



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2015

Course Title: Human Behavior and the Social Environment I

Course Prefix/Number/Section: SOCW 3301-004/005

Instructor Name: Elissa Madden, PhD, LMSW

Faculty Position: Assistant Professor

Faculty Profile: <https://www.uta.edu/profiles/elissa-madden>

Office Number: 208D

Phone Number: 254-723-4545

Email Address: elissamadden@uta.edu

Office Hours: By appointment over phone or face-to-face in my office

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department.

B. Measurable Student Learning Outcomes:

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

1. Recognize and manage personal values in a way that allows professional values to guide practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and

expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:]

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

C. Required Text(s) and Other Course Materials:

Hutchison, Elizabeth D. (2011). *Dimensions of human behavior: Person in environment (4th ed.)*. Thousand Oaks, CA: Sage.

[NASW Code of Ethics](#)

Any assigned articles given by the instructor (These will be posted on Blackboard).

D. Additional Recommended Text(s) and Other Course Materials:

[APA Formatting and Style Guide \(Online Writing Lab, Purdue University\)](#)

[UT Arlington School of Social Work Writing Resource Office](#)

E. Major Course Assignments & Examinations:

Note: All assignment due dates are noted in the Course Schedule found in this document.

1) Plagiarism Tutorial (10 points)

- This tutorial is designed to make you aware of what constitutes plagiarism. This will assist you in avoiding plagiarism in your papers for this class and others.
- Complete the tutorial available at <http://library.uta.edu/plagiarism/index.html>.
- Then, complete the quiz at the end of the tutorial.
- The tutorial provides you with an option to email you certificate to your professor. Please opt to have the system email the certificate to me at elissamadden@uta.edu or you may upload the certificate in the space provided in Blackboard under Session 1.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2.

2) Discussion Boards (10 points each - 140 points total)

There are discussion board questions posted for each session. These can be found in the respective Session folders. These are an opportunity for you to discuss course content with your classmates. These will help you better understand and apply the material.

You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. There will be 14 Discussion Boards to complete this semester. These can be found in the respective Session folders.

In order to earn the full 10 points for any given discussion board, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates.
2. Demonstrate thoughtfulness and effort in your response.

Note: Discussions will **end on Mondays at 11:59pm**, and **new discussions will begin on Tuesdays at 12am**. I encourage you to respond to other students' postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.

Includes all designated skill(s) or behavior(s) for this course.

3) Quizzes (10 points each - 100 points total)

There will be 10 short **timed quizzes** administered during the semester. The quizzes will be **openbook**, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points; due dates are noted in the Course Schedule later in this document.

Includes all designated skill(s) or behavior(s) for this course.

4) Diversity and Ethics Paper (50 Points)

Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard for the worth and dignity of all persons, **as applied to a specific case where you are delivering social services**. This case can be based on your own practice experiences or a

hypothetical one based on your understanding of social work practice--**do not use a case from a textbook**. Discuss how you will apply these ethics and values to your practice with persons different from you in terms of **race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation**. Address **at least two** of these areas. What dilemmas do you anticipate and why? How will you resolve them? Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Write out the values and codes (with code numbers). Discuss how the Hierarchy of Ethical Principles (Loewenberg & Dolgoff, 1996) would guide your decision-making. Cite at least **two (2)** peer reviewed academic **journal articles** that present research findings specifically relevant to your case and related to working with persons different than yourself. The paper must be written in APA style. Paper should be **3-5 pages** in length. **The cover and reference pages are not included in the page number requirement.**

Grades will be determined based on the following rubric:

Grading Element	Points	Notes
Clarity – Content is expressed with clarity and coherence.	9 points	Includes grammar, spelling, & coherence. Extensively Evident: 8 – 9 points Moderately Evident: 6 – 7 points Inconsistently Evident: 4 – 5 points Rarely Evident: 1 – 3 points Not Evident: 0 points
Correct APA style is used.	7 points	1 point per numbered element (Websites are provided for assistance): 1. Margins, page numbers, and font: http://owl.english.purdue.edu/owl/resource/560/01/ 2. Cover Page, running head: http://owl.english.purdue.edu/owl/resource/560/01/ 3. Headings: http://owl.english.purdue.edu/owl/resource/560/16/n 4. Citations (in-text) • When to cite: http://libraries.uta.edu/ebarker/flashPlag/ • In-text: http://owl.english.purdue.edu/owl/resource/560/03/ 5. Reference page: http://owl.english.purdue.edu/owl/resource/560/01/ • Electronic resources: http://owl.english.purdue.edu/owl/resource/560/10/ 6. Properly formatted quotations where applicable: http://owl.english.purdue.edu/owl/resource/560/02/ 7. Does not overuse quotations.
Introduction, case description and background.	14 points	Introduces the paper and provides a roadmap of what the paper will accomplish. Describes the case and provides sufficient background. Extensively Evident: 12 – 14 points Moderately Evident: 8 – 11 points Inconsistently Evident: 4 – 7 points Not or Rarely Evident: 0 – 3 points

Applications: Substantive, Comprehensive, detailed, more than 1 or 2 sentences.	20 points	A detailed discussion of how you will apply ethics when working with diverse persons in your case example described in the introduction. A minimum of 2 ethical dilemmas should be described in detail. Resolution of the dilemma are detailed and guided by the Code of Ethics and Hierarchy of Ethical Principles (Loewenberg & Dolgoff, 1996). Citations from the Code of Ethics and minimum of 2 journal articles are required. Extensively Evident: 16 – 20 points Moderately Evident: 11 – 15 points Inconsistently Evident: 6 – 10 points Rarely Evident: 1 – 5 points
Total	50 points	

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(1); Educational Policy 2.1.4(1-3); Educational Policy 2.1.6(2).

5) Case Study (50 Points)

Write a case study on a family, a group, a small organization, or a community continuing to use the case presented in the Diversity and Ethics Paper.

1. Examine your social system using **three (3) perspectives/theories** and **five (5) concepts** (ideas derived from the theories found in the text chapters) as they apply to the social unit you select.
2. **Define and discuss the perspectives/theories and concepts in detail** and **give examples** of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (**race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.**).
3. Describe and illustrate ways in which social systems **promote or block** the achievement and maintenance of health and well-being for the social unit you selected.
4. The student should consider this project a work in progress (in most cases a continuation of the **Diversity and Ethics Paper**), and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.
5. This paper should be a maximum of **7 - 10 double-spaced pages** in length and follow APA format. Include pertinent material from your textbook and include a **minimum of three (3) articles from social work journals** that present research findings specifically relevant to understanding the causes of your client's problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages.

Grades will be determined based on the following rubric:

Grading Element	Points	Notes
Clarity - Content is expressed with clarity and coherence.	9 points	Includes grammar, spelling, & coherence. Extensively Evident: 8 – 9 points Moderately Evident: 6 – 7 points Inconsistently Evident: 4 – 5 points Rarely Evident: 1 – 3 points Not Evident: 0 points

Correct APA style is used.	7 points	1 point per numbered element (Websites are provided for assistance): 1. Margins, page numbers, and font: http://owl.english.purdue.edu/owl/resource/560/01/ 2. Cover Page, running head: http://owl.english.purdue.edu/owl/resource/560/01/ 3. Headings: http://owl.english.purdue.edu/owl/resource/560/16/n 4. Citations (in-text) • When to cite: http://libraries.uta.edu/ebarker/flashPlag/ • In-text: http://owl.english.purdue.edu/owl/resource/560/03/ 5. Reference page: http://owl.english.purdue.edu/owl/resource/560/01/ • Electronic resources: http://owl.english.purdue.edu/owl