active participation is defined as posts that are uploaded early enough to solicit comments; are detailed and informed by the readings; provide informed *constructive* criticism on your peers' posts; and are presented in a professional manner. Include specific details or examples from the readings to demonstrate your knowledge of the material. (Think conference or business meeting.) You will be graded based on the presentation and quality of your contributions and not simply a numerical count of how many posts you make.

		<ol style="list-style-type: none"><li>1. <b><i>Be aware that you will need to upload your shared memo before Blackboard will let you view others' posts in the discussion board.</i></b></li><li>2. We will be assigning one team grade on a check/ check-plus/ check-minus scale of 1 to 5 based on the level of team discussion activity and shared references to the readings. As a general guideline, you will need to post anywhere between 2-5 detailed and informed comments each in order to show engagement with the discussion. There is no strict requirement, but my past experience is that good comments tend to consist of at least 3-4 informed sentences each. Every member who posts will get the same grade as the other participating team members, but any team member who does not post at all will get a team grade of 0 for the discussion.</li><li>3. Your response should be thoughtful and informed by the readings. Although you are welcome to include them if they help stimulate discussion, unsupported personal opinions, personal anecdotes, and generic "good job!" responses do not count as an informed and professional feedback. For each post, your subject line should include your name and a short title summarizing the content of your post (e.g. Angie C: The practicality of subways in LA).</li><li>4. If you wait too long to post your reading memos and comments, you will attract minimal discussion. If this happens regularly, this will not reflect well on your team grade. If</li></ol>
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		<p>alternatively you have posted early and others have not replied within a reasonable timespan, then you can improvise with equivalent written remarks (e.g. detailed commentary on your own memo) for which I'll give you full credit.</p> <p>Although I've given you guidelines here, the key objective in the end is to show you have tried to engage in an informed and substantive discussion so you can improvise to demonstrate this if something goes awry.</p>
<b>Due: Mon-Wed (on dates indicated below)</b>		
Midterm & Final Essay Exam	<p>For each exam, you will be asked to select <b>two out of three</b> essay questions and complete a 600-700 word written response for each question (~2 pages per question properly formatted) for a total of 1200-1400 words. The final exam is not cumulative, meaning that it will be based only on material covered after the midterm. You will have three full school days to complete each exam.</p> <p>You are <b>not</b> allowed to collaborate with any of your classmates on these exams. Any students caught collaborating on the exam, plagiarizing sources, or otherwise committing an academic violation will be penalized and reported to the relevant University committees. (See Academic Dishonesty policy below).</p>	<p>The exams will ask you to select two out of three essay questions in which your specific answer will be less important than the explanation and evidence you use from the course readings to justify your response. They are structured similarly to the short essay quizzes except they require a longer comprehensive response with fuller, more detailed evidence from <u>multiple</u> e-text chapters.</p> <p>I am testing not only your comprehensive understanding of the course material but also, your ability to apply your knowledge to make an effective <u>evidence-based</u> argument. It will be administered as an open book exam and you are expected to draw on details and quotes from multiple chapters of the textbook. For this reason, it is important that you keep up with the reading assignments and quizzes.</p> <p>For those aiming for outstanding exams, you should not only provide a detailed yet comprehensive coverage of multiple chapters, but also, offer a compelling, original and critical analysis of the given issue that is well grounded in the readings.</p>

## MANAGING YOUR LIFE AND THIS COURSE

Missed assignments receive no credit. Because of the size and intensity of the course, it is too complicated to grant individual extensions or to schedule makeup opportunities for missed assignments. However, since there will be occasions in your life when missing a class meeting or missing a deadline for an assignment is simply unavoidable (illness; personal crisis), this course has the following built-in safety valves, which you should use sparingly. These are your tools to use in managing your life so please manage use them wisely:

**Safety Valve One:** You will get full credit for the chapter section quizzes in the Revel e-text as long as you make an attempt to complete all the quizzes, regardless of the final score. Note: If you just need the practice, you are allowed to make three attempts with no penalty, but Revel closes down the quiz exactly at 11:59PM on the due date.

**Safety Valve Two:** I will count only your **top three out of four** short-essay quiz scores. You are strongly advised to do your best on the first three quizzes and skip the last one only if you did well. However, you may use the freeby anytime should you really need it.

**Safety Valve Three:** While I expect students to have their writing assignments and essay exams completed by the deadline, I understand that sometimes these assignments conflict with other academic and personal obligations. For that reason, you have a “24-hour late pass” for the late submission of **one of the two essay exams**; you can use this pass to turn in the exam no more than one day (24 hours) after it is due. In addition, you will have a "12-hour late pass" for one video memo submission; however, because the team discussions rely on everyone’s participation, you will not get any credit for failing to post on the discussion board. I have also included another optional individual video memo on the last day of class, which can replace your lowest memo grade (but again, this does not include a makeup discussion post). Because you already have this built-in extension, there is no need to ask for additional extensions unless there are serious extenuating circumstances accompanied by a Dean’s Note, which has been approved by the instructor.

**Be careful not to waste your safety valves carelessly early in the semester, since you may need your droppable grades to offset any unforeseen low scores or difficulties later in the semester.** I do not offer any other extra-credit opportunities other than what is listed in this syllabus. If you see that you are having trouble in the course, I strongly advise you contact me as soon as possible. There is nothing I can do if most of the course is over and grades have been submitted.

In rare cases, if there is a major extenuating situation that prevents a student from completing an assignment for an extended period of time, students must secure **both** the instructor’s permission and official written documentation or a Dean’s note in order to discuss alternative arrangements. The student must contact the instructor ASAP **before** the expected date of absence or in emergency cases, as soon as possible. Legitimate reasons include only major extenuating circumstances, such as a death in the family, a serious accident or illness that requires hospitalization, etc. I will not make any alternative arrangements because of student negligence (e.g. oversleeping) or pre-planned vacations or accept any informal note. However, with advanced notice, I will accommodate a student’s absence because of religious beliefs if they cannot be covered by the above safety valves.

**\*Statement on Coronavirus Accommodations:** I would like to emphasize that because of the size and intensity of the course, it is very difficult to make major changes or accommodations for individual students and am expecting that the safety valves above will cover most cases should something arise. However, if there should be any particular hardship related to the pandemic or otherwise that has seriously compromised your ability to meet the course requirements even with the safety valves, please set up an appointment with me as soon as possible and we'll see what we can do in consultation with the appropriate university offices. Please note that it is very helpful to have documentation for your case if possible so I can easily sort out and prioritize urgent student issues from the many requests I get throughout the semester. (See university policy on medical excuses: [https://www.albany.edu/health\\_center/medicalexexcuse.shtml](https://www.albany.edu/health_center/medicalexexcuse.shtml)). This link provides some valuable resources for students who need different kinds of support during the semester: <https://www.albany.edu/covid-19/campus-resources>

## EXPECTATIONS

**Time Spent on This Course:** As you can see, this is an intensive course which condenses both lectures and material from a semester-length course into a half-semester reading/ writing/ blogging format. As a result, you will need to spend most of Monday to Friday working on course materials throughout the week. Although the course offers a 2-day flexibility on when assignments are due, this does not mean that the course is easier or can be done anytime throughout the semester and it is very easy to fall behind. Set aside time to spend up to 5 hours per session, 3-4 sessions a week working on the course (reading, writing memos and exams, participating in online discussions and watching videos). (Note: Blackboard tracks all of your activity including when you log on, what you read, how often, and what you post, among other things.) This is not a class that you can log onto once a week and pass!

**Communication with Instructor:** I use the *Announcements*, *Email box*, and *My Grades* features on Blackboard to communicate with you about your progress in the course because everything needs to be archived. When you log into the course, these should be the **first** areas you check. It is your responsibility to keep up with course communication and to use the *Ask a Question* forum if you need assistance with the course.

**Writing:** All posts and papers for this course must be in standard English. Think business meeting with a client. Do not use slang or texting abbreviations (i.e., lol). To ensure that the course is easy to navigate and read, use formatting tools (text color, bold, etc) selectively. Capitalize and use complete sentences in your discussion responses and in your paper. You can use bullet lists for listing materials if it makes sense as a way to convey the information. Do not attach files or images to posts unless they add to the conversation and cannot be summarized in a normal post. In short, use this course as an opportunity to work on formal written communication with colleagues!

**Submission of Work:** Everything in this course will be done through Blackboard as communications, submissions, and discussions must be recorded and archived for future reference. All work for this class must be submitted as the guidelines state. Discussions must be made in the appropriate forum, your research assignments must be submitted using the assignment link/ discussion board, etc. Items that are incorrectly submitted will **NOT** be graded, even if excused.

**Disabilities:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and/or psychiatric disabilities. If you believe you have a disability/disabilities requiring accommodation in this class, please notify the Disability Resource Center (CC 130, 442-5501, DRC@albany.edu ). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

**Syllabus as Contract:** The course syllabus is a contract for the terms and conditions of your participation in this course. If, after reading the syllabus, you are unclear about or do not agree to the terms stated within, please speak with the instructor or withdraw yourself from the course.

**The Golden Rule: If something goes awry...**you are better off doing anything to indicate you have made an effort to do something productive to meet the course requirements rather than waiting for me to guide you or doing nothing at all. For example, if Blackboard doesn't work 30 minutes before your assignment is due, then email it to me to meet the deadline and upload it later. If all the student posts have two responses an hour before it's due, then respond with a detailed response to a third reading memo or write another reading-based post to show you tried to put in the equivalent amount of effort. If you missed an assignment because you got the flu, then get the proper documentation if you can and do the assignment as soon as possible. I cannot guarantee you will get full credit for this but anything is better than completely missing one day of an intensive 8-week course. In addition, a regular pattern of tardiness and missed assignments will affect your grade regardless of the circumstance.

## **ACADEMIC DISHONESTY**

The cornerstone of the undergraduate education is learning to become not only well-trained scholars but also, upstanding citizens. Building a relationship of trust, respect and responsibility between instructor and student is central to that mission.

Students are expected to do their own work on **all** assignments and exams submitted to the instructor. Based on my past experience with online/ blended courses, I find that there is a temptation for students to try to take shortcuts by collaborating with others on individual online assignments or cutting and pasting words/ phrases/ paragraphs from the readings, the internet, or other sources without **properly quoting and citing** the plagiarized passages. You will be uploading all writing assignments to a SafeAssign program on Blackboard that flags any content which appears to be taken from another student's paper, books/ articles, or internet sources. In the past, I have caught, penalized and reported students who have collaborated on or plagiarized individual exams and writing assignments more times than I'd care to recall. If you do not know what constitutes plagiarism or cheating beyond what I will teach you in class, it is your responsibility to contact me or find out from proper sources. I will not tolerate plagiarism, cheating, or assistance with an academic violation of any kind on an exam, paper, or assignment.

From the University website:

Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else)... Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or

projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

**When you use knowledge, facts or ideas from another source**, you must use in-text citations and include the appropriate, properly formatted reference. (For writing assignments based on textbooks only, you can just cite the author's last name and page number without the complete reference, e.g. Macionis p.135.) **When you use another person's words**, it doesn't matter what the length of the passage is, it **must** be put in quotation marks. This includes complete sentences, short phrases, or advanced vocabulary that you would not typically use. When in doubt, paraphrase or use quotation marks to avoid plagiarism.

I take academic dishonesty seriously and will exercise my right to assign a penalty grade up to and including a failing grade for the project (or the entire course depending on the extent of the transgression). I am also required to report the violation to the Dean of Undergraduate Studies, who may refer your case to the University Judicial Conduct Committee.

## COURSE SCHEDULE

Unit Topic/ Activity	Start	End*	Reading/ Writing Assignments Due
<b>Week 1</b>			
1. Ice-Breaker Unit	Aug 24 (Mon)	Aug 26 (Wed)	<ul style="list-style-type: none"> <li>● Read Course Information/ Syllabus</li> <li>● Pass Course Syllabus Quiz to view unit folders</li> </ul>
2. Studying Social Problems	Aug 26 (Wed)	Aug 27 (Thurs)	<ul style="list-style-type: none"> <li>● Ch.1 Sociology: Studying Social Problems</li> <li>● Ch.1 Chapter Quiz (in the e-book)</li> <li>● Team formation/ Name</li> </ul>
3. Video Memo/ Team Task	Aug 27 (Thurs)	Aug 31 (Mon)	<ul style="list-style-type: none"> <li>● Watch short video on Revel: What is Sociology?</li> <li>● Individual memo (*due Friday @11:59PM)</li> <li>● Team Task: Blackboard discussion</li> </ul>
<b>Week 2</b>			
<b><i>Part I: Problems of the Individual</i></b>			<ul style="list-style-type: none"> <li>● Ch.7 Crime, Violence, and Criminal Justice</li> </ul>



4. Crime and Criminal Justice	Aug 31 (Mon)	Sept 1 (Tues)	<ul style="list-style-type: none"> <li>● Ch.7 Chapter Quiz</li> </ul>
5. Sex and Sexuality	Sept 1 (Tues)	Sept 2 (Wed)	<ul style="list-style-type: none"> <li>● Ch.5 Sexuality</li> <li>● Ch.5 Chapter Quiz</li> </ul>
6. Physical and Mental Health/ Healthcare	Sept 2 (Wed)	Sept 3 (Thurs)	<ul style="list-style-type: none"> <li>● Ch.9 Physical and Mental Health</li> <li>● Ch.9 Chapter Quiz</li> <li>● Week 2 Short-essay Quiz</li> </ul>
7. Video Memo/ Team Task	Sept 3 (Thurs)	Sept 7 (Mon)	<ul style="list-style-type: none"> <li>● Watch short video on Revel: Gun Violence</li> <li>● Individual memo (*due Friday @11:59PM)</li> <li>● Team Task: Blackboard discussion</li> </ul>
<b>Week 3</b>			
<b><i>Part 2: Problems of Social Inequality and Conflict</i></b>			
8. Poverty and Economic Inequality	Sept 7 (Mon)	Sept 8 (Tues)	<ul style="list-style-type: none"> <li>● Ch.2 Economic Inequality</li> <li>● Ch.2 Chapter Quiz</li> </ul>
9. Education	Sept 8 (Tues)	Sept 9 (Wed)	<ul style="list-style-type: none"> <li>● Ch.14 Education</li> <li>● Ch.14 Chapter Quiz</li> </ul>
10. Race/ Ethnic Relations and Immigration	Sept 9 (Wed)	Sept 10 (Thurs)	<ul style="list-style-type: none"> <li>● Ch.3 Racial and Ethnic Inequality</li> <li>● Ch.3 Chapter Quiz</li> <li>● Week 3 Short-essay Quiz</li> </ul>
11. Video Memo/ Team Task	Sept 10 (Thurs)	Sept 14 (Mon)	<ul style="list-style-type: none"> <li>● Watch short video on Revel: Color-blind Racism</li> <li>● Individual memo (*due Friday @11:59PM)</li> <li>● Team Task: Blackboard discussion</li> </ul>
<b>Week 4</b>			

12. <b>Midterm Essay Exam</b>	Sept 14 (Mon)	Sept 16 (Wed)	<ul style="list-style-type: none"> <li>● Midterm essay exam due <b><u>Wed. Sept. 16<sup>th</sup> at 11:59PM</u></b></li> </ul>
13. Gender Inequality	Sept 16 (Wed)	Sept 17 (Thurs)	<ul style="list-style-type: none"> <li>● Ch.4 Gender Inequality</li> <li>● Ch.4 Chapter Quiz</li> </ul>
14. Aging and Inequality	Sept 17 (Thurs)	Sept 18 (Fri)	<ul style="list-style-type: none"> <li>● Ch.6 Aging and Inequality</li> <li>● Ch.6 Chapter Quiz</li> </ul>
<b>Week 5</b>			
15. Problems of Family Life	Sept 21 (Mon)	Sept 22 (Tues)	<ul style="list-style-type: none"> <li>● Ch.13 Family Life</li> <li>● Ch.13 Chapter Quiz</li> </ul>
<i><b>Part 3: Problems of Progress, Environment, and Social Change</b></i>			
16. Work and the Workplace	Sept 22 (Tues)	Sept 23 (Wed)	<ul style="list-style-type: none"> <li>● Ch.12 Work and the Workplace</li> <li>● Ch.12 Chapter Quiz</li> </ul>
17. Technology and the Environment	Sept 23 (Wed)	Sept 24 (Thurs)	<ul style="list-style-type: none"> <li>● Ch.17 Technology and Environment</li> <li>● Ch.17 Chapter Quiz</li> <li>● Week 5 Short-essay Quiz</li> </ul>
18. Video Memo/ Team Task	Sept 24 (Thurs)	Sept 28 (Mon)	<ul style="list-style-type: none"> <li>● Watch short video on Revel: Gig economy</li> <li>● Individual memo (*due Friday @11:59PM)</li> <li>● Team Task: Blackboard discussion</li> </ul>
<b>Week 6</b>			
19. Economy and Politics	Sept 28 (Mon)	Sept 29 (Tues)	<ul style="list-style-type: none"> <li>● Ch.11 Economy and Politics</li> <li>● Ch.11 Chapter Quiz</li> <li>● Course Evaluation (MyUalbany)</li> </ul>
20. Urban Life	Sept 29 (Tues)	Sept 30 (Wed)	<ul style="list-style-type: none"> <li>● Ch.15 Urban Life</li> <li>● Ch.15 Chapter Quiz</li> </ul>

			<ul style="list-style-type: none"> <li>● Course Evaluation (MyUalbany)</li> </ul>
21. Population and Global Inequality	Sept 30 (Wed)	Oct 1 (Thurs)	<ul style="list-style-type: none"> <li>● Ch.16 Population and Global Inequality</li> <li>● Ch.16 Chapter Quiz</li> <li>● Course Evaluation (MyUalbany)</li> </ul>
22. War and Terrorism	Oct 1 (Thurs)	Oct 2 (Fri)	<ul style="list-style-type: none"> <li>● Ch.18 War and Terrorism</li> <li>● Ch.18 Chapter Quiz</li> <li>● Week 6 Short-essay quiz (*optional makeup)</li> <li>● Watch short video on Revel/ Individual Memo: Environmental Injustice (*optional makeup/ no team task)</li> <li>● Course Evaluation (MyUalbany)</li> </ul>
<b>Week 7</b>			
23. Final Essay Exam	Oct 5 (Mon)	Oct 7 (Wed)	<ul style="list-style-type: none"> <li>● Final Essay Exam Due Oct 7<sup>th</sup> <b><u>at 11:59PM</u></b></li> <li>● Course Evaluation (MyUalbany)</li> </ul>

**\*Due Dates/Times: All course materials are due by 11:59 PM on the day noted.**

**Unit folders for the entire week will be available on the Saturday before the week begins.** You can start reading for each unit before the folder opens so that you can start writing assignments and group discussions as they are available. Once a unit folder appears, it will be visible for the remainder of the course.

\*\*\*\*\*

### **NETIQUETTE**

Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. You are expected to give constructive and informed criticism and show respect for all viewpoints presented, even if you disagree.

For more information about Netiquette feel free to visit the following site:

<http://www.albion.com/netiquette/corerules.html> NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

### **GETTING HELP**

As a student in this course, you are responsible for your own learning. Below, you will find a quick guide to how to ask for help with course materials and technical problems.

If your problem is related to...	Then...
Understanding course content, requirements, or due dates	Post in “Ask a Question” forum for any questions about assignments, due dates, or materials for the course that can be answered by students, TAs, or instructor.
Personal matters	Send a private message to the instructor via Blackboard or make an appointment during office hours. Please note that the ONLY personal problems or inquiries that are not appropriate to post publicly are to be sent to the instructor, such as disability accommodations or extenuating personal situations that will effect your ability to log into the course (death in family, serious illness, etc). You will be asked to resend the email if done improperly.
Connecting to the internet such as problems with logging into your ISP (Internet Service Provider), connecting to websites, launching web browser software	Contact your ISP
Connecting to the UAlbany BLS website, login to BLS website and accessing your course(s), interacting or participating in course activities, submission of assignments or file attachments in course	The ITS Help Desk ITS Help Request Form ( <a href="https://www.albany.edu/its/help-request.html">https://www.albany.edu/its/help-request.html</a> ) During business hours, call them at 518-442-3700 See the Troubleshooting folder in Blackboard for technical problems with the Revel E-text

## YOUR NEXT STEPS

Once you have reviewed the course information, you can move onto the Unit 1 Icebreaker Folder where you will:

1. Introduce yourself in the Meet your Classmates Discussion Board.
2. Print out the syllabus for your reference.
3. Take the **Syllabus Quiz** in the Assignment Area, which will test your knowledge on everything you have read in the syllabus. The quiz is not graded but you will get 1% extra credit and you will not be able to access next week's folders until you have answered 100% of the questions correctly.

**SYLLABUS**  
**SOC 221 (2318)**  
**Statistics for Sociologists**  
**(Format: Online Asynchronous)**  
**Fall 2021 - 3 Credits**

**ESSENTIALS**

Instructor: Scott J. South  
Office: Arts and Sciences 307 (AS 307)  
Office Hours: Wednesday 12:00pm to 3:00pm and by appointment. Will also respond promptly to email inquiries.  
Telephone: 518-442-4691  
E-mail: [ssouth@albany.edu](mailto:ssouth@albany.edu)

Textbook: Joseph F. Healy. 2016. *The Essentials of Statistics: A Tool for Social Research*. Fourth edition: ISBN-13: 9781305093836. Earlier editions are also acceptable (and substantially cheaper than new copies.) Belmont, CA: Wadsworth, Cengage Learning. This text has been ordered through both Barnes and Noble campus bookstore.

Also acceptable is any edition of Joseph F. Healy, *Statistics: A Tool for Social Research* (which is a hardback, expanded version of the above text, now in its tenth edition). Belmont, CA: Wadsworth. You might also be able to find a cheap used copy of this text.

**COURSE DESCRIPTION**

The undergraduate statistics course in Sociology is designed to introduce students to a range of statistical approaches currently in use in the social sciences in general and sociology in particular. A special focus of the course is on using statistical techniques to reach important conclusions about social life, social behavior, and social organization. The course will frequently refer to examples of statistical analysis encountered in everyday life. We will be particularly concerned with *relationships between variables*. For example, we will explore techniques that allow us to determine whether men are more promiscuous than women (that is, is gender related to sexual behavior?); whether old people are more politically conservative than young people (that is, is age related to conservatism?); and whether Catholics are less likely than Protestants to divorce (that is, is religion related to marital break-up?). Accordingly, the derivation and manipulation of mathematical formulas is de-emphasized (though by no means ignored entirely). Specific topics covered include: methods of summarizing and describing univariate distributions; probability and the normal distribution; the fundamentals of statistical inference; statistical estimation; hypothesis testing; measures of association. You will need a calculator for this course (the one on your smart phone will work fine). Prerequisite(s): A SOC 115

**LEARNING OBJECTIVES**

The course has other, perhaps more subtle, objectives as well. One goal is to expand your awareness of the use (and mis-use) of statistics in everyday life. Another goal is to aid you in

becoming informed and critical consumers and potential producers of statistical analyses and social science research. Toward this end, we will be analyzing real data from the General Social Survey (GSS) using the statistical package SPSS (which used to stand for Statistical Package for the Social Sciences). This course meets the General Education requirements for Mathematics and Statistics.

### COURSE OUTLINE

<u>Module</u>	<u>Topics</u>	<u>Text Chapters</u>
1	Introduction to Sociological Research and Statistics; Theories and Concepts; Variables; Levels of Measurement	1
2	Frequency Distributions Introduction to SPSS	2
3	Measures of Central Tendency Measures of Dispersion	3-4
4	Introduction to Probability The Normal Curve	5
5	Inferential Statistics Sampling Distributions	6
6	Statistical Estimation Point Estimates Confidence Intervals	6
7	Hypothesis Testing; One-Sample Tests	7
8	Hypothesis Testing: Two-Sample Tests; Analysis of Variance	8, 9
9	Crosstabulation; Chi-Square; Measures of Association	10-12
10	Correlation Analysis; Regression Analysis	13

## **GRADING**

Your final grade will be based on three (3) exams and nine (9) homework assignments. Each exam will count 25% toward your final grade; the homework assignments will collectively make up the remaining 25%. Specific dates for examinations will be announced in advance. The first exam will be given after we have covered Module 4, and the second exam after Module 8. The final exam will cover only the last third of the course (Modules 9 and 10). The conventional cutoffs for converting numerical grades to letter grades will apply.

The homework assignments will involve both “hand” calculations and computer use. All homework assignments need to be completed; no homework (or exam) grades are dropped from the computation of final grades. The statistical package needed to complete the homework assignments (SPSS) is available for download free from the University website. It is also available in all of the computers in the public user rooms on campus, including the Main Library and Science Library.

Make-up exams will be given only to students with a legitimate excuse for missing an examination. Similarly, late homework assignments will be accepted only for medical reasons. A written explanation from a physician or other health professional will be required to take a make-up exam or turn in late a homework assignment. The official university policy as stated in the Undergraduate Academic Policy Manual will be followed in all cases. This policy states that fraudulent excuses from examinations are grounds for academic and/or disciplinary penalties. Absences due to religious observance will adhere to New York State Education Law (Section 224-a).

## **ACADEMIC DISHONESTY**

Students are expected to do their own work in this class. There is to be no sharing of answers on either the homework assignments or exams. Students caught cheating on an exam or homework assignment will receive a ‘0’ for that project and will be referred to the University Judicial Conduct Committee.

## **SOME IMPORTANT DATES**

August 23	First day of classes
August 30	Last day to add without permission of instructor
September 3	Last day to drop without receiving a ‘W’
September 6	Classes suspended (Labor Day)
October 11-12	Classes suspended (Fall Break)
November 1	Last day to drop (“W” assigned)
November 24-28	Classes suspended (Thanksgiving Break)
December 6	Last day of classes
December 7	Reading day
December 8	Final examinations begin
December 14	Final examinations end

## GENERAL EDUCATION CATEGORY: *MATHEMATICS AND STATISTICS*

### Characteristics of *all* General Education Courses:

1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. General Education courses recognize multiple perspectives on the subject matter.
4. General Education courses emphasize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

### Learning Objectives for Mathematics and Statistics:

Courses in Mathematics and Statistics enable students to demonstrate:

1. knowledge of concepts, terms, and symbols used to analyze data
2. an ability to formulate problems in abstract form amenable to mathematical, statistical, or logical analysis
3. an ability to perform appropriate operations to draw conclusions from data
4. an ability to interpret and communicate quantitative information

### *Grading Scale*

A = 94-100	A- = 90-93	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 66-69	D = 63-65	D- = 60-62	E = 0-59



**RCRJ281 – Introduction to Statistics in Criminal Justice (3 cr.)**  
**Fall 2021 – Course Syllabus**

**Time and Place:**

Class Lectures:

Class: Tuesday & Thursday 1:30 PM – 2:50 PM

Classroom: Husted Hall 014

**Instructor:**

Yichao Gao

Telephone: (518) 698-3432

Email: ygao20@albany.edu

Office: Draper 224

Zoom Office Hours: By appointment.

**Course Description & Learning Objectives:**

The major goal of the course is for you to become an informed consumer and producer of both statistics and their applications in criminology and criminal justice. Students will be able to use and understand descriptive statistics, inferential statistics, hypothesis testing, and basic regression analysis\* These will provide students with a foundation of understanding in statistics and statistical applications to enable both the interpretation and production of statistics in criminology and criminal justice.

\* Prior experience or knowledge of statistics or statistical programming is NOT required. No Perquisites.

**Required Books and Materials:**

1. Bachman, Ronet., Paternoster, Raymond, Wilson, Theodore H. (2021). **Statistics for Criminology and Criminal Justice, Fifth Edition**. Thousand Oaks: SAGE. ISBN #:978-1544375700\*
2. **Basic scientific calculator\*\***

\* The textbook is available at the University at Albany Bookstore. You can also find this textbook (or the Fourth Edition) on Amazon or other online merchants at possibly reduced prices.

\*\* You probably already have one on your smartphone. However, you are not allowed to use cell phone and laptop during quizzes and exams. Good scientific calculators are available from Texas Instruments. (At the time of constructing this syllabus, the TI-30XS calculator was available on Amazon for \$15.44.) A graphing calculator is NOT required nor recommended for this course.

**COVID-19 Fall Contingencies:**

We have to recognize that any plans for this upcoming Fall semester must retain contingency plans in the event of a university closure or a movement to online only for this class and/or all classes. Should our course be moved to an online format during the semester, we will maintain a synchronous teaching format. I have a projector and white boards at my house to recreate a classroom environment to teach from. Each student will be expected to connect to these sessions

as your engagement with the material in class through Q&A is critical to building foundational knowledge in Statistics as well as preparing for your exams. These synchronous sessions will be held at the exact same time as our regularly scheduled class would be. Hopefully we will not have to enact this contingency, but I would prefer to inform you all in advance rather than surprise you on the spot.

## Grading and Course Requirements:

Item(s)	% of Overall Grade
Assignments	30%
Midterm Exam	30%
Final Exam	30%
The Final 10%	10%

**Important Note:** Make-up Assignments/exams will only be allowed in cases of serious illnesses or dire emergencies. In such cases, the student must contact me **BEFORE** the exam date, and provide **official documentation** (e.g., admittance papers from the hospital, notice of funeral). The University policy regarding absences and make-up work can be found here: <http://www.albany.edu/undergraduateeducation/attendance.php>

1. Assignments (Practice Problems Chapter 2 – 11, 30%): Each chapter closes with practice problems. You are only required to complete the **even-numbered** problems by either hand or using Word with **full explanations** for credits. The due dates are indicated in the following class schedule. *You may, and are encouraged to,* discuss assignments in groups. However, each student **must turn in individually written answers** to the problems (this includes your own set of interpretations of any joint results). A score of 0 will be assigned to late submissions.
2. Midterm Exam (30%): Chapter 1-6
3. Final Exam (30%): Chapter 7-12
4. The Final 10%: You may have noticed that the assignments and exams only add up to 90% of your grade. That is by design. The final 10% is added to the weight on your highest exam grade. If your highest exam grade were on the midterm exam, then the weight for midterm exam would then be 40% with the final exam remaining unchanged (30%). Conversely, if your highest exam grade were on the final exam, then the weight for the final exam would then be 40% and the weight on the midterm exam would be unchanged (30%).

**Extra Credits:** You will be allowed to accumulate extra credits (up to 10% of the overall grade) by timely completing the odd-numbered Practice Problems along with the required assignments. Yes, I know the answers to those questions are in the back of the book. However, you will need to provide full explanations for your answers.

The grading scale I will employ for final semester grades is as follows:

A	93.0% or higher	B-	80.0% to 82.9%	D+	67.0% to 69.9%
A-	90.0% to 92.9%	C+	77.0% to 79.9%	D	63.0% to 66.9%
B+	87.0% to 89.9%	C	73.0% to 76.9%	D-	60.0% to 62.9%
B	83.0% to 86.9%	C-	70.0% to 72.9%	E	Less than 60.0%

## **In Class Expectations:**

I expect all students to:

- a) Attend class regularly.
- b) Read all of the assigned material before class.
- c) Be able to refer to the readings during class
- d) Ask for clarification when you don't know what I am saying. It is totally fine if you don't understand some of the material when first presented – ask for clarification!**
- e) Be prepared to answer and ask questions during class. We all learn better when we discuss the material instead of just listening to me talk.
- f) Stop by my office during office hours if you need assistance or if you just want to chat.
- g) Check your email regularly for updates regarding this class.
- h) Provide constructive feedback to your peers.
- i) To treat your colleagues with respect (don't give destructive feedback)
- j) Adhere to the standards of academic integrity.

## **COVID-19 Additions to In Class Expectations:**

I expect us all to:

- a) Wear masks at all times in class.
- b) NOT come to class if you are experiencing ANY flu-like symptoms or other indicators of a possible COVID-19 infection (CDC has a great checklist for this).
- c) If you cannot attend class physically due to possible COVID-19 exposure, potential symptoms, isolation, or quarantine then you should connect to the course via zoom.
  - a. This may entail all of us connecting to the course via zoom in the event that I must isolate or quarantine.
- d) Have even greater patience with one another as we traverse what will be a different time at the University at Albany.
- e) Abide by all University policies, guidance, and procedures related to COVID-19.

## **Emergency Preparedness:**

In the event of an emergency that leads to university closure, we will use an alternative method to disseminate course materials. I will communicate class-specific information via email. You are responsible for checking your email regularly for updates. In the event of a declared emergency, students should refer to the UAlbany website ([www.albamy.edu/emergency](http://www.albamy.edu/emergency)) and the UAlbany emergency information line at (518) 442-7669.

## **Academic Honor Policy**

The University at Albany's Undergraduate Academic Regulations outline the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Undergraduate Academic Regulations and for living up to the standards of academic integrity listed therein. Please refer to the Undergraduate Bulletin regarding the University's policies (and student consequences) about plagiarism, cheating and other forms of academic dishonesty.

For details see: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

## **Reasonable Accommodation Policy**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. Also, please inform me of religious observances and illness that may arise.

For details see: [https://www.albany.edu/eltl/accommodating\\_disabilities.php](https://www.albany.edu/eltl/accommodating_disabilities.php)

## Course Schedule: Readings and Assignments

This syllabus provides a general plan for the course; deviations may be necessary. I reserve the right to alter the course readings and schedule during the semester. Assignments should be submitted before class start time on the listed date.

DATE	TOPIC(S)	READINGS
<b>Week 1</b>		
<u>August 24, 2021</u>	Course Overview	Syllabus
<u>August 26, 2021</u>	The Purpose of Statistics in CJ Research; Basic Statistical Terms	Chapter 1
<b>Week 2</b>		
<u>August 31, 2021</u>	Types of Data; Levels of Measurement; Simple Descriptive Statistics;	Chapter 2
<u>September 2, 2021</u>	Tabular Presentation of Data; Graphical Displays of Data	Chapter 3
<b>Week 3</b>		
<u>September 7, 2021</u>	Measures of Central Tendency	Chapter 4 <b>Assignment #1 Due (Ch. 2)</b>
<u>September 9, 2021</u>	Measures of Dispersion	Chapter 5
<b>Week 4</b>		
<u>September 14, 2021</u>	Introduction to Inferential Statistics	Chapter 6 <b>Assignment #2 Due (Ch.3)</b>
<u>September 16, 2021</u>	The Rules of Probability	Chapter 6
<b>Week 5</b>		
<u>September 21, 2021</u>	A Discrete Probability Distribution	Chapter 6 <b>Assignment #3 Due (Ch.4)</b>
<u>September 23, 2021</u>	Hypothesis Testing	Chapter 6
<b>Week 6</b>		
<u>September 28, 2021</u>	A Continuous Probability Distribution	Chapter 6 <b>Assignment #4 Due (Ch.5)</b>
<u>September 30, 2021</u>	Midterm Review (Ch. 1-6)	
<b>Week 7</b>		
<u>October 5, 2021</u>	<b>Midterm Exam</b>	<b>Assignment #5 Due (Ch.6)</b>
<u>October 7, 2021</u>	Confidence Intervals for Mean	Chapter 7
<b>Week 8</b>		
<u>October 12, 2021</u>	<i>No Class – Fall Break</i>	
<u>October 14, 2021</u>	Confidence Intervals for Proportions	Chapter 7

<b>Week 9</b>		
<u>October 19, 2021</u>	Hypothesis Testing Involving One Population Mean	Chapter 8
<u>October 21, 2021</u>	Hypothesis Testing Involving One Population Proportions	Chapter 8
<b>Week 10</b>		
<u>October 26, 2021</u>	Hypothesis Testing with Categorical Data (Chi-squared Test)	Chapter 9 <b>Assignment #6 Due (Ch.7)</b>
<u>October 28, 2021</u>	Hypothesis Testing with Categorical Data (Chi-squared Test, continued)	Chapter 9
<b>Week 11</b>		
<u>November 2, 2021</u>	Hypothesis Testing Involving Two Population Means	Chapter 10 <b>Assignment #7 Due (Ch.8)</b>
<u>November 4, 2021</u>	Hypothesis Testing Involving Two Population Proportions	Chapter 10
<b>Week 12</b>		
<u>November 9, 2021</u>	Hypothesis Testing Involving Three or More Population Means (ANOVA)	Chapter 11 <b>Assignment #8 Due (Ch.9)</b>
<u>November 11, 2021</u>	Hypothesis Testing Involving Three or More Population Means (continued)	Chapter 11
<b>Week 13</b>		
<u>November 16, 2021</u>	Bivariate Correlation and Regression	Chapter 12 <b>Assignment #9 Due (Ch.10)</b>
<u>November 18, 2021</u>	Bivariate Correlation and Regression (continued)	Chapter 12
<b>Week 14</b>		
<u>November 23, 2021</u>	Final Review	<b>Assignment #10 Due (Ch.11)</b>
<u>November 25, 2021</u>	<i>No Class – Thanksgiving Break</i>	
<b>Week 15</b>		
<u>November 30, 2021</u>	Final Review (continued)	
<u>December 2, 2021</u>	<i>TBD</i>	
<b>Week 16</b>		
<u>December 11, 2021</u>	<b>Final Exam (10:30 AM – 12:30 PM)</b>	

Please Note: Final exam is scheduled on Saturday, December 11<sup>th</sup>, not on the regular class hours.

## **RSSW 290 Community Service I**

### **Spring 2022 - 3 Credits**

Sheri Stevens, LMSW

**Office:** Social Sciences 112  
**Day and Time:** per schedule of service site  
**Course Type:** General Elective  
**Course Prerequisites:** NA

**Phone:** (518)442-5683  
**Email:** sstevens@albany.edu  
**Sheri's Office Hours:** by appointment  
**CPSP Office Hours:** 9:00 am – 4:30 pm

### **I. COURSE DESCRIPTION**

Founded in 1970, the Community and Public Service Program (CPSP) has played an important role in facilitating student community engagement in the Greater Capital Region. Administered by the University at Albany's School of Social Welfare, The CPSP offers students in all academic disciplines the opportunity to engage in community service while earning course credit.

Students volunteer at area not-for-profits or public organizations that they select from among the approximately 400 approved CPSP partner organizations. Each student completes a Commitment Agreement, develops a Learning Contract, responds to 6 guided journal entries, completes 100 hours of volunteer service, and completes final documentation and forms for 3 credits.

### **II. COURSE OBJECTIVES**

The primary objective for all Community and Public Service courses is to promote community engagement activities via university and community partnerships. Students have an opportunity to gain insight into how civil society and the public sector operate in a democratic society. The goal is for participants to understand the impact of their service on meeting community needs as well as to explore the meaning of democratic citizenship in a multicultural society. The purpose of the course is to foster a lifelong commitment to service and democratic civic engagement.

### **III. COURSE REQUIREMENTS**

#### **Final Grading**

The syllabus, class assignments and forms are available on Blackboard. Assignments 1-9 are to be completed on and/or turned in on the Blackboard Learning System. Assignments 10 and 11, the Supervisor Evaluation and the Log of Hours, with **both you and your supervisor's signatures**, are to be turned in to the CPSP office in Social Science 112 or can be uploaded electronically to blackboard.

**In order to receive a satisfactory grade, "S", for this class all 100 service hours must be complete and the following assignments must be turned in on Blackboard or in person as described:**



	Assignments	Due Date	Explanation	How to submit
1	Commitment Agreement	2/5	Quiz completed on Blackboard	Blackboard
2	Learning Contract	2/23	Word document that you develop. Must be signed by you and your supervisor and uploaded to blackboard (scan or take picture and upload)	Blackboard
3	Reflective Journal 1	3/2	Must be at least 200 words	Blackboard
4	Reflective Journal 2	3/9	Must be at least 200 words	Blackboard
5	Reflective Journal 3	3/23	Must be at least 200 words	Blackboard
6	Reflective Journal 4	4/6	Must be at least 200 words	Blackboard
7	Reflective Journal 5	4/13	Must be at least 200 words	Blackboard
8	Reflective Journal 6	5/4	Must be at least 200 words	Blackboard
9	Student Experience Survey	5/4	Electronic Survey you complete in Blackboard	Blackboard
10	Supervisor Evaluation	5/4	Completed by your Supervisor and handed in to the CPSP office or upload on blackboard	Hardcopy to CPSP or upload to blackboard
11	Log of Hours (all hours completed)	5/4	<b>Must be signed by you and your supervisor</b>	Hardcopy to CPSP or upload to blackboard

### Expectations of Students

**Our primary contact with you will be via Blackboard and email. Please make sure the email address and phone number we have for you is current and active. Make sure to inform the CPSP office if either of these change.**

The CPSP does not expect you to volunteer on University observed holidays or during school breaks, **however**, you are responsible for working out scheduling details with your supervisor in advance. Some volunteer sites might expect you to be present if it is part of your schedule. Please address this issue prior to beginning your hours.

**Please maintain a copy of all documents submitted on Blackboard.**

### Academic Integrity

As a community of scholars, The University at Albany has a special responsibility to integrity and truth. Our duty is to be honest, methodical and careful in the attribution of data and ideas to their sources. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity.

Plagiarism, cheating on exams and multiple submissions (submitting substantial portions of the same work for credit more than once without receiving prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time) are examples of academic dishonesty. The Undergraduate Bulletin



provides additional examples of academic dishonesty. All types of academic dishonesty are unacceptable and may result in a failing grade or another penalty as set forth in the Undergraduate Bulletin.

**Academic integrity also** includes accurately documenting the hours of your service. Please do not list any hours you did not serve or falsify any signatures on the Log of Hours. Doing this would be considered a violation of academic integrity and would require us to bring it to the attention of the Vice Provost for Undergraduate Education.

### **Disability Resource Center**

It is the policy of the University at Albany to make reasonable accommodations for qualified students with disabilities. All students with special requests or needs for accommodations should make this request in person as soon as possible. Please include a copy of your letter from the Disability Resource Center stating that you have registered with them and the suggested academic accommodations when making this request.

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# COURSE ASSIGNMENTS

## **1. Commitment Agreement**

The Commitment Agreement is a quiz to be completed on Blackboard after reviewing all Syllabus and course info. You will need to review this syllabus and course information on Blackboard and agree to the conditions of participating in the course.

## **2. Learning Contract**

This is a Word document that you develop. You create it, print it, sign it, have your supervisor sign it then scan it as a PDF and upload to Blackboard. It **MUST BE SCANNED AND UPLOADED TO Bb**. No hard copies will be accepted. Use the template on the following page to inform the development of your contract.

### **Some suggestions for successfully writing your Learning Contract**

1. Make an appointment with your supervisor to discuss the contract.
2. Ask your supervisor to describe your job, or to give you a written job description. This does not replace your Learning Contract, but it is information that you can use when writing it yourself.
3. Agree on a schedule that includes the days and times that you will complete your volunteer service.
4. To develop learning objectives ask questions like:
  - How can I best assist the organization in achieving its mission?
  - How will the experiences I have here apply to a potential career?
  - How will the experience develop professional skills?
  - How will my service impact the organization's constituency?

- How will my work enhance social capital in the community?
- How will my work strengthen my understanding of democracy, civil society or multiculturalism?

## Template to be used for your Learning Contract

**This is what your Learning Contract should look like in a Word document that you create:**

Your Name  
Student ID#  
RSSW 290, Semester & Year  
Telephone number and Active e-mail address  
Date

### Learning Contract

**Name of Organization:**

**Purpose of the Organization** (or the part of the organization where you are volunteering – in your own words)

**Organization’s Mission Statement** (include or attach)

**Name of Supervisor:**

**Job Description:** Please describe the activities you will perform and the responsibilities you will have.

**Schedule of Volunteer Hours:** (This should be the days of the week and hours that you will be volunteering such as: Monday 3 – 7 pm, Wednesday 2 – 5 pm.)

**Learning Objectives:** List at least three objectives that you have developed and agreed on with your supervisor. These are individual learning objectives, not organizational goals. These objectives are things you would like to accomplish over the semester. These should be in full sentences. Use statements like “I will learn”, “I hope to”, and/or “I want to”. Ideas for developing your learning objectives:

- Identify a skill you would like to acquire (ex. become proficient with a video camera, be able to develop and work with a spreadsheet in Excel, understand how to develop rapport with a client).
- Identify how you will learn or deepen your understanding about a new population or type of service.
- Describe how you will learn about how your specific organization functions.

---

**Student signature**

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**Supervisor signature**

### **3.-8. Reflective Journals – RSSW 290**

The **Reflective Journal** is an opportunity for you to reflect on your service experience in a way that hopefully provokes you to evaluate how the experience has changed you or affected your life in a tangible and describable way. The journal is also an opportunity for you to evaluate your personal impact on the organization and the community.

This assignment requires that you complete **six** journal entries during the course of the semester. Please pick one question, statement or quote from the bulleted options **from each** of the six Journal Entries and complete on Blackboard by the date that it is due.

#### **Minimum requirements for a satisfactory Journal Entry:**

- Responses are expected to be thoughtful, with each entry containing a minimum of 200 words.
- Typewritten, double-spaced with a 12 pt font (Times New Roman or similar size)
- Each journal entry is to be submitted on Blackboard by the date that it is due as a journal entry.
- Please make sure to check thoroughly for grammatical, typographical and spelling errors. Entries containing too many errors will not be accepted.

**Journal Entries** (respond to **one** question, statement, or quote from each of the **six** journal entries)

#### **3. Journal Entry One**

- What are some of your perceptions or beliefs about the population you will be serving?
- Why did you take this course? What do you hope to achieve/gain from the experience?
- What is your role with your volunteer organization? Why are you needed?

#### **4. Journal Entry Two**

- Most public and non-profit organizations exist to meet some identified need. They are driven by the mission as opposed to profit like in the private sector. What is the identified problem/community need? How is your organization attempting to address this need?
- Respond to this quote: *“It is better to light one small candle than to curse the darkness”* – Confucius

#### **5. Journal Entry Three**

- Respond to this quote: *“A mind that is stretched by a new experience can never go back to its old dimensions.”* – Oliver Wendell Holmes
- How has your experience changed or reinforced your perceptions about people, especially people who might be from backgrounds different from your own?
- This entry deals with diversity. Please describe a person you’ve encountered during your service who has made an impression on you. **Without using real names**, describe how this person is different than you and discuss why he/she stands out in your mind.

#### **6. Journal Entry Four**

- Is your service experience influencing your decision about your major/career path/future? Please explain.
- Rather than write a paragraph, create a one page flyer to recruit your replacement. Include things like what skills, characteristics and/or traits s/he will need. Also include what they will do and what they will learn.



## 7. Journal Entry Five

- From where you are now, would you change your original learning objectives?  
If yes – how so and why?  
If no – talk about how you have accomplished your learning objectives.
- How would your supervisor and/or colleagues describe you and your contributions?
- Did any of your thoughts/perceptions about service shift during your experience?

## 8. Journal Entry Six

- Envision your life 20 years from now, how has this experience impacted your life?
- Complete this sentence: Because of my service, I am ....
- Respond to this quote: *“It’s time for greatness – not for greed. It’s a time for idealism – not ideology. It is a time not just for compassionate words, but compassionate action... A lot of people are waiting for Martin Luther King or Mahatma Gandhi to come back – but they are gone. We are it. It is up to us. It is up to you.”*  
– Marian Wright Edelman

## 9. Student Experience Survey

This survey is the opportunity to reflect on your personal experience. It is MANDATORY. It is completed by filling out the survey provided on Blackboard. Please complete the survey in its entirety as instructed on Blackboard.

## 10. Supervisor Evaluation

The supervisor evaluation is your chance to get feedback from your supervisor about your service work. To complete the evaluation:

- Give your supervisor a copy of the evaluation (either pick one up in our office or print the form that you can download on blackboard or send the electronic version to their email). It is best to mention the evaluation during supervision early on in your service. Get them the copy 4 weeks before it is due.
- Make an appointment to review the evaluation with your supervisor. Such feedback is a valuable learning experience for you and a major benefit from this course.
- Upload the evaluation to Blackboard.

## 11. Log of Hours

The Log of Hours is your record of service hours and serves as your documented evidence that you have completed the required number of hours. To complete the log:

- Complete the log of hours as instructed on the form given to you at the beginning of the semester or downloaded on Blackboard.
- **Please be sure that BOTH you and your supervisor have signed your log and that hours are totaled correctly.**
- Upload a copy of your signed Log of Hours to Blackboard.

## IMPORTANT INFORMATION, TIPS AND HINTS FOR A SUCCESSFUL EXPERIENCE

**BE DEPENDABLE:** Develop a realistic schedule that you can meet. Be on time, be pleasant and don't leave early. Discuss University holidays up front. Be very clear about your availability. Call your supervisor if you will be late. Call your supervisor with as much notice as possible if you are sick. Make up any missed hours as soon as possible. Students may work during University breaks but you do not have to, as long as you work it out in advance with your supervisor.

**ACADEMIC INTEGRITY:** This includes accurately documenting the hours of your service. If you list hours you did not serve or falsify any signatures it is a violation of academic integrity and must be brought to the attention of the Vice Provost for Undergraduate Education.

**DON'T WAIT TO ADDRESS CONCERNS.** If you have concerns or questions bring them to your supervisor right away. If you need any assistance in addressing a concern contact the CPSP staff. We can assist with any situation. Unaddressed concerns can develop into big problems.

**BIAS:** Report any instance of harassment (sexual, racial, religious, etc.) to the CPSP office immediately. University guidelines are available at [www.albany.edu/affirmative\\_action/](http://www.albany.edu/affirmative_action/)

**DRIVING – STUDENTS CANNOT DRIVE AGENCY VEHICLES OR TRANSPORT CLIENTS IN THEIR OWN CARS** unless the organization carries liability insurance for this purpose. Because students' auto insurance would not cover them, we do not permit students to drive agency vehicles or their own vehicles WITH AGENCY CLIENTS IN THE CAR. You might be asked to run errands in your own car. This is up to you, and if you agree to help in this way, you may ask to be reimbursed for gas, parking, etc.

**INCOMPLETES: The expectation when a student signs up for RSSW 290 is that they will complete their hourly commitment by the end of the semester in which they registered for the course.** That being said, occasionally there are extreme situations that preclude this from happening. Incompletes must be requested in writing before the end of the semester. Please use the form available on the website or in our office. All required course documentation and assignments must be turned in, including a signed Log of Hours, with a minimum of 1/2 of your hours (50) done in order to be considered for an incomplete. This is in keeping with the UAlbany grading policy. Please be aware, **if you receive TAP (NYS Tuition Assistance Program) as part of your Financial Aid Package, TAP will NOT RELEASE YOUR TAP AWARD FOR THE FOLLOWING SEMESTER IF YOU HAVE AN "I", INCOMPLETE, FROM THE PREVIOUS SEMESTER.**

**EMAIL CONTACT:** The majority of our communication with you will be via email. Please check your email regularly.

**STUDENTS CANNOT GET PAID** for hours used towards completing their service commitment.

**BY UNIVERSITY DEFINITION OUR COURSE IS NOT AN INTERNSHIP.** Internships are programs administered within specific Schools of the University and are supervised by instructors within that School, or as UNI courses. Our program is available to students in all academic disciplines. It is important that we use the correct terminology, in part, to avoid the confusion. By definition, CPSP RSSW courses 190, 291, 290 and 390 are considered community service with reflection, under the larger Service-Learning umbrella.

**SUPERVISORS ARE ASKED TO COMPLETE EVALUATIONS OF INDIVIDUAL STUDENTS.** You should have received a blank copy when you registered or at the beginning of the semester. Additional copies can be picked up in the



CPSP office in Social Sciences 112 or can be found on the CPSP web site by following the “Forms and Documents” link. Please give the blank evaluation to your supervisor toward the end of your service, **at least two weeks before the last day of class**. We prefer that you meet with your supervisor to go over your evaluation and that you hand it in with your Log of Hours on, or before, the day it is due. If your supervisor cannot meet with you once it is complete, your supervisor can mail/fax/scan then email it. The address/fax is on the top of the Supervisor Evaluation. Scanned/emailed copies should be sent to [sstevens@albany.edu](mailto:sstevens@albany.edu) It must be scanned as a PDF and be legible. The Supervisor Evaluation must be received in the office by the date that it is due.

**WHAT TO WEAR:** Please check with your immediate supervisor regarding the organization’s dress code. General rule of thumb, no short shorts or tank tops ever. Although Business, or Business Casual, are not always required you should look presentable and professional. If you are allowed to wear tee-shirts, be mindful of what messages you are sending with the logo or picture. When you serve as a UAlbany CPSP volunteer you are representing University and our community.

**ENJOY YOUR EXPERIENCE!** If you have any suggestions for additional information that should be on this please send them to me at [sstevens@albany.edu](mailto:sstevens@albany.edu) or just stop in the office and tell us what you think.

## **RSSW 306 – Social Work Practice II**

Spring 2021 - 3 Credits  
Lindsey Disney, PhD, LCSW

Day and Time: Wednesdays, 8:40am-11:30am

Location of Class: Online synchronous, Zoom meeting ID: 952 1015 5032

E-mail: [ldisney@albany.edu](mailto:ldisney@albany.edu)

Zoom Office Hours: Tuesdays 12:30-1:30pm

Prerequisite(s): grades of C or higher in R SSW 301 and 305.

### **I. INTRODUCTION**

Social Work Practice II is the second term of a four-term sequence required of all students in the Baccalaureate Program in Social Welfare. This course is a core requirement taken in Junior year.

### **II. COURSE DESCRIPTION**

Social Work Practice II is designed to introduce the student to general social work practice. Topics include: the generalist helping processes of engagement and assessment with individuals, families, groups, organizations and communities; basic social work and professional skills in engagement and assessment with diverse clients; the effects of oppression and injustice in engaging and assessing populations at risk. All of the undergraduate Social Work Practice Courses use an Eco-Systems, Strengths and Empowerment Framework.

### **III. COURSE OBJECTIVES**

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

1. Demonstrate a beginning level of knowledge of engagement at the micro, mezzo and macro levels of practice, including:
  - a. an understanding of general social work skills in engagement
  - b. an understanding of general professional skills in engagement
  - c. an understanding of the relationship between theory and practice during engagement
  - d. an understanding of professional use of self during engagement
  - e. an understanding of engagement across the range of client systems
  - f. an understanding of engagement across diverse populations
  - g. an understanding of the influence of oppression and injustice on engagement

2. Demonstrate a beginning level of knowledge of assessment at the micro, mezzo, and macro levels of practice, including:
  - a. an understanding of general social work skills in assessment
  - b. an understanding of general professional skills in assessment
  - c. an understanding of the relationship between theory and practice during assessment.
  - d. an understanding of professional use of self during assessment
  - e. an understanding of assessment across the range of client systems
  - f. an understanding of assessment across diverse populations
  - f. an understanding of the influence of oppression and injustice on assessment
3. Demonstrate a beginning level of ability in applying critical reasoning skills within the context of generalist social work practice.

#### **IV. TECHNOLOGY**

This course is taught fully online using Blackboard: <https://blackboard.albany.edu/>. All materials, assignments, communication, and assignment submission will be on Blackboard.

This course will be taught with both synchronous and asynchronous learning methods. You are expected to be present to remote class every Wednesday morning at 8:40am.

You have signed up for an online class. Therefore, you are expected to have the access to and the ability to use needed technology prior to the start of the course. This includes, but is not limited to, the ability to use the internet; access and navigate Blackboard and Zoom; send/receive email; open, create, and edit Microsoft Word files; open Microsoft PowerPoint files; open and watch videos; and use the library and its journal databases.

All students have access to the campus libraries, which can be used for computer access and technical assistance. Additionally, campus IT services can support students with Blackboard and Zoom questions or issues.

#### **V. COURSE STRUCTURE—WEEKLY MODULES**

This course is divided by week, and each week has a dedicated folder on Blackboard that contains a combination of readings/podcasts, a quiz, and any other assignments for that week. Each week's module begins on Thursday and ends on Wednesday. Module topics and subtopics, start and end dates, and associated due dates are provided in the Weekly Schedule in this syllabus.

This course will have both synchronous and asynchronous components. You are expected to attend class via Zoom each Wednesday starting at 8:40am. During this time you will engage in



skill building exercises with your peers. Readings, quizzes, and other assignments will be completed asynchronously.

**Required Texts**

Modules will include a combination of readings, such as textbook chapters, peer-reviewed journal articles, reports, news articles, and websites. Aside from textbook chapters, all readings will be stored or linked within the Blackboard module for that week. Students should complete the week’s readings before completing other module activities.

There is one required textbook for this class:

Cummins, L.K., & Sevel, J.A. (2017). Social work skills for beginning direct practice: Text, workbook, and interactive multimedia case studies (Fourth edition). Pearson.

**VI. ASSIGNMENTS AND GRADING:**

Students’ grades will be based on in class skill-building exercises, weekly quizzes, and the three semester assignments. The specific grade breakdown is below.

<b>Task</b>	<b>% of Grade</b>
In-Class Skill-Building Exercises	20
Weekly Quizzes	20
Family of Origin Reflection Paper	20
Engagement and Assessment Vignette	20
Evidence Based Intervention Paper	20
<b>Total</b>	<b>100%</b>

<b>Grade Range</b>	<b>Letter Grade</b>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

**Late and Missed Submissions**

**Quizzes and papers should be completed by their due dates at**

**11:59pm.** If circumstances (personal or family illness; military service; personal emergency) prevent this, alternative plans must be negotiated with the instructor **PRIOR** to the due dates.

**Quizzes** are available for completion up until each quiz's scheduled deadline, but can only be attempted once. Missed quizzes will receive a grade of zero. Should a student be granted an excuse for tardy completion of a quiz, the student must arrange and take the make-up quiz within one week of the original due date. If a student fails to take the make-up quiz within this one-week period, the student will receive a zero for that quiz. The lowest quiz score will be dropped.

**For papers**, late submissions will receive an automatic 10% deduction for every day late for the first three days. Late submissions received later than three days/72 hours after the original due date will not be graded.

**Again**, if a serious family emergency or personal illness or military service interferes with turning in the final assignment by the due date, students should contact the instructor **in advance of the deadline** to discuss alternative arrangements.

**Submission Standards**

All written assignments must be typed using standard formatting and written in clear language that is edited for spelling, grammar, and punctuation errors.

ALL work is to be submitted via Blackboard.

**Papers:** These submissions must be done in Microsoft Word files using 12-pt Times New Roman font, double-spaced, and with 1" margins on all sides. If citing a class reading or other resource, the use of multiple quotations (more than a few per paper) or lengthy quotations (more than a sentence or so) are not acceptable; authors' points should be paraphrased instead. Papers must use APA style for in-text citations and for creating a reference list at the end of your paper. References ARE NOT included in the expected page count for papers. Information on the APA format is available online at the APA Style Blog (<http://blog.apastyle.org/apastyle/>) and the Purdue University Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/560/01/>). All papers should have properly formatted in-text citations and reference lists.

**Academic Integrity**

The University at Albany and the School of Social Welfare hold students to the highest standards of academic integrity. Issues such as plagiarism and other types of academic dishonesty are taken seriously. If you are unfamiliar with these issues, review the University's graduate bulletin. This information is also available in the School of Social Welfare's Graduate Faculty and Student Handbook and through the University Libraries at <http://library.albany.edu/usered/plagiarism/index.html>. Any instances of academic dishonesty in this course will result in a failing grade and referral to the Associate Dean of Academic Programs for additional action and penalty as set forth in the Undergraduate and/or Graduate Bulletin. This includes plagiarism, cheating on exams, and multiple submission (submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time). The Undergraduate and Graduate Bulletin provide additional examples of academic dishonesty.

### **Disability Resource Center**

It is the policy of the University at Albany to make reasonable accommodations for qualified students with disabilities. All students with special requests or needs for accommodations should make this request as soon as possible. When doing this, you must submit a copy of your letter from the Disability Resource Center stating that you have registered with them and the suggested academic accommodations when making this request.

### **Availability of Support**

Learning is a cooperative endeavor, and students are encouraged to use each other as resources and discuss course content beyond the classroom. Furthermore, students who find they are struggling with course content or assignments should not hesitate to ask for assistance or make an appointment with the instructor. In addition to scheduling an appointment to discuss any concerns with the instructor, students should make use of the Writing Center on campus to help with written assignments.

## VII. WEEKLY SCHEDULE

Week	Family of Origin Reflection Paper	Engagement and Assessment Vignette	Evidence Based Intervention Paper	Quizzes	Zoom Class Session
1: Introduction					2/3
2. Review of Basic Skills for Direct Practice				2/9	2/10
3. Advanced Social Work Skills for Direct Practice				2/16	2/17
4. Common Errors in Direct Practice				2/23	2/24
NO CLASS				NO QUIZ	NO CLASS
5. Intake and Engagement	3/9			3/9	3/10
6. The Assessment Process, Part 1				3/16	3/17
7. The Assessment Process, Part 2				3/23	3/24
8. Problem Identification, Planning, and Contracting, Part 1		3/30		3/30	3/31
9. Problem Identification, Planning, and Contracting, Part 2				4/6	4/7
10. Treatment and Intervention, Part 1				4/13	4/14
11. Treatment and Intervention, Part 2				4/20	4/21
12. Practice Evaluation			4/27	4/27	4/28
13. Termination				5/4	5/5

### VIII. IN CLASS SKILL BUILDING EXERCISES (weekly)

This assignment is worth 20% of your final grade. You must be present in class in order to receive credit for these exercises and tasks. If you have an absence that is excused by me, then the class date will count as “exempt” (not 100% credit). You may miss one class without penalty.

The purpose of this assignment is to provide you with the opportunity to practice your social work and communication skills. Some of these activities and tasks will be performed on your own while others will require collaboration with your peers.

In Class expectations include the following:

- It is expected/required that students complete the asynchronous portion of each unit prior to attending the synchronous session. This will also enhance our discussions and promote advanced learning.
- Please take notes of any questions/comments/thoughts/feelings you have while engaging in the asynchronous units and please be prepared to share those questions/comments/thoughts/feelings during the synchronous session.
- Take time to critically think about the messages posted and how you want to formulate your response. Think about whether it accurately reflects what you are truly trying to say. Remember that we are all in the process of learning, and our thoughts do not have to be perfectly formulated; however, what we type needs to remain respectful.

Although we are not in a physical classroom, we need to still treat the virtual environment with respect as a learning environment and try to keep external distractions to a minimum. Please do your best to find a quiet, well-lit, and private space prior to logging onto the synchronous session. Expectations of Classroom Decorum include the following:

- Quiet space: Not in a coffee shop or loud public space. You and your computer should be in a place where you can hear the instructor and other classmates without distractions, and with privacy for yourself and your peers.
- Other persons, including children, and pets should not be in the same room or in the vicinity of the camera’s view, to respect the learning environment of the other students. Similarly, televisions and music should not be on during class time.
- Your video camera must be “on.” If you need your screen off for a particular class or part of a class (i.e. you have a sick baby), please let me know **before class**.
- Proper classroom dress attire (i.e. no pajamas)
- Students should be sitting upright at a table or desk as they would in a physical classroom. You should not be laying down, and a bed should not be in the camera’s view.
- Your cell phone should be in the off or silent position during class time. It is inappropriate to answer phone calls or texts during class time and especially in view of the camera. Certain instances occur when it is necessary; however, for most cases, use of a cell phone during class time is prohibited.

## IX. QUIZZES (weekly)

This assignment is worth 20% of your grade. There will be a total of twelve weekly quizzes on Blackboard. The lowest quiz score will be dropped.

The purpose of this assignment is to ensure that you have the foundational knowledge required for comprehension, skill performance, and active participation in skill building activities.

Quizzes will be based on required readings and will consist of a varying number of questions with a time limit adjusted accordingly. Questions will be made up of primarily multiple-choice questions, with some possible matching, fill in the blanks, and/or true/false items.

Quizzes will be available for a 1-week/24 hour period. They will not be viewable on Blackboard until they are accessible. Please note: in this class, quizzes help prepare you for class content by encouraging you to read related materials PRIOR to a class session on the topic. Therefore, quizzes are released and due alongside of content for the prior class (see weekly schedule). Quizzes must be taken and submitted by specific deadlines. If a student misses a quiz there will be **NO** makeup quiz administered. If a quiz is excused by the professor than the quiz will count as “exempt” (not 100%). A student will receive a “0” for any missed quizzes. Quizzes will be available for **only 1** attempt during the assessment period and will not be accessible on Blackboard after the due date and time has passed. Please note that the answer key for quizzes will not be viewable to students until after the quiz has closed for the entire class.

## X. FAMILY OF ORIGIN REFLECTION PAPER

This assignment is worth 20% of your final grade. Total page length should be 6-7 pages including genogram.

The purpose of this assignment is to move you forward in your development of the professional social work self. In order for you to help your clients and their familial patterns, you need to have done this work on a personal level as well. By understanding your family and who you are within this family context, you are able to identify countertransference reactions with your clients, which is an ethical responsibility of social work practice. By exploring and reflecting on our own experiences, including factors of resilience and risk, this assignment will highlight ways in which we can be more empathetic towards ourselves and others.

This assignment is not a replacement for personal psychotherapy, but may offer some insights into who you are, and how you can help your clients live more fulfilling lives. If this assignment brings up unresolved personal conflict or feelings of distress, please contact the University at Albany's free Counseling and Psychological Services at 518-442-5800 or [consulation@albany.edu](mailto:consulation@albany.edu).

**Part 1. Genogram:** Please create a genogram that includes at least 3 generations of your family.

**Part 2. Family Theme.** Reflect on observations, patterns, and/or themes that emerged from the genogram (1-2 paragraphs). Choose one theme that emerged which has influenced your empathy towards others. Research this theme and discuss how it impacts families in general and how it impacted your family, specifically. You may create your own theme or select from the following list:

- The effects of alcoholism or addiction on families
- Gay and lesbian families
- Blended family issues
- Single-parent families
- The effects of violence or abuse and families
- Poverty and family
- Family secrets
- Legacies of loss
- Birth order
- Cultural themes
- Mental illness within families
- Physical illness within families
- Gender roles within families
- Religious beliefs within families
- Models of marriage
- Enmeshment and disengagement within families

In completing Part 2 you will need to cite at least **three scholarly articles and/or books** that address the theme you are discussing. You will also need to give specific behavioral examples to illustrate your theme as it plays out in your family of origin.

**Part 3. Professional Social Work Self.** Discuss how the identified theme could influence your experience with clients, including empathy, countertransference, and traumatic stress. Depending on your theme, you may want to incorporate intersections of structural and/or systems issues. In completing Part 3 you will need to cite at least one scholarly article that is related to your theme and social worker traumatic stress.

NOTE: Grading will take into consideration your ability to self-reflect, not give “correct” answers.

Please organization the paper as follows:

Part 1: Genogram

Part 2: Family Theme

Reflection on Observations, Patterns, and Themes (1-2 paragraphs)

[Theme] (1-2 pages)

[Theme] and My Family (1-2 pages)

Part 3: Professional Social Work Self

[Theme] and Implications for Empathy (1-2 paragraphs)

[Theme] and Implications for Countertransference (1-2 paragraphs)

[Theme] and Implications for Traumatic Stress (1-2 paragraphs)



## XI. ENGAGEMENT AND ASSESSMENT VIGNETTE

This assignment is worth 20% of your grade. Your vignette response should be 3-4 pages.

The purpose of this assignment is to apply culturally appropriate strategies to engage and build rapport with a difficult client case. In each vignette you are asked to consider how you (whom the client is meeting for the very first time) could develop a working relationship and how you might approach a multidimensional assessment.

When reading the vignette, think about the unique strengths and challenges each client presents and how you can use that knowledge to build rapport. Consider the multiple identities that each client in the vignette displays and apply your reading to understand the unique considerations for each case.

**Vignette 1. Joseph.** *Joseph is a 70 yo Jewish-American gay male who wants to meet with you to discuss low-income housing options for him and possibly his partner. Your supervisor tells you that she is concerned that Joseph is in a violent relationship with his partner, Marcus, and wants you to assess how safe he feels living with Marcus at this time. Joseph appears very thin and you can see bruising on his forearms. This is your first meeting with Joseph and Marcus is not present.*

**Vignette 2. Fatima.** *Fatima is a 16 yo Somali refugee female who was referred to you, a Middle School social worker, by her school counselor. Her school counselor describes Fatima as disruptive in class, often laughing loudly, out of her seat, and easily angered by other students. Her school counselor would like for you to work with her on anger management skills and study skills. You saw in her record that Fatima has very low grades and was recently suspended for engaging in oral sex on school grounds. She refuses to meet with the school counselor for therapy sessions. This is your first meeting with Fatima, who is wearing a head scarf and looking down at the ground.*

Please choose **one** vignette to write your paper. Your paper will have two parts. You should not restate the vignette or the questions in your paper.

**Part 1. Engagement.** Please consider the following questions in your engagement strategies. This part of the paper is only about *engagement*.

1. What is (are) the major obstacle(s) in engaging this client?
2. What is your clinical countertransference in working with this client? Please use the first person tense for this section.
3. What does the **scholarly literature/research** say about engagement with this client?
4. What is your strategy to engage this client considering all your answers above?

**Part 2. Assessment.** Please consider the following questions in your assessment strategies. This part of the paper is only about *assessment*.

1. Based on the reason for referral and the client's presenting problems, what areas might you explore?

2. You want to conduct a multidimensional assessment. Choose three assessment approaches (i.e. strengths-based assessment, person-in-their-environment assessment, physical functioning and well-being assessment, and etc – Cummins & Sevel Ch. 9) and write three questions that align with each particular approach and make sense for your client.

Please organization the paper as follows:

Part 1: Engagement

Major Obstacles (1-2 paragraphs)

Countertransference (1-2 paragraphs)

Brief Literature Review (1-2 paragraphs)

Engagement Strategy (1-2 paragraphs)

Part 2: Assessment

Areas for Assessment (1-2 paragraphs)

Assessment Questions (Write in list form)

## XII. EVIDENCE BASED INTERVENTION PAPER

This assignment is worth 20% of your grade. Suggested page length is 4-6 pages.

The purpose of this paper is to apply one of the three reviewed evidence-based interventions to a population of interest.

1. Choose a population that interests you. Any population that you choose is fine. Here are examples:

- People whose spouses/partners have deployed in the military
- Teens who are aging out of foster care
- Family members who care for persons with Alzheimer's disease.
- People charged with Domestic Violence
- Children experiencing bullying in a school

2. Choose one intervention:

- Brief Psychodynamic Therapy
- Cognitive-Behavioral Therapy
- Solution-Focused Brief Therapy

3. Write a 4-6 page paper with three sections described below. Use the assigned readings, in-class discussion, and independent research to develop your paper. This paper should be **well-cited** with a minimum of 4 scholarly references.

**Section 1.** Provide a detailed description of the population you have selected.

- The population you have identified. This should include statistics about the population, incidence and/or prevalence of the issues or needs, outcomes for the population if not intervened with (negative outcomes of the issue if untreated).
- Significant socio-cultural dimensions of the problem: e.g., socioeconomic status, race, gender, culture, etc.

**Section 2.** Provide a detailed description of the intervention you have selected. This section discusses the EBI in general.

- What is the type of group and what is the purpose of the group?
- Elements of the group intervention (theoretical foundation, number of sessions, topic and activities)
- Is it researched as a closed or open group?
- What evidence is there that this group therapy works? Is there any controversy about its effectiveness?
- Does this research show that this group is effective with more than one population?
- Are there any benefits or drawbacks to using this treatment in a group setting?

**Section 3.** Describe how you would apply this intervention to the population selected in a group treatment setting (for example, utilizing Cognitive-Behavioral Therapy in group treatment for stressed-out college students). This section discusses the EBI as it applies specifically to your population.

- Is there any research on use of this group intervention with your population? If there is, what is it?
- If there is no research on your chosen population, why do you think it will be a good choice for the population you have chosen?
- What are the unique needs of your chosen population for which the EBP would work well? Are there any drawbacks? Would there be any modifications needed?
- Where might this intervention best be delivered (i.e. schools, community based organizations, churches, etc.)

**RSSW 401 (Class # 5404) – Integrative Field Seminar - 1 Credit**

Fall 2020

Elizabeth Crowe, LCSW-R

**Day and Time:** Fridays 8:40-11:30am

**Meeting Info:** Fully Remote-Synchronous

**Location of Class:** Zoom

**Course Type:** Field Practicum Sequence

**Course Prerequisites:** 301, 305, 306, 322

Taken concurrently with RSSW 400 & 405Z

**Phone:** (518) 437-3694

**Email:** [ecrowe@albany.edu](mailto:ecrowe@albany.edu)

**Office:** Working remotely; Richardson  
185 upon return

**Office Hours:** Mondays 1-3pm via  
Zoom (see syllabus for further details)

**I. COURSE DESCRIPTION:**

This seminar focuses on the professional and practice issues and concerns of students entering baccalaureate field instruction. The seminar provides learning opportunities that will enable students to compare practice experiences, integrate classroom learning with practice, and increase their critical thinking skills.

**II. COURSE OBJECTIVES:**

At the end of the field seminar, learners will be able to:

1. Reflect on their practice demonstrating self-awareness, conscious use of self and the development of a professional identity as a social worker, such as professional socialization and professional values and ethics, as they relate to field placement.
2. Apply the knowledge, skills and values of cultural competence and cultural sensitivity to work with clients.
3. Analyze cases and ongoing field experiences using relevant theories of practice and evidence-based practice research generated from classroom and independent learning.
4. Assess and evaluate ethical dilemmas inherent in social work practice situations.
5. Apply critical thinking in determining appropriate approaches and social work skills for use with each unique client system.
6. Assess the impact of discrimination, oppression and injustice on a particular population.
7. Develop strategies that promote human rights and social justice within the agency context.
8. Articulate theories of human behavior in the social environment at a beginning level and how they can be utilized in the field setting with a particular population.

### III. COURSE REQUIREMENTS:

The Zoom link and information for class is as follows:

<https://albany.zoom.us/j/94155801728?pwd=NmJl4amw3R0lhOEFlb2pvMmhUamt5QT09>

**Meeting ID:** 941 5580 1728

**Password:** 066385

**Dial by location:** +1 646 558 8656 US (New York)

There are no texts or assigned readings for this course. In conjunction with RSSW 405Z, this course will focus heavily on writing and self-reflection.

#### Course Assignments and Evaluations

Assignment	Points	Due Date(s)
Self-Assessments (2)	10	Friday, Oct. 9 Friday, Nov. 20
Learning Blogs (2)	30	Friday, Nov. 6/Peer feedback on Nov. 20 Friday, Nov. 20/Peer feedback on Dec. 4
Macro Project Planning Paper	25	Friday, Nov. 13
Personal Reflection	15	Tuesday, Dec. 1
In Class Activities and Tasks	20	Ongoing
<b>Total</b>	100	

#### Grading Scale

A	94-100	B	83-86	C	73-76	D	66-67
A-	90-93	B-	80-82	C-	70-72	D-	65
B+	87-89	C+	77-79	D+	68-69	E	64 and below

#### How Grades Will Be Earned

Assignments submitted on the due date are eligible for full credit. Assignments submitted within two days after the due date are eligible for up to 80% credit. Assignments submitted thereafter will receive feedback but are not eligible for credit unless permission was granted for an extension. Extensions will only be granted if requested prior to the due date and/or in case of an emergency.

#### Attendance

You are responsible for your learning and contributions to discussions and class activities. In-class performance is crucial to your success in this course. While attendance itself is not graded, many of the course activities are completed in class – so you need to be in class to receive the credit. As such, inconsistent attendance and late arrivals to class will have an adverse impact on your course grade. No make-up opportunities will be available for class activities except in documented cases of extenuating circumstances. Please contact the instructor prior to the beginning of class if you will be absent. More than two unexcused absences and/or consistent tardiness can result in failure of the course.

#### **IV. COURSE ASSIGNMENTS:**

Assignments are due to Blackboard by 11:59pm on the due date, unless otherwise noted by the instructor. Be sure to proofread and use APA style (American Psychological Association) conventions (i.e. Times New Roman, 12-point font, double spaced, 1-inch margins). Response time for feedback on assignments ranges from 1-2 weeks, depending on the complexity of the assignment.

##### **Self-Assessments**

There are 2 self-assessments to be completed this semester. The first one is a standalone assignment. The second one is to be included with learning blog #2. You will complete a self-assessment scale to measure your level of confidence in several different practice and professional areas. Then you will reflect on how you might improve in the areas where you have less confidence.

\*Please see Blackboard for full instructions.

##### **Learning Blogs**

The purpose of the learning blog is to enhance the process of self-reflection and critical thinking. The learning blogs are designed to help you synthesize classroom material and social work practice. There are 2 learning blog discussion prompts. You will blog about these 2 topics in Blackboard and you will provide feedback to your group members on their learning blogs.

\*Please see Blackboard for full instructions.

##### **Macro Project Planning Paper**

The purpose of this paper is to create a plan for how you will complete your macro project. In this planning paper, you will describe your agency, discuss the condition to be addressed and its significance to clients, describe the current situation, develop “SMART” goals, and create an action plan that addresses the problem. This assignment must be submitted prior to completing your macro project, as you will be given feedback on your plan before you begin your macro project.

\*Please see Blackboard for full instructions.

##### **Personal Reflection**

This assignment is designed to help you reflect on the core values of the social work profession, your own personal and professional goals, and lessons you have learned in both field and seminar. This assignment is required for all students. It will be used as the personal statement piece of your application if you are applying for acceptance into the Advanced Standing program here at the University at Albany, School of Social Welfare.

\*Please see Blackboard for full instructions.

##### **In Class Activities and Tasks**

Integrative Field Seminar is meant to be interactive where you share experiences from your field placement and provide support and guidance to your peers. During seminar, you will engage in class activities that will mirror the process of mutual aid and will give you the opportunity to practice your social work skills. You must be present in class to receive credit for these activities.

## V. ADDITIONAL COURSE INFORMATION

### Academic Integrity

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity.

Plagiarism, cheating on exams, and multiple submission (submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time) are examples of academic dishonesty. The Undergraduate Bulletin provides additional examples of academic dishonesty. All types of academic dishonesty are unacceptable and may result in a failing grade or another penalty as set forth in the Undergraduate Bulletin.

### Accommodations

If you plan to request accommodations due to a disability in Seminar and/or Field, you must make a formal request to the University at Albany's Disability Resource Center (DRC), located at Campus Center 130, (518) 442-5490 or [drc@albany.edu](mailto:drc@albany.edu). The DRC will meet with you about your request, and the Field Office must receive an official letter from the DRC. Upon receipt of a letter from the DRC, the Field Office will evaluate if requested accommodations can be met in field. During this process, you may be contacted to request additional information. The Field Office will notify you with a decision regarding the request for accommodations in field.

### Office Hours and Response Times

Office hours will be held via Zoom on Mondays from 1-3pm or by appointment. Please contact the instructor to schedule a meeting outside of office hours. To ensure your privacy, all students will be placed in the waiting room once you join the Zoom meeting. Please be patient; the instructor will meet with you individually in the order that you joined the waiting room. The Zoom link and information for office hours is the same as the Zoom information for Seminar class (see above). Please feel free to email the instructor for questions that you believe can be resolved without a meeting. Response times to emails can range from 1-3 days, so plan accordingly if your question is time sensitive.

### Zoom Etiquette and Tips for Success

Please also remember that Field Seminar is considered part of the field placement and expects the same level of professional conduct, even via Zoom (i.e. be mindful of your attire, facial expressions, language, be on time, etc.). Refrain from vaping, smoking and cell phone use during Zoom meetings. Please be mindful of your surroundings, as others can witness background noises and images as captured by your camera/microphone. Please turn your camera and audio ON for the entire meeting. Contact the instructor if you have extenuating circumstances that prevent you from keeping the camera on for the whole class. Also, mute your microphone when you are not speaking. Try to limit your distractions by turning off your phones, notifications, etc. If you are experiencing lagging or skipping, try using your computer for video while simultaneously dialing in to the meeting with your phone for audio.



<i>Competency 1: Demonstrate Ethical and Professional Behavior</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimension (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	#4 - Assess and evaluate ethical dilemmas inherent in social work practice situations.	Class discussions	In-class ethics activity	Knowledge, attitudes, cognitive and affective processes
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	#1 - Reflect on their practice demonstrating self-awareness, conscious use of self and the development of a professional identity as a social worker such as professional socialization and professional values and ethics as they relate to field placement.	Class discussions	Learning Blog 2  Self-Assessments 1 & 2	Knowledge, attitudes, cognitive and affective processes  Attitudes, cognitive and affective processes

Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication				
Use technology ethically and appropriately to facilitate practice outcomes; and				
Use supervision and consultation to guide professional judgment and behavior.				

<i>Competency 2: Engage Diversity and Difference in Practice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	#2 - Apply the knowledge, skills and values of cultural competence and cultural sensitivity to work with clients.	Class discussions	Learning Blog 1  Self-Assessments 1 & 2	Knowledge, skills, attitudes, cognitive and affective processes  Attitudes, cognitive and affective processes

Present themselves as learners and engage clients and constituencies as experts of their own experiences; and				
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

<i>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	# 6 - Assess the impact of discrimination, oppression and injustice on a particular population.	Class discussions	Learning Blog 1	Knowledge

Engage in practices that advance social, economic, and environmental justice.				
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<i>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Use practice experience and theory to inform scientific inquiry and research;	# 3 - Analyze cases and ongoing field experiences using relevant theories of practice and evidence-based practice research generated from classroom and independent learning.	Class discussions	In class theory activity	Knowledge
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
Use and translate research evidence to inform and improve practice,				

policy, and service delivery.				
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<i>Competency 5: Engage in Policy Practice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;				
Assess how social welfare and economic policies impact the delivery of and access to social services;				
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				

<i>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	# 8 - Articulate theories of human behavior in the social environment at a beginning level and how they can be utilized in the field setting with a particular population.	Class Discussions	In-class theory activity	Knowledge, cognitive and affective processes
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				

<i>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	# 5 - Apply critical thinking in determining appropriate approaches and social work skills for use with each unique client system.	Class discussions	Self-Assessments 1 & 2	Knowledge, attitudes
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and				
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies				

<i>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	# 7 - Develop strategies that promote human rights and social justice within the agency context.	Class discussions	Learning Blog 1  Macro Project Planning Paper	Knowledge, skills  Knowledge
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;				
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;				
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and				



Facilitate effective transitions and endings that advance mutually agreed-on goals.				
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<i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions</b>
Select and use appropriate methods for evaluation of outcomes;				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;				
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and				
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				

**RSSW 405Z (Class No.: 3019) - Social Work Practice**  
**III Fall 2021 - 3 Credits**

Barry Loneck, Associate Professor

Day and Time: Wednesday – 8:40am to 11:30pm  
Location of Class: Husted 208  
Course Category: Core Course  
Course Prerequisites: Social Welfare Major  
Optional way to contact instructors: None

Phone: 1 (518) 442-5340  
E-mail: [bloneck@albany.edu](mailto:bloneck@albany.edu)  
Office Number: Richardson 222  
Office Hours: By Appointment

This is a required course for students with a major in Social Welfare.

### **I. COURSE DESCRIPTION:**

**All of the undergraduate Social Work Practice Courses use an Eco-Systems, Strengths and Empowerment Framework.**

This course is a continuation of RSSW 306: Social Work Practice II. The focus of this course is the intervention phase of the generalist helping process, including goal setting, contracting and basic interventions with individuals, families, groups, organizations and communities; intervention skills with diverse client systems; the applications of theory to practice with basic interventions; the use of critical reasoning in the basic intervention process, and the effects of oppression and injustice when intervening with populations at risk.

This course is a writing intensive course. Therefore, much attention will also be given to the demonstration of critical reasoning through self-reflective and professional writing as it applies to the field of social work, and more specifically, basic interventions with individuals, families, groups, organizations and communities.

### **II. COURSE OBJECTIVES:**

At the end of the course students will:

Demonstrate a beginning level of knowledge and skills in interventions with individuals, families, groups, organizations and communities including:

- the application of social work values and ethics in basic interventions
- the application of professional and social work skills in basic interventions
- the application of theory to practice in basic interventions
- the differential use of basic interventions with client systems
- the application of basic interventions with diverse populations
- the ability to adapt basic interventions to address the influence of oppression and injustice on the client system
- the demonstration of self-reflection and critical reasoning in the integration and application of intervention skills.

Demonstrate a beginning level of skill in written documentation for social work practice, including:

- the application of writing skills for professional documentation
- the application of writing skills to agency sponsored letters

### III. COURSE REQUIREMENTS

#### **Required Texts (Available at University Bookstore)**

Cummins, L. K. & Sevel, J.A. (2017). Social Work Skills for Beginning Direct Practice: Text, Workbook, and Interactive Multimedia Case Studies (Fourth Edition). Boston, MA: Pearson.

Shulman, L. (2016). The Skills of Helping Individuals, Families, Groups, and Communities (Eighth Edition). Boston, MA: Cengage Learning.

#### **Required Articles**

Required articles and additional book chapters are available through the RSSW 405Z course Blackboard.

#### **Recommended Websites**

In addition to the databases available through the University Libraries (e.g., Social Work Abstracts, PsycINFO, MedLine), the following website is also suggested:

**zotero (free! bibliographic software):** <http://www.zotero.org>

#### **Grading and Course Assignments:**

- A. It is expected that each student will have completed all assigned readings and any required written assignments prior to each class.
- B. The course syllabus should be utilized as a guideline for selecting the material in the text to be emphasized. Please bring the syllabus to class with you.

#### **Due Dates**

September 15  
October 6  
October 27  
November 17  
December 1

#### **Assignment (Percentage of Grade)**

Demonstration: Advanced Skills (20%)  
Demonstration: Common Errors (20%)  
Demonstration: Contracting (20%)  
Demonstration: Treatment and Intervention-Part I (20%)  
Writing Portfolio (20%)

### **Grading**

It is only under extraordinary circumstances that late assignments will be accepted for full credit and only after discussion with the instructor. All other papers turned in late will receive one-third grade less than actual grade (e.g., from A to A-; from B+ to B).

### **Attendance Policy:**

Students are expected to attend each session. Absences require a medical excuse or, in the event of the death of a loved one, a copy of obituary or death certificate.

### **Academic Integrity:**

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity.

Plagiarism, cheating on exams, and multiple submission (submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time) are examples of academic dishonesty. The Undergraduate and Graduate Bulletin provide additional examples of academic dishonesty. All types of academic dishonesty are unacceptable and may result in a failing grade or another penalty as set forth in the Undergraduate and/or Graduate Bulletin.

### **Disability Resource Center:**

It is the policy of the University at Albany to make reasonable accommodations for qualified students with disabilities. All students with special requests or needs for accommodations should make this request in person as soon as possible (or before a specific date). Please include a copy of your letter from the Disability Resource Center stating that you have registered with them and the suggested academic accommodations when making this request.

### **Additional Information:**

The instructor reserves the right to make changes in the syllabus, assignments, and grading procedures in order to best serve the educational goals of the course and the learning needs of the students.

### GRADING SCALE

A = 100-93 | A- = 92-90 | B+ = 89-87 | B = 86-83 | B- = 82-80 | C+ = 79-77 | C = 76-73 | C- = 72-70 | D = 69-65 | E = Below 65 points

#### IV. COURSE OUTLINE:

##### AUGUST 25

##### 1. Introductions and Overview

###### Agenda

Introductory Exercise  
Overview of Course Content  
Overview of Learning Approach  
Distribution of Syllabus and Assignment Materials  
Collection of Student Information

##### SEPTEMBER 1

##### 2. Advanced Social Work Skills for Direct Practice: Individuals, Families, Groups

###### Class Preparation: Readings

Cummins & Sevel (Individuals):	Chapter 6 (pp. 116-134)
Shulman (Families):	Chapter 7 (pp. 294-299)
Shulman (Groups):	Chapter 11 (pp. 420-423)
Elbow (Writing)	Chapter 2 and Chapter 4

###### Agenda

Team Formation  
Interventions: Lecture  
Interventions: Small and Large Group Exercise  
Professional Writing: Small Group Exercise (Focused Freewriting)

##### SEPTEMBER 8

##### 3. Advanced Social Work Skills for Direct Practice: Organizations, Communities

###### Class Preparation: Readings

Shulman (Organizations):	Chapter 15 (pp. 653 - 658)
Shulman (Communities):	Chapter 16 (pp. 699 - 706)
Elbow (Writing)	Chapter 3 and Chapter 5

###### Agenda

Interventions: Lecture  
Interventions: Small and Large Group Exercise  
Professional Writing: Small Group Exercise (Sharing)

**SEPTEMBER 15**

**4. Demonstration: Advanced Social Work Skills**

Agenda

Demonstration: Advanced Skills In-class Assignment

**SEPTEMBER 22**

**5. Common Errors in Direct Practice – Individuals, Families, Groups**

Class Preparation: Readings

Cummins & Sevel: Chapter 7 (pp. 135-162)

Agenda

Submit first draft of Progress Note Assignment (for feedback only, not graded)

Interventions: Lecture

Interventions: Small and Large Group Exercise

Professional Writing: Small Group Exercise (Focused Freewriting)

**SEPTEMBER 29**

**6. Common Errors in Direct Practice – Organizations, Communities**

Class Preparation: Readings

Shulman (Organizations): Chapter 15 (pp. 658 - 678)

Shulman (Communities): Chapter 16 (pp. 699 - 706)

Agenda

Interventions: Lecture

Interventions: Small and Large Group Exercise

Professional Writing: Small Group Exercise (Sharing)

**OCTOBER 6**

**7. Demonstration: Common Errors**

Agenda

Demonstration: Common Errors In-class Assignment

**OCTOBER 13**

**8. Problem Identification, Planning, and Contracting – Individuals, Families, Groups**

Class Preparation: Readings

Cummins & Sevel (Individuals):	Chapter 10 (pp. 226-246)
Shulman (Families):	Chapter 7 (pp. 299-319)
Shulman (Groups):	Chapter 11 (pp. 423-473)

Agenda

Submit first draft of Internal Memo Assignment (for feedback only, not graded)

Interventions: Lecture

Interventions: Small and Large Group Exercise

Professional Writing: Small Group Exercise (Focused Freewriting)

**OCTOBER 20**

**9. Problem Identification, Planning, and Contracting – Organizations, Communities**

Class Preparation: Readings

Shulman (Organizations):	Chapter 15 (pp. 678 - 684)
Shulman (Communities):	Chapter 16 (pp. 706 – 713)

Agenda

Interventions: Lecture

Interventions: Small and Large Group Exercise

Professional Writing: Small Group Exercise (Sharing)

**OCTOBER 27**

**10. Demonstration-Problem Identification, Planning, and Contracting**

Agenda

Demonstration: Contracting In-class Assignment

**NOVEMBER 3**

**11. Treatment and Intervention: Part I – Individuals, Families, Groups**

Class Preparation: Readings

Cummins & Sevel (Individuals):	Chapter 11 (ONLY pp. 247-257)
Shulman (Families):	Chapter 8 (pp. 319-333)
Shulman (Groups):	Chapter 12 (pp. 474-543)

Agenda

Submit first draft of External Letter Assignment (for feedback only, not graded)

Interventions: Lecture

Interventions: Small and Large Group Exercise

**NOVEMBER 10**

**12. Treatment and Intervention: Part I – Organizations, Communities**

Class Preparation: Readings

Shulman (Organizations): Chapter 15 (pp. 684 - 694)

Shulman (Communities): Chapter 16 (pp. 713 - 743)

Agenda

Interventions: Lecture

Interventions: Small and Large Group Exercise

**NOVEMBER 17**

**13. Demonstration: Treatment and Intervention-Part I**

Agenda

Demonstration: Treatment and Intervention-Part I In-class Assignment

**DECEMBER 1**

**14. Wrap-up and Preview of Social Work Practice IV**

Agenda

Submit Writing Portfolio (final drafts of Progress Note, Internal Memo, External Letter)

Brief Preview of Social Work Practice IV

Informal Class Evaluation



**Competencies, Behaviors, Course Objectives and Assignments**

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimension Knowledge, skills, values, cognitive &amp; affective processes</b>
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;				
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;				
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication				
Use technology ethically and appropriately to facilitate practice outcomes; and				
Use supervision and consultation to guide professional judgment and behavior.				

<b>Competency 2: Engage Diversity and Difference in Practice</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;				
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and				
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and				
Engage in practices that advance social, economic, and environmental justice.				

<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Use practice experience and theory to inform scientific inquiry and research;				
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
Use and translate research evidence to inform and improve practice, policy, and service delivery.				

<b>Competency 5: Engage in Policy Practice</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;				
Assess how social welfare and economic policies impact the delivery of and access to social services;				
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and				
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;				
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and				
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies				

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Demonstrate a beginning level of knowledge and skills in interventions with individuals, families, groups, organizations and communities including: <ul style="list-style-type: none"> <li>• the application of professional and social work skills in basic interventions</li> <li>• the application of basic interventions with diverse populations</li> <li>• the ability to adapt basic interventions to address the influence of oppression and injustice on the client system</li> <li>• the demonstration of self-reflection and critical reasoning in the integration and application of intervention skills.</li> </ul>	Classes 11, 12, 13	Demonstration: Treatment and Intervention-Part I	Knowledge Cognitive processes
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Demonstrate a beginning level of knowledge and skills in interventions with individuals, families, groups, organizations and communities including: <ul style="list-style-type: none"> <li>• the application of theory to practice in basic interventions</li> <li>• the differential use of basic interventions with client systems</li> </ul>	Classes 2 through 13	Demonstration: Advanced Social Work Skills Demonstration: Common Errors Demonstration: Problem Identification, Planning, and Contracting Demonstration: Treatment and Intervention-Part I	Knowledge Cognitive processes



	<ul style="list-style-type: none"> <li>the application of basic interventions with diverse populations</li> <li>the ability to adapt basic interventions to address the influence of oppression and injustice on the client system</li> </ul>			
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	<p>Demonstrate a beginning level of knowledge and skills in interventions with individuals, families, groups, organizations and communities including:</p> <ul style="list-style-type: none"> <li>the application of social work values and ethics in basic interventions</li> <li>the application of professional and social work skills in basic interventions</li> </ul>	Classes 3, 4, 6, 7, 9, 10, 12, 13	<p>Demonstration: Advanced Social Work Skills            Demonstration: Common Errors            Demonstration: Problem Identification, Planning, and Contracting            Demonstration: Treatment and Intervention-Part I            Internal Agency Memo            External Agency Letter</p>	<p>Knowledge            Cognitive Processes</p>
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<p>Demonstrate a beginning level of skill in written documentation for social work practice, including:</p> <ul style="list-style-type: none"> <li>the application of writing skills for professional documentation</li> </ul> <p>Demonstrate a beginning level of knowledge and skills in interventions with individuals, families, groups, organizations and communities including:</p> <ul style="list-style-type: none"> <li>the demonstration of self-reflection and critical reasoning in the integration and application of intervention skills.</li> </ul>	Classes 3, 4, 6, 7, 9, 10, 12, 13	<p>Demonstration: Advanced Social Work Skills            Demonstration: Common Errors            Demonstration: Problem Identification, Planning, and Contracting            Demonstration: Treatment and Intervention-Part I            Internal Agency Memo            External Agency Letter</p>	<p>Knowledge            Cognitive processes</p>

<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Demonstrate a beginning level of skill in written documentation for social work practice, including:</p> <ul style="list-style-type: none"> <li>• the application of writing skills for professional documentation</li> <li>• the application of writing skills to agency sponsored letters</li> </ul> <p>Demonstrate a beginning level of knowledge and skills in interventions with individuals, families, groups, organizations and communities including:</p> <ul style="list-style-type: none"> <li>• the application of professional and social work skills in basic interventions</li> </ul>	<p>Classes 2 through 13</p>	<p>Demonstration: Advanced Social Work Skills          Demonstration: Common Errors          Demonstration: Problem Identification, Planning, and Contracting          Demonstration: Treatment and Intervention-Part I          Progress Note          Internal Agency Memo          External Agency Letter</p>	<p>Knowledge          Cognitive processes</p>
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<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>				
<b>Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, values, cognitive &amp; affective processes</b>
Select and use appropriate methods for evaluation of outcomes;				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;				
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and				
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				



**RSSW 408 - Fall 2019**  
**Organizational and Community Theory**  
Mondays: 9:20 am – 12:10pm [Blended]  
Classroom Location: HS 202 - 3 Credits

**Instructor: Wonhyung Lee, Ph.D.**

Office Location: RI 205

Office Hours: By appointment

*E-mail:* whlee@albany.edu

Course Prerequisites: Permission of instructor, RSSW 210 and 301

## **I. COURSE DESCRIPTION**

This course is an introduction to social work practice at the organizational and community levels, with emphasis on oppressed populations. Because most human services are offered through formal community-based organizations, both the substance and form of these services are greatly influenced by the structure and operation of human service organizations and the dynamics of the communities within which they are located. In order to be an effective social worker, therefore, one must understand organizations and communities and develop the skills for working in organizations and communities. The course will be organized around the following themes: the history of macro-practice in social work; major theoretical approaches to organizational behavior and community dynamics and operationalizing them in communities and organizations; the nature of non-clinical roles in social work; understanding the impact your work style and preference has on communities and organizations and understanding how adult learning informs practice in communities and organizations.

## **II. COURSE OBJECTIVES**

1. Students will have an understanding of the history of macro practice in social work, its current status, and the tensions and conflicts over roles and values within the social work profession.
2. Students will be able to describe organizational and community theories that influence the practice of social work and the delivery of social services, particularly in reaction to oppressed populations.
3. Students will have understanding of the major dimensions of the non-clinical roles in which professional social workers engage, such as supervisor, team member, community organizer, agency administrator, and policy advocate.
4. Students will have an understanding of how organizational and community factors influence the planning, funding, delivery, and utilization of social services, particularly to oppressed populations.
5. Students will develop the ability to identify organizational and community problems, analyze their causes, and develop alternative strategies for dealing with them.
6. Students will demonstrate an appreciation of the value tensions and ethical dilemmas that exist in human service organizations and in the relationships between these organizations and their constituent communities, and an understanding of major approaches to addressing these issues.
7. Students will develop an understanding of the generalist approach and the role of NASW's Code of Ethics in determining interventions (micro, meso, macro).
8. Students will develop an understanding of the ethnic, gender, and racial issues in human service organizations and their constituent communities.
9. Students will develop an understanding of globalization and its impact on oppressed populations.
10. Students will gain an understanding of the uniqueness of the social work profession and the potentially significant role it can play in the societal context.

### **III. COURSE EXPECTATIONS**

#### **Attendance**

Students are expected to attend all class sessions. In-class activities and participation constitute an important part of the course grade. Habitual lateness or multiple absences will affect final class grades. Students should discuss any unavoidable absence with instructor and clarify the potential impact of absences on the grade for the course. You are expected to notify the instructor in advance by email when you are unable to be in class or will be late. Missing three or more class sessions may result in no participation grade.

Any student who is unable, due to religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance by email so that a plan can be made to make up the work missed as a result of the absence(s).

#### **Professional Conduct**

As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. This means maintaining a climate of respect and tolerance for different opinions. Students should refrain from answering or making cell phone calls in class, and from reading or writing text messages on any portable electronic devices. If there is a special circumstance related to accommodations, please notify the instructor by email or in writing at the beginning of the semester. Please let the instructor know in advance if you plan to record sessions using a computer or another technological device for class purposes or because of your learning style. Under no circumstances should you share the class notes or tapes with anyone outside of class or post the notes/recordings anywhere without written permission of the instructor and students in advance.

#### **Confidentiality**

In order to establish an open, respectful and critical atmosphere in the classroom and in Blackboard postings and discussion, students must adopt an attitude of confidentiality. This includes not communicating outside of class any details about other students' deep emotions and your own or other students' comments or opinions related to self, peers, community and staff members, and/or agencies including their own.

#### **Academic Integrity: Plagiarism and Cheating**

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. Our duty to be honest, methodical, and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity.

Plagiarism, cheating on exams, and multiple submission (submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time) are examples of academic dishonesty. The Undergraduate and Graduate Bulletin provide additional examples of academic dishonesty. All types of academic dishonesty are unacceptable and may result in quite severe penalties as set forth in the Undergraduate and/or Graduate Bulletin., including: 1) failure of course; 2) suspension from the university; 3) expulsion from the university, and 4) a notation in your permanent transcripts.

### **IV. COURSE REQUIREMENTS**

#### **Required Reading**

Required articles, lecture PowerPoint presentations, handouts, case studies and classroom exercises can be accessed on Blackboard. Prepare for each class by reading required materials.

#### **How Grades Will Be Earned**

- 20% Class participation (attendance, classroom/online etiquette, discussion, and quiz)
- 15% In-class group facilitation and reflection
- 15% Engagement of distant communities and reflection
- 25% Midterm exam

25% Final project (Presentation 15% + Proposal 10%)  
100%

## Assignment Details

### Class participation (20 points)

Class participation measures your attendance and contributions to meaningful class discussions. The grade will be based upon your preparation, attendance, and willingness to engage with peers and the instructor to enhance the learning experience in the classroom. Online quizzes (e.g., social entrepreneurship) will be counted for part of the participation grade. If you find it difficult to participate in class, please see me immediately so that we can work together to find ways for you to participate more fully.

### Engagement of distant communities and reflection (15 points)

Students will choose one of the digital methods (e.g., texting, phone calls, voice recordings, or video chats) to conduct either (1) client assessment and engagement, or (2) public advocacy, and submit a reflection on Blackboard. In either option, two or three people need to work together as a team. (Due date: October 13, 11:59PM).

### In-class group facilitation and reflection (15 points)

The assigned facilitator for the given day will be required to develop focus questions/activity to get the group thinking about the concepts in the readings/case studies and facilitate a group discussion. Facilitation plans should be handed to the instructor before the group facilitation. In a week after the facilitation, the facilitators must hand in a one-page reflection on their facilitation (details provided in separate document).

### Midterm (25 points)

Complete a take-home midterm exam within a week. (Due date: October 27, 11:59PM).

### Final project (25 points)

You will team up with 4 or 5 other colleagues for the final project that examines a community problem. Using your experience with neighborhood asset mapping and census mapping practice, identify a community need or gap and develop a proposal to establish a social enterprise that can fill the critical gap in the community. The proposal needs to describe (1) the need/gap in the community; (2) the population that will use the supports and services that your social enterprise will provide; (3) your organization's vision, mission, and values statement; (4) a job description for the Executive Director, the chief administrative officer for the social enterprise.

The project comprises two parts: team presentation (15% of the final grade) and proposal (10% of the final grade). A more detailed description of the project and grading rubrics will be distributed after the mid-term. Both the presentation materials and proposal must be submitted via Blackboard.

### Final Grading Scale

	A = 94-100	A- = 90 – 93
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 74 – 76	C- = 70 – 73
	D = 60 – 69	E = Below 60

## V. UNIVERSITY SUPPORT

### **Students with Special Needs**

Please be aware that the *Disability Resource Center* at UAlbany provides a program of support and advocacy services to students with disabilities. Come and talk with the instructor if you need additional support as soon as possible, within the 1<sup>st</sup> or 2<sup>nd</sup> class session. Please bring a copy of your letter from the *Disability Resource Center* that shows your registration status and the suggested academic accommodations to meet your need.

**Inclement Weather**

First call the University's Weather Hotline: 518-442-SNOW, or check the University's webpage. If classes are closed, then you do not have to check further—do not come in. If the University has not closed classes, but if the weather looked quite bad that it made you feel uncertain whether I canceled the class, please send me an email inquiry. I will try to send a notification email as soon as possible to confirm the class status. If you do not receive an e-mail, I am NOT canceling class. I will use the official e-mail address that the university has listed for you. Please use your best judgment on attending or not attending class regarding your personal driving skills, the conditions of the road where you are, and road safety. If you feel it is not safe for you to travel to class, there will be no penalty for not attending as long as I receive an email from you stating your reason for missing class.

## VI. COURSE OUTLINE

<p><b>August 26</b> In classroom</p>	<p><b>Session 1 – Introduction</b>  <b>Why theory?</b>  <b>Thinking about MACRO</b>  <b>Code of Ethics</b></p> <p><b>Syllabus</b>  <b>Thinking about Communities and Organizations</b>  <b>Code of Ethics</b>  <b>Guidelines for small group facilitation</b></p>
<p><b>September 2</b> No class</p>	<p><b>Classes Suspended – Labor Day</b></p>
<p><b>September 9</b> In classroom</p>	<p><b>Session 2 – Meaning of Community</b>  <b>Community, Neighborhood, Enclave, and Ghetto</b></p> <p><b>Lecture</b>  <b>Small group facilitation (1)</b></p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Netting, F.E., Kettner, P.M., McMurtry, S.L. &amp; Thomas, M. L. (2012). <i>Social Work Macro Practice, 5<sup>th</sup> Edition</i>. <u>Chapter 5</u>: Understanding Communities, p. 130-138.</li> <li>• Abrahamson, M. (1996). <i>Urban enclaves: Identity and place in America</i>, New York, St. Martin’s Press. p. 1-18.</li> <li>• Wacquant, L.J.D. &amp; Wilson, W.W. (2005). “The Cost of Racial and Class Exclusion in the Inner City.” In R. T. Legates and F. Stout (Eds.), <i>The Urban Sociology Reader</i> (pp.124-133). London and New York: Routledge.</li> </ul> <p>❖ <b>Small group discussion material #1</b></p>
<p><b>September 16</b> In classroom</p>	<p><b>Session 3 – Distant Communities</b>  <b>Social Work in a Digital Age</b></p> <p><b>Lecture</b>  <b>Small group facilitation (2)</b>  <b>“Public as client”</b>  <b>Guidelines for the “engagement of distant communities” assignment</b></p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Galston, W. (2000). Does the Internet Strengthen Community? <i>National Civic Review</i>, 89:3, 193–202.</li> <li>• Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. <i>Social Work</i>, 58(2), 163-172.</li> <li>• Lotmore, A. (2019). “The Public is the Client.” <a href="#">Medium</a>.</li> </ul> <p>❖ <b>Small group discussion material #2</b></p>



<p><b>September 23</b> <b>Field trip</b></p>	<p><b>Session 4 – Community and Environment</b></p> <p>This week we will make a field trip to the Radix Ecological Center.</p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Harnik, P. (2010). Chapter 5 “Neighborhoods are not all created equal” and Chapter 6 “It’s not how much but who and why.” In <i>Urban green: Innovative parks for resurgent cities</i> (p.38-45). Island Press.</li> <li>• Erickson, C. L. (2018). Chapter 6. Phases of social work practice for environmental justice. In <i>Environmental Justice as Social Work Practice</i>. Oxford University Press. (pp. 90-107).</li> </ul> <p>Suggested videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">Permaculture, homesteading, cold climate, and compost-powered heating in the Vermont hills</a> (9 mins)</li> </ul> <p>See also: <a href="http://Permacultureprinciples.com">Permacultureprinciples.com</a></p>
<p><b>September 30</b> <b>In classroom</b></p>	<p><b>Session 5 – Why Do Communities Suffer?</b> <b>History of Macro Practice and Community Policy</b> <b>Oppression</b></p> <p><b>Lecture</b> <b>Small group facilitation (3)</b></p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Young, I. (2004). Chapter 3. Five Faces of Oppression. In Heldke, L. M., &amp; O'Connor, P. (Eds.). <i>Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism</i>. McGraw-Hill Humanities Social.</li> <li>• O'Connor, A. (2008). Chapter 2. Swimming against the Tide: A brief history of federal policy in poor communities. In J. DeFilippis and S. Saegert (Eds.), <i>The Community Development Reader</i> (pp. 9-27). New York and London: Routledge.</li> </ul> <p>❖ <b>Small group discussion material #3</b></p>
<p><b>October 7</b> <b>In classroom</b></p>	<p><b>Session 6 – Distinguishing Community Theories and Community Practice Models</b></p> <p><b>Lecture</b> <b>Midterm prep</b> <b>Small group facilitation (4)</b></p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Netting, F.E., Kettner, P.M., McMurtry, S.L. &amp; Thomas, M. L. (2012). <i>Social Work Macro Practice</i>, 5<sup>th</sup> Edition. <u>Chapter 5</u>: Understanding Communities, p. 139-165.</li> </ul> <p>❖ <b>Small group discussion material #4</b></p>
<p><b>Assignment reminder</b></p>	<p>Conduct the “Engagement of distant communities” assignment with a partner and upload the relevant materials and reflection by October 13, 11:59PM.</p>

<p><b>October 14</b> No class</p>	<p><b>Classes Suspended – Fall Break</b></p>
<p><b>October 21</b> Online</p>	<p><b>Mid-term week</b></p> <p><b>Take-home midterm</b></p> <p>Midterm questions will be posted on October 20. You will have one week to complete the midterm and upload it onto Blackboard (Due date: October 27, 11:59PM)</p>
<p><b>October 28</b> In classroom</p>	<p><b>Session 7 – Understanding Organizations and Organizational Theories</b> <b>Human Service Organizations</b> <b>Public, private, non-for-profit, social profit</b></p> <p><b>Lecture</b> <b>Small group facilitation (5)</b></p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Netting, F.E., Kettner, P.M., McMurtry, S.L. &amp; Thomas, M. L. (2012). <i>Social Work Macro Practice</i>, 5<sup>th</sup> Edition. <u>Chapter 7</u>: Understanding Organizations.</li> <li>• Furman, R., &amp; Gibelman, M. (2013). Chapter 3. "How organizations are financed." In <i>Navigating human service organizations: Essential information for thriving and surviving in agencies</i>. (3rd Edition). Lyceum Books.</li> </ul> <p>❖ <b>Small group discussion material #5</b></p>
<p><b>November 4</b> In classroom</p>	<p><b>Session 8 – Life and Death of Organizations</b></p> <p><b>Lecture</b> <b>Organization simulation</b> <b>Guidelines for the final project</b></p> <p>Suggested reading:</p> <ul style="list-style-type: none"> <li>• Allard, W. S. (2009). Chapter 1. Introduction and Chapter 3. Spatial inequality in the safety net. In <i>Out of reach: Place, poverty, and the new American welfare state</i>. Yale University Press: New Haven &amp; London. P.1-8; 47-87.</li> </ul>
<p><b>November 11</b> Online</p>	<p><b>Session 9 – Social entrepreneurship</b> <b>+ Quiz 1</b></p> <p>Relevant materials will be posted on Blackboard.</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> <li>• Bornstein, D. and Davis, S. (2010). Defining Social Entrepreneurship. In <i>Social Entrepreneurship: What Everyone Needs to Know</i> (p.1-47). Oxford University Press: New York.</li> </ul>
<p><b>Quiz 1</b></p>	<p>Submit answers for the online quiz [<b>Quiz 1</b>] (<b>Due November 17, 11:59PM</b>)</p>

<p><b>November 18 Online</b></p>	<p><b>Session 10 – Strategies and Methods of Organizational and Community Practice I + Quiz 2</b></p> <p>Asset-based Community Development</p> <p>Relevant materials will be posted on Blackboard.</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Hancock, T. &amp; Minkler, M. (2012). “Chapter 9. Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment?” In Minkler, M. (Ed.) <i>Community Organization and Community Building for Health and Welfare</i>. p. 153-170.</li> <li>• McKnight, J.L. Kretzmann, J.P. (2012) “Chapter 10. Mapping community capacity.” In Minkler, M. (Ed.) <i>Community Organization and Community Building for Health and Welfare</i> p. 171-186.</li> </ul>
<p><b>Quiz 2</b></p>	<p>Submit answers for the online quiz <b>[Quiz 2] (Due November 24, 11:59PM)</b></p>
<p><b>November 25 Online</b></p>	<p><b>Session 11 – Strategies and Methods of Organizational and Community Practice II + Quiz 3</b></p> <p>Census data analysis</p> <p>Relevant materials will be posted on Blackboard for the census analysis.</p> <p>No reading is required.</p>
<p><b>Quiz 3</b></p>	<p>Submit answers for the online quiz <b>[Quiz 3] (Due December 1, 11:59PM)</b></p>
<p><b>December 2 In classroom</b></p>	<p><b>Session 12 – Final project check-in</b></p> <p>Use this class time to finalize the team project and check in with the instructor to discuss your project.</p> <p>Read before class:</p> <ul style="list-style-type: none"> <li>• Netting, F.E., Kettner, P.M., McMurtry, S.L. &amp; Thomas, M. L. (2012). <i>Social Work Macro Practice</i>, 5th Edition. Chapter 11: Planning, Implementing, Monitoring, and Evaluating the Intervention, pp. 365-375.</li> </ul>
<p><b>December 9 In classroom</b></p>	<p><b>Session 13 – Team presentations</b></p>
<p><b>Assignment reminder</b></p>	<p>Submit <b>Presentation Materials</b> and the <b>Executive Summary</b> by <b>December 12, Wednesday, 11:59PM.</b></p>

# New BS Competencies, Generalist Behaviors, Course Objectives & Assignments

## Course Title: RSSW 408 - Organizational and Community Theory

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where in course content is covered</b>	<b>Assignments</b>	<b>Competency Dimension Knowledge, skills, attitudes, cognitive &amp; affective processes</b>
1-1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	6. Appreciate of value tensions and ethical dilemmas that exist in human service organizations and in the relationships between these organizations and their constituent communities, and describe major approaches to addressing these issues. 7. Understand the generalist approach and the role of NASW's Code of Ethics in determining interventions (micro, meso, macro).	All classes	Class participation (attendance, classroom/online etiquette, homework, and quiz)	- Knowledge - Attitude - Cognitive and affective processes
1-2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	10. Understand the uniqueness of the social work profession and the potentially significant role it can play in the societal context. 3. Describe the non-clinical roles in which professional social workers engage, such as supervisor, team member, community organizer, agency administrator, and policy advocate.	All classes	Midterm exam	- Knowledge - Cognitive and affective processes
1-3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	5. Identify organizational and community problems, analyze their causes, and develop alternative strategies for dealing with them.	All classes	Class participation (attendance, classroom/online etiquette, homework, and quiz)	- Attitude - Cognitive and affective processes
1-4. Use technology ethically and appropriately to facilitate practice outcomes; and	6. Appreciate of value tensions and ethical dilemmas that exist in human service organizations and in the relationships between these organizations and their constituent communities, and describe major approaches to addressing these issues (Repeat with 1-1). 10. Understand the uniqueness of the social work profession and the potentially significant role it can play in the societal context (Repeat with 1-2).	All classes	Online/phone/video engagement and reflection	- Skills - Attitude - Cognitive and affective processes

<b>Competency 2: Engage Diversity and Difference in Practice</b>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where in course content is covered</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, attitudes, cognitive &amp; affective processes</b>
2-1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	8. Understand of the ethnic, gender, and racial issues in human service organizations and their constituent communities.	All classes	Final project (Presentation 15% + Executive summary 10%)	- Knowledge - Cognitive process

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where in course content is covered</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, attitudes, cognitive &amp; affective processes</b>
3-1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	9. Describe globalization and its impact on oppressed populations.	All classes	Class participation (attendance, classroom/online etiquette, homework, and quiz)	- Knowledge - Attitude - Cognitive and affective processes

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where in course content is covered</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, attitudes, cognitive &amp; affective processes</b>
6-1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	<ol style="list-style-type: none"> <li>1. Describe the history of macro practice in social work, its current status, and the tensions and conflicts over roles and values within the social work profession.</li> <li>2. Describe organizational and community theories that influence the practice of social work and the delivery of social services, particularly in reaction to oppressed populations.</li> <li>4. Understand how organizational and community factors influence the planning, funding, delivery, and utilization of social services, particularly to oppressed populations.</li> </ol>	All classes	Midterm exam	<ul style="list-style-type: none"> <li>- Knowledge</li> <li>- Cognitive and affective processes</li> </ul>
6-2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ol style="list-style-type: none"> <li>8. Understand of the ethnic, gender, and racial issues in human service organizations and their constituent communities (Repeat with 2-1).</li> </ol>	All classes	Group facilitation with reflection paper	<ul style="list-style-type: none"> <li>- Skills</li> <li>- Attitude</li> <li>- Cognitive and affective processes</li> </ul>

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where in course content is covered</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, attitudes, cognitive &amp; affective processes</b>
7-1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	5. Identify organizational and community problems, analyze their causes, and develop alternative strategies for dealing with them (Repeat with 1-3)	Session 6-12	Final project (Presentation 15% + Executive summary 10%)	- Knowledge - Cognitive process
7-2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	5. Identify organizational and community problems, analyze their causes, and develop alternative strategies for dealing with them (Repeat with 1-3)	Session 6-12	Final project (Presentation 15% + Executive summary 10%)	- Knowledge - Cognitive process
7-3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	5. Identify organizational and community problems, analyze their causes, and develop alternative strategies for dealing with them (Repeat with 1-3)	Session 6-12	Final project (Presentation 15% + Executive summary 10%)	- Knowledge - Cognitive process
7-4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	5. Identify organizational and community problems, analyze their causes, and develop alternative strategies for dealing with them (Repeat with 1-3)	Session 6-12	Final project (Presentation 15% + Executive summary 10%)	- Knowledge - Cognitive process

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where in course content is covered</b>	<b>Assignments</b>	<b>Competency Dimensions Knowledge, skills, attitudes, cognitive &amp; affective processes</b>
8-3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	3. Describe the major dimensions of the non-clinical roles in which professional social workers engage, such as supervisor, team member, community organizer, agency administrator, and policy advocate (Repeat with 1-2).	Session 7, 9	Guest panel reflection Collaboration simulation	- Knowledge - Attitude - Cognitive and affective processes



**RSSW 411 – Integrative Field Seminar**

1 Credit

Elizabeth Crowe, LCSW-R

**Day and Time:** Fridays 8:40-11:30am

**Meeting Info:** In person

**Location of Class:** Building and Number

**Course Type:** Field Practicum Sequence

**Course Prerequisites:** 301, 305, 306, 322, 400, 401

Taken concurrently with RSSW 410 & 406Y

**Phone:** (518) 437-3694

**Email:** [ecrowe@albany.edu](mailto:ecrowe@albany.edu)

**Office:** Richardson 185

**Office Hours:** Mondays 1-3pm via

Zoom (see syllabus for further details)

**I. COURSE DESCRIPTION:**

This seminar is a continuation of RSSW 401 and continues to focus on the professional and practice issues and concerns of students continuing baccalaureate field instruction. The seminar provides additional learning opportunities that will enable students to compare practice experiences, integrate classroom learning with practice, and increase their critical thinking skills.

**II. COURSE OBJECTIVES:**

At the end of the field seminar, learners will be able to:

1. Reflect on their practice demonstrating self-awareness, conscious use of self and the development of a professional identity as a social worker, such as professional socialization and professional values and ethics, as they relate to field placement.
2. Apply the knowledge, skills and values of cultural competence and cultural sensitivity to work with clients.
3. Analyze cases and ongoing field experiences using relevant theories of practice and evidence-based practice research generated from classroom and independent learning.
4. Assess and evaluate ethical dilemmas inherent in social work practice situations.
5. Apply critical thinking in determining appropriate approaches and social work skills for use with each unique client system.
6. Assess the impact of discrimination, oppression and injustice on a particular population.
7. Develop strategies that promote human rights and social justice within the agency context.
8. Articulate theories of human behavior in the social environment at a beginning level and how they can be utilized in the field setting with a particular population.

**COURSE REQUIREMENTS:**

There are no texts or assigned readings for this course. Any suggested readings will be provided to you via Blackboard. In conjunction with RSSW 406Y, this course will focus heavily on writing and self-reflection.

**Course Assignments and Evaluations**

Assignment	Points	Due Date(s)
Self-Assessments (2)	30	1 - Beginning of February 2 - Middle of March
Learning Blog	20	Middle of March Peer Feedback due end of March
Personal Reflection	30	End of April
In Class Activities and Tasks	20	Ongoing
<b>Total</b>	<b>100</b>	

**Grading Scale**

A	94-100	B	83-86	C	73-76	D	66-67
A-	90-93	B-	80-82	C-	70-72	D-	65
B+	87-89	C+	77-79	D+	68-69	E	64 and below

**How Grades Will Be Earned**

Assignments submitted on the due date are eligible for full credit. Assignments submitted within two days after the due date are eligible for up to 80% credit. Assignments submitted thereafter will receive feedback but are not eligible for credit unless permission was granted for an extension. Extensions will only be granted if requested prior to the due date and/or in case of extenuating circumstances.

**Managing Your Life and This Course**

Since there will be occasions in your life when missing a deadline is simply unavoidable, this course has a built-in safety valve. You can hand in *one* assignment up to three days late. Because sometimes life just happens!

**IV. COURSE ASSIGNMENTS:**

Assignments are due to Blackboard by 11:59pm on the due date, unless otherwise noted by the instructor. Be sure to proofread and use APA style (American Psychological Association) conventions (i.e. Times New Roman, 12-point font, double spaced, 1-inch margins). Response time for feedback on assignments ranges from 1-2 weeks, depending on the complexity of the assignment.

#### **IV. COURSE ASSIGNMENTS, CONTINUED:**

##### **Self-Assessments**

There are 2 self-assessments to be completed this semester. The first one is a standalone assignment. The second one is to be included with learning blog #2. You will complete a self-assessment scale to measure your level of confidence in several different practice and professional areas. Then you will reflect on how you might improve in the areas where you have less confidence.

\*Please see Blackboard for full assignment guidelines and grading rubrics.

##### **Learning Blog**

The purpose of the learning blog is to enhance the process of self-reflection and critical thinking. The learning blog is designed to help you synthesize classroom material and social work practice. There is 1 learning blog discussion prompt this semester. You will blog about this topic in Blackboard and you will provide feedback to your group members on their learning blogs.

\*Please see Blackboard for full assignment guidelines and grading rubrics.

##### **Personal Reflection**

This assignment is designed to help you reflect on the core values of the social work profession, your own personal and professional goals, and lessons you have learned in both field and seminar throughout the entire academic year. This assignment is required for all students.

\*Please see Blackboard for full assignment guidelines and grading rubrics.

##### **In Class Activities and Tasks**

The work we do in class this semester is important. During seminar, you will engage in class activities that will mirror the process of mutual aid and will give you the opportunity to practice your social work skills. While this in-class work is a key part of your learning, missing class might be unavoidable in the case of illness or emergency. If you are sick, please stay home and contact your healthcare provider. In the case that missing class is unavoidable, I will arrange for you to do the in-class activity individually as a written assignment, but please note that it will involve more work for you and work that will not result in as much learning as the in-class version. I will only do this for **one** class unless there are extenuating circumstances. Your best route to success and learning is to attend all classes unless you feel unwell. Please note that multiple unexplained absences and/or consistent tardiness can result in failure of the course.

#### **V. ADDITIONAL COURSE INFORMATION**

##### **Academic Integrity**

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity.

Plagiarism, cheating on exams, and multiple submission (submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time) are examples of academic dishonesty.

The Undergraduate Bulletin provides additional examples of academic dishonesty. All types of academic dishonesty are unacceptable and may result in a failing grade or another penalty as set forth in the Undergraduate Bulletin.

### **Accommodations**

If you plan to request accommodations in field due to a disability, you must make a formal request to the University at Albany's Disability Access and Inclusion Student Services (DAISS), located at Campus Center 130, (518) 442-5501 or [daiss@albany.edu](mailto:daiss@albany.edu). DAISS will meet with you about your request. For consideration of a request for accommodation in field due to a disability, the Field Office must receive an official letter from the DAISS. Upon receipt of a letter from the DAISS, the Field Office will evaluate if requested accommodations can be met in field. During this process, you may be contacted to request additional information. The Field Office will notify you with a decision regarding the request for accommodations in field.

### **Office Hours and Response Times**

Office hours will be held via Zoom on Mondays from 1-3pm or by appointment. To ensure your privacy, students will be placed in the Zoom waiting room. The instructor will meet with you in the order that you joined the waiting room. The Zoom link and meeting information are as follows:

<https://albany.zoom.us/j/94155801728?pwd=NmJ4amw3R0lhOEFlb2pvMmhUamt5QT09>

**Meeting ID:** 941 5580 1728      **Password:** 066385

**Dial by location:** +1 646 558 8656 US (New York)

Please feel free to email the instructor for questions that you believe can be resolved without a meeting. Response times to emails can range from 1-3 days, so plan accordingly if your question is time sensitive.

<i>Competency 1: Demonstrate Ethical and Professional Behavior</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimension (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	#4 - Assess and evaluate ethical dilemmas inherent in social work practice situations.	Class discussions	Personal Reflection	Knowledge, attitudes, cognitive and affective processes
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	#1 - Reflect on their practice demonstrating self-awareness, conscious use of self and the development of a professional identity as a social worker such as professional socialization and professional values and ethics as they relate to field placement.	Class discussions	Learning Blog 2  Self-Assessments 1 & 2	Knowledge, attitudes, cognitive and affective processes  Attitudes, cognitive and affective processes

Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication				
Use technology ethically and appropriately to facilitate practice outcomes; and				
Use supervision and consultation to guide professional judgment and behavior.				

<i>Competency 2: Engage Diversity and Difference in Practice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	#2 - Apply the knowledge, skills and values of cultural competence and cultural sensitivity to work with clients.	Class discussions	Self-Assessments 1 & 2	Knowledge, skills, attitudes, cognitive and affective processes  Attitudes, cognitive and affective processes
Present themselves as	.			

learners and engage clients and constituencies as experts of their own experiences; and				
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

<i>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	# 6 - Assess the impact of discrimination, oppression and injustice on a particular population.	Class discussions	In class anti-racist practices activity	Knowledge
Engage in practices that advance social, economic, and environmental justice.				

<i>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Use practice experience and theory to inform scientific inquiry and research;	# 3 - Analyze cases and ongoing field experiences using relevant theories of practice and evidence-based practice research generated from classroom and independent learning.	Class discussions	In class theory activity	Knowledge
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
Use and translate research evidence to inform and improve practice, policy, and service delivery.				

<i>Competency 5: Engage in Policy Practice</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions</b>



				<b>(Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;				
Assess how social welfare and economic policies impact the delivery of and access to social services;				
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				

<i>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	# 8 - Articulate theories of human behavior in the social environment at a beginning level and how they can be utilized in the field setting with a particular population.	Class Discussions	In-class theory activity	Knowledge, cognitive and affective processes
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				

<i>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;				
Apply knowledge of human behavior and the social environment,	# 5 - Apply critical thinking in determining appropriate	Class discussions	Personal Reflection	Knowledge, attitudes

person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	approaches and social work skills for use with each unique client system.			
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and				
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies				

<i>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions (Knowledge, skills, attitudes, cognitive &amp; affective processes)</b>
Critically choose and implement	# 7 - Develop strategies that	Class discussions	Personal Reflection	Knowledge

interventions to achieve practice goals and enhance capacities of clients and constituencies;	promote human rights and social justice within the agency context.			
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;				
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;				
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and				
Facilitate effective transitions and endings that advance mutually agreed-on goals.				

<i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>				
<b>BS Behaviors</b>	<b>Course Objectives</b>	<b>Where covered in the syllabus</b>	<b>Assignments</b>	<b>Competency Dimensions</b>

Select and use appropriate methods for evaluation of outcomes;				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;				
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and				
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				



# Program Revision Proposal: Changes to an Existing Program

**Form 3A**

Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,<sup>1</sup> a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu).

Section 1. General Information																	
<b>a) Institutional Information</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; border-bottom: 1px solid black;">Institution's 6-digit <a href="#">SED Code</a>:</td> <td style="border-bottom: 1px solid black;"><b>210500</b></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Institution's Name:</td> <td style="border-bottom: 1px solid black;">University at Albany</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Address:</td> <td style="border-bottom: 1px solid black;"><i>1400 Washington Avenue, Albany, NY 12222</i></td> </tr> </table>	Institution's 6-digit <a href="#">SED Code</a> :	<b>210500</b>	Institution's Name:	University at Albany	Address:	<i>1400 Washington Avenue, Albany, NY 12222</i>										
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Institution's Name:	University at Albany																
Address:	<i>1400 Washington Avenue, Albany, NY 12222</i>																
<b>b) Program Locations</b>	<p>List each campus where the entire program will be offered (with each institutional or branch campus 6-digit <a href="#">SED Code</a>): 210500</p> <p>List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a>) where courses will offered, <b>or check here [ X ] if not applicable:</b></p>																
<b>c) Registered Program to be Changed</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; border-bottom: 1px solid black;">Program Title:</td> <td style="border-bottom: 1px solid black;">Social Welfare</td> </tr> <tr> <td style="border-bottom: 1px solid black;"><a href="#">SED Program Code</a></td> <td style="border-bottom: 1px solid black;">03047, 89236, 28853</td> </tr> <tr> <td style="border-bottom: 1px solid black;"><a href="#">Award(s)</a> (e.g., A.A., B.S.):</td> <td style="border-bottom: 1px solid black;">B.S.</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Number of Required Credits:</td> <td style="border-bottom: 1px solid black;">Minimum [ 122 ] If tracks or options, largest minimum [    ]</td> </tr> <tr> <td style="border-bottom: 1px solid black;"><a href="#">HEGIS Code</a>:</td> <td style="border-bottom: 1px solid black;">2104</td> </tr> <tr> <td style="border-bottom: 1px solid black;"><a href="#">CIP 2010 Code</a>:</td> <td style="border-bottom: 1px solid black;">44.0701</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Effective Date of Change:</td> <td style="border-bottom: 1px solid black;">Fall 2024</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Effective Date of Completion<sup>2</sup></td> <td style="border-bottom: 1px solid black;">Spring 2028</td> </tr> </table>	Program Title:	Social Welfare	<a href="#">SED Program Code</a>	03047, 89236, 28853	<a href="#">Award(s)</a> (e.g., A.A., B.S.):	B.S.	Number of Required Credits:	Minimum [ 122 ] If tracks or options, largest minimum [    ]	<a href="#">HEGIS Code</a> :	2104	<a href="#">CIP 2010 Code</a> :	44.0701	Effective Date of Change:	Fall 2024	Effective Date of Completion <sup>2</sup>	Spring 2028
Program Title:	Social Welfare																
<a href="#">SED Program Code</a>	03047, 89236, 28853																
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<a href="#">CIP 2010 Code</a> :	44.0701																
Effective Date of Change:	Fall 2024																
Effective Date of Completion <sup>2</sup>	Spring 2028																
<b>d) Campus Contact</b>	<p>Name and title: Kaitlyn Beachner, Staff Associate for Undergraduate Academic Programs          Telephone and email: 518 – 442 – 3941; <a href="mailto:kbeachner@albany.edu">kbeachner@albany.edu</a></p>																
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<p><b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i></b></p> <p>Name and title: Carol Kim, Ph.D., Senior Vice President for Academic Affairs &amp; Provost</p> <p style="margin-top: 20px;">Signature and date:  June 26, 2023</p>																
<b>If the program will be registered jointly<sup>3</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>																	
<p>Partner institution's name and 6-digit <a href="#">SED Code</a>:</p> <p>Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):</p>																	

<sup>1</sup> To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.  
<sup>2</sup> If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).  
<sup>3</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2. Program Information

### Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

**a) Check all that apply. Describe each proposed change and why it is proposed.**

- Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
- Changes in a program's focus or design
- Adding or eliminating one or more options, concentrations or tracks
- Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.
- Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

#### Description of Changes:

*The majority of changes made to the elementary base required for entrance into the program were done to allow students to have increased variety in content and disciplinary approaches upon entering the social welfare major. Specifically, students now have 7 options spanning two different disciplines to fulfill the general biology content required for the major. Previously, there one course met this requirement. Similarly, students have two options, instead of one to meet the requirement for introductory sociological course work. Expanding the courses allowable for the elementary base also improved the enrollment process for students and the university. This rationale also applies to changes in the advanced based, as reflected by a change in allowing 2 courses to fulfill the social psychology requirement instead of one. SSW 200 was no longer taught and was therefore removed from the elementary base.*

*Changes to the advanced base reflect changes to the discipline and practice of the social work profession. The need for social workers to understand the importance of globalization and practice empirically based practice models led to the addition of credits required in the advanced base, from 15 to 18 with the inclusion of a globalization requirement and a statistical requirement added to the requirements needed for entrance to the major. Furthermore, given the profession's role in providing mental health services, the change from the abnormal psychology course as optional to a requirement occurred.*

*The development of the Community and Public Service program, a program which allows students to volunteer in a service-learning capacity for course credit significantly impacted changes to the social welfare major. The mission of the CPSP is closely aligned with the mission of the Social Welfare major and the social work profession, resulting the requirement of RSSW 290. Lastly, the social welfare major strongly emphasizes diversity and inclusion throughout the courses in the major, as required by our accreditation, and was duplicative of content required for the advanced base. Hence, SOC 282M Minority Groups was eliminated from the advanced base.*

*Within the courses offered for the major, the need for additional rigor, expansion of theoretical perspectives and practice interventions for varied populations led to the development of 4 sequence intervention course sequence (RSSW 305, 306, 405Y, and 406Y) resulting the removal of the required focus on Child Welfare (RSSW 320). The content in Community Law and Client Advocacy (RSSW 350) has been moved to the Community and Organization Theory course (RSSW 408) resulting in the removal of the requirement for RSSW 350.*

b) **Provide** a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

1982 Social Welfare B.S. Requirements:		2023 Proposed Changes to Social Welfare B.S. Requirements:	
<b>Combined major &amp; minor (66 cr.)</b>		<b>Combined major &amp; minor (65 cr.)</b>	
<b>Elementary base (18 cr.)</b>		<b>Elementary base (15)</b>	
BIO 103N – General Biological Science (3)		<i>Select one Biology Selective</i>	<i>Removed option</i>
			ABIO 117 – Nutrition (3)
			ABIO 130 – General Biology: Molecular and Cell Biology and Genetics (3)
			AANT 211 – Human Population Biology (3)
			AANT 312 – Human Population Genetics (3)
			AANT 319 – Physical Growth and Development (3)
PSY 101M – Introduction to Psychology (3)		APSY 101 – Introduction to Psychology (3)	
SOC 115M – Introduction to Sociology (3)		<i>Select one</i>	ASOC 115 – Introduction to Sociology (3)
			ASOC 180 – Social Problems (3)
POS 101 – American Politics (3)		RPOS 101 – American Politics (3)	
SSW 200 – The Social System: Man and His Environment (3)		<i>Removed requirement</i>	
SSW 210 – Development of Social Welfare as an Institution (3)		RSSW 210 – Social Welfare in the United States (3)	
<b>Advanced base (12 cr.)</b>		<b>Advanced base (18 cr.)</b>	
		<i>Select one Statistics Selective</i>	AMAT 108 – Elementary Statistics (3)
			APSY 210 – Statistical Methods in Psychology (3)
			ASOC 221 – Statistics for Sociologists (3)
			RCRJ 281 – Introduction to Statistics in Criminal Justice (3)
		<i>Select one</i>	
AGLO 225/225Z – World Cities: Geographies of Globalization (3)			
<i>Select one</i>	PSY 203 – Psychology of Child Development (3)	<i>Select One</i>	PSY 203 Psychology of Child Development (3)
	PSY 327 – Personality (3)		PSY 327 – Personality (3)
		RSSW 290 – Community and Public Service (3)	
SOC 260M – Social Psychology (3)		<i>Select one</i>	APSY 270 – Social Psychology (3)
			ASOC 260 – Social and Demographic Change (3)
<i>Select one</i>	PSY 338 – Abnormal Psychology (3)	APSY 238 – Abnormal Psychology (3) <i>Course number change</i>	
	SOC 480 – Sociology of Deviant Behavior (3)	<i>Removed option</i>	
SOC 282M – Minority Groups (3)		<i>Removed option</i>	
<b>Core requirements (33 cr.)</b>		<b>Core requirements (32 cr.)</b>	
SSW 301 – Human Behavior and Social Welfare (3)		RSSW 301 – Human Behavior and the Social Environment (3)	
SSW 305 – Social Welfare Intervention Methods I (3)		RSSW 305 – Social Work Practice I (3)	
		RSSW 306 – Social Work Practice II (3)	
SSW 320 – Child Welfare (3)		<i>Removed requirement</i>	
SSW 322 – Introductory Research Methods in Social Welfare (3)		RSSW 322 – Introductory Research Methods in Social Welfare (3)	
SSW 350 – Community Law and Client Advocacy (3)		<i>Removed requirement and added content to RSSW 408</i>	
SSW 400 – Field Instruction in Social Welfare (5)		RSSW 400 – Field Instruction in Social Welfare I (3)-content moved to practice II	
		RSSW 401 – Integrative Field Seminar (1)	
		RSSW 405Z – Social Work Practice III (3)	
SSW 406 – Social Welfare Intervention Methods II (3)		RSSW 406Y – Social Work Practice IV (3)	
		RSSW 408 – Organizational and Community Theory (3)	
SSW 409 – Introduction to Social Policy Analysis (3)		RSSW 409 – Introduction to Social Policy Analysis (3)	



SSW 410 – Field Instruction in Social Welfare II (4)	RSSW 410 – Field Instruction in Social Welfare II (3)
SSW 450 – Independent Study in Social Welfare (3)	<i>Removed requirement</i>
SSW 499 – Special Areas of Social Welfare (3)	<i>Removed requirement</i>
	RSSW 411 Integrative Field Seminar II (1)
<b>One 3 credit elective course – as advised</b>	<i>Removed requirement</i>

c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

- AANT 211 – Human Population Biology (3)
- AANT 312 – Human Population Genetics (3)
- AANT 319 – Physical Growth and Development (3)
- ABIO 102 – General Biological Sciences (3)
- ABIO 117 – Nutrition (3)
- ABIO 130 – General Biology: Molecular and Cell Biology and Genetics (3)
- AGLO 103 – Perspectives on Globalization (3)
- AGLO 225/225Z – World Cities: Geographies of Globalization (3)
- AMAT 108 – Elementary Statistics (3)
- APSY 203 – Psychology of Child Development (3)
- APSY 210 – Statistical Methods in Psychology (3)
- APSY 270 – Social Psychology (3)
- APSY 327 – Personality (3)
- ASOC 180 – Social Problems (3)
- ASOC 221 – Statistics for Sociologists (3)
- RCRJ 281 – Introduction to Statistics in Criminal Justice (3)
- RSSW 290 – Community and Public Service (3)
- RSSW 306 – Social Work Practice II (3)
- RSSW 401 – Integrative Field Seminar (1)
- RSSW 405Z – Social Work Practice III (3)
- RSSW 408 – Organizational and Community Theory (3)
- RSSW 411 – Integrative Field Seminar II (1)

d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

*No additional cost as new courses are being taught by existing faculty.*

## Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

Program title

Program award

[Mode of delivery](#)

**NOTES:** (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

[Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program

1) State proposed format(s) and consider the consequences for financial aid

2) Describe availability of courses and any change in faculty, resources, or support services.

A change in the total number of credits in a certificate or advanced certificate program

Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

### Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the **SUNY Undergraduate Program Schedule** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

**NOTES:** The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

#### EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

- b) For **graduate programs**, complete the **SUNY Graduate Program Schedule**. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

**NOTE:** The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.

**SUNY Undergraduate Program Schedule** (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

**Program/Track Title and Award:** Social Welfare B.S.

- a) Indicate academic calendar type:  Semester  Quarter  Trimester  Other (describe):  
 b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)  
 c) Name of SUNY [Transfer Path](#), if one exists: Social Work See [Transfer Path Requirement Summary](#) for details  
 d) Use the table to show how a typical student may progress through the program; copy/expand the table as needed. Complete all columns that apply to a course.

Term 1:								Term 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Biology Selective	3	NS	3	3	X			ASOC 115 Introduction to Sociology OR ASOC 180 – Social Problems	3	SS	3	3	X		
APSY 101 – Introduction to Psychology	3	SS	3	3	X			RPOS 101 American Politics	3	AH	3	3	X		
LAS Elective	3		3					Statistics Selective	3	MS	3	3	X		
General Education: Art	3	AR						AGLO 103 – Perspectives on Globalization OR AGLO 225/225Z World Cities: Geographies of Globalization	3	OW	3	3			
UUNI 110 – Writing and Critical Inquiry	3	BC	3					General Education: Foreign Language	3	FL	3				
Term credit totals:	15	12	12	6				Term credit totals:	15	15	15	12			
Term 3:								Term 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ASPY 270 – Social Psychology OR ASOC 260 – Social and Demographic Change	3		3	3			APSY 101 and ASOC 115	APSY 203 – Psychology of Child Development or APSY 327 – Personality	3		3	3			APSY 101
General Education: Humanities	3	H	3					Free Elective	3						
General Education: Diversity, Equity, Inclusion	3	DV	3					Free Elective	3						
LAS Elective Upper Division	3		3					RSSW 290 Community and Public Service	3			3			At least 2 <sup>nd</sup> Semester of Freshman Year.
RSSW 210 – Social Welfare in the United States	3			3				Upper-Division LAS Elective	3		3				
Term credit totals:	15	3	12	6				Term credit totals:	15		6	6			
Term 5:								Term 6:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
RSSW 301 – Human Behavior and the Social Environment	3			3			Permission of Instructor	RSSW 306 Social Work Practice II	3			3			RSSW 301 and 305
RSSW 305 Social Work Practice I	3			3			For Majors Only	RSSW 322 Introductory Research Methods in Social Welfare	3			3			
LAS Elective Upper Division	3		3					Free Elective	3						
APSY 238 – Abnormal Psychology	3		3	3			APSY 101	LAS Elective Upper Division	3		3				
LAS Elective	3		3					Free Elective	3						
Term credit totals:	15		9	9				Term credit totals:	15		3	6			
Term 7:								Term 8:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites

RRSW 408 – Organizational and Community Theory	3		3	3		RRSW 210 and 301	RRSW 409 Introduction to Social Policy Analysis	3			3			RRSW 408
RRSW 400 – Field Instruction in Social Welfare I	3			3		CO w/ RRSW 401 and 405Z	RRSW 406Y Social Work Practice IV	3			3			CO w/ RRSW 410
RRSW 401 – Integrative Field Seminar	1			1		CO w/ RRSW 400 and 405Z	RRSW 410 Field Instruction in Social Welfare II	3			3			CO w/ RRSW 406Y
RRSW 405Z Social Work Practice III	3			3		CO w/ RRSW 400 and 401	RRSW 411 Field Investigative Seminar II	1			1			CO w/ RRSW 410
Free Elective	3						Free Elective	3						
Free Elective	3						Free Elective	3						
Term credit totals:	16		3	10			Term credit totals:	16			10			

<b>Program Totals (in credits):</b>	<b>Total Credits: 122</b>	<b>SUNY GER: 30</b>	<b>LAS: 60</b>	<b>Major: 65</b>	<b>Elective &amp; Other: 42</b>	<b>Upper Division: 44</b>	<b>Upper Division Major: 32</b>	<b>Number of SUNY GER Categories: 9</b>
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**KEY** Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path Courses](#) (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

**SUNY Graduate Program Schedule *OPTION*:** *You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)*

**Program/Track Title and Award:** \_\_\_\_\_

- a) Indicate **academic calendar** type: [ ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1:				Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Program Total:		Total Credits:	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:				

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

**Section 4. SUNY Faculty Table**

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Amanda Spriggs, Ph.D., Clinical Assistant Professor	25%	AANT211 Human Population Biology	Ph.D. University at Albany M.S. Marshall University	Anthropology  Biological Sciences	
Timothy Gage, Ph.D., Professor	25%	AANT312- Human Population Genetics	Ph.D. The Pennsylvania State University	Anthropology	
Lawrence Schell, Ph.D., Distinguished Professor	25%	AANT319 Physical Growth and Development	Ph. D. University of Pennsylvania M.A., Temple University	Anthropology (Biological)	
Linda Mayerhofer, Ph. D, Lecturer	25%	ABIO117 Nutrition ABIO130 General Biology Molecular, Cell Biology and Genetics	Ph. D. University at Albany M.S. University at Albany	Biomedical Sciences  Biomedical Sciences	
Jacqueline Quevedo Ledermann, Adjunct Professor	25%	AGLO 103 Perspectives on Globalization	M.A. Diplomacy and International Relations Seton Hall University	B.A. Political Science University at New Paltz	
Thomas Narins, Ph. D, Associate Professor	25%	AGOG/AGLO 225 World Cities	Ph. D University of California	M.B.A University of Arizona B.A. Cornell University	
James Clark, Ph.D., Lecturer	25%	AMAT 108 Elementary Statistics	Ph.D., University at Albany	Mathematics	
Bruce Dudek, Ph. D, Professor	25%	APSY 210 Statistics for Psychology	Ph. D University of NY Binghamton	Psychology	M.A. Biopsychology University of NY Binghamton
Brendon O’Conner (Nee Gaesser), Ph. D, Assistant Professor	25%	APSY 270 Social Psychology	Ph.D., Harvard University	Psychology	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Angie Chung, Ph. D, Professor	25%	ASOC 180 Social Problems	Ph. D, University of California	Sociology	
Scott South, Ph. D, Distinguished Professor	25%	ASOC 221 Statistics for Sociologists	Ph. D, University of Texas at Austin	Sociology	
Gao, Yichao, Lecturer	25%	RCRJ 281 Intro to Statistics in Criminal Justice	M.A. University at Albany	Criminal Justice	Ph. D student in Criminal Justice at the University at Albany, B.A. Biotechnology
Eunju Lee, Ph. D, Associate Professor	25%	RSSW 210 Social Welfare in the U.S.	Ph. D., University at Albany	Sociology	Certificate, Women and Public Policy Fellowship
Wonhyung Lee, Ph. D., Associate Professor	25%	RSSW 408 Organizational and Community Theory	Ph. D University of Michigan, Ann Arbor	Social Welfare	MSW University of Michigan, Ann Arbor
Lindsey Disney, Ph. D, LCSW, Assistant Professor	50%	RSSW 305 Social Work Practice I RSSW 306 Social Work Practice II	Ph. D University of Georgia	Social Welfare	MSW NY University
Jill Urbaeva, Ph. D MSW, Assistant Professor	25%	RSSW 322 Introductory Research Methods in Social Welfare	Ph. D SSW Arizona State University	Social Welfare	M.S. SSW Columbia University
Betty Lin, Ph.D, Assistant Professor	25%	APSY 203 Psychology of Child Development	Ph.D. Arizona State University	Child Psychology	
Cynthia Najdowski Ph.D., Associate Professor	25%	APSY 327 Personality	Ph.D. University of Illinois Chicago	Psychology	Head of Social Personality Psychology Doctoral Program
Elizabeth Crowe, LCSW-R, Assistant Director of Undergraduate Field Education and Programming for the School of Social Welfare	100%	RSSW 401 Integrative Field Seminar RSSW 411 Integrative Seminar II	MSW University at Albany B.A. Siena College	Social Welfare	Ph. D student University at Albany, Social Welfare
Barry Loneck, Ph.D., MSW, Associate Professor	25%	RSSW 405Z Social Work Practice III	Ph. D University at Albany	Social Welfare	



(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Robert Miller, Ph.D., M.Phil., MSW, Associate Professor, Director of the Bachelor of Social Welfare Program	50%		Ph.D., Columbia University	Social Welfare	
<b>Part 2. Part-Time Faculty</b>					
Michael O'Leary, Lecturer	25%	RSSW 301 Human Behavior and Social Environment	D.S.W, Adelphi University	Social Welfare	MSW Syracuse University B.A Siena College
Nelia Quezada, LMSW, Lecturer	25%	RSSW 210 Social Welfare in the U.S.	MSW- University at Albany	Social Welfare	Ph. D student University at Albany-Social Welfare
Kelly Gross, LMSW, Lecturer	25%	RSSW 406Y, Social Work Practice IV	MSW, University of Houston, TX	Social Welfare	Ph. D student University at Albany SSW
Diane Oakes, MSW, JD, Lecturer	25%	RSSW 409 Introduction to Social Policy Analysis	JD Syracuse University College of Law	Law	Ph. D student University at Albany MSW Marywood College, Scranton, PA
Sharon Stevens CPSP Director Community and Public Service Program	75%	RSSW 290 Community Service I RSSW 291 Human Services in Community RSSW 390 Community and Public Services	MSW, University at Albany	Social Welfare	
<b>Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)</b>					



## ALBANY LAW SCHOOL

80 NEW SCOTLAND AVENUE, ALBANY, NEW YORK 12208-3494

TEL: 518-445-2311 FAX: 518-445-2315 WWW.ALBANYLAW.EDU

July 2, 2021

Shadi Shahedipour-Sandvik, Ph.D.  
Provost-in-Charge  
State University of New York  
System Administration  
State University Plaza  
Albany, NY 12246

Dear Dr. Shahedipour-Sandvik,

Albany Law School and the University at Albany have a long and established partnership, working together for decades to ensure that the students of the Capital District have access to quality education and can attain their career objectives. Years ago, we worked together to create combination degrees that linked many of the University at Albany's undergraduate degrees to our JD program. This partnership has been successful and continues to this day.

As the University at Albany has updated several of their bachelor programs, we would like to continue this valued partnership and update the degrees that are connected to our JD program. At this time, please accept this letter as agreement from Albany Law School that the updates made to the following programs are acceptable to us and that the combination programs listed on the attached list may be updated appropriately.

Sincerely,

Connie Mayer  
Associate Dean for Academic Affairs  
Raymond and Ella Smith Distinguished Professor of Law



## ALBANY LAW SCHOOL

80 New Scotland Ave | Albany, NY 12208

P: 518.445.2393 | F: 518.445.3281

E-mail: [cmaye@albanylaw.edu](mailto:cmaye@albanylaw.edu)

<b>Program Code:</b>	<b>Degree Title:</b>	<b>HEGIS:</b>	<b>Degree:</b>
89216	Anthropology	2202	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89227	Atmospheric Science	1913	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89187	Biology	0401	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89211	Chemistry	1905	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89215	Criminal Justice	2105	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89218	Economics	2204	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89217	Economics	2204	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89220	History	2205	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89184	Latin American, Caribbean & US Latino Studies	0308	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89194	Music	1005	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89210	Physics	1902	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89222	Political Science	2207	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89213	Psychology	2001	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89223	Sociology	2208	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

\*Additional Degrees Added with approval from Albany Law.

<b>Program Code:</b>	<b>Degree Title:</b>	<b>HEGIS:</b>	<b>Degree:</b>
89235	Accounting	0502	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89224	Africana Studies	2211	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89193	Art	1002	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89188	Biology	0401	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89189	Business Administration	0506	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89201	Chinese Studies	1107	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89206	Communication	0601	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89192	Computer Science	0701	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89204	English	1501	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89221	Geography	2206	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89205	Linguistics	1505	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89208	Mathematics	1701	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89209	Mathematics	1701	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89194	Music	1005	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89207	Philosophy	1509	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89214	Public Policy and Management	2102	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89235	Social Welfare	2104	BS
	M/I with 402000 Albany Law		
	M/A Law	1401	JD
89199	Spanish	1105	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD

89195	Theatre	1007	BA
	M/I with 402000 Albany Law		
	M/A Law	1401	JD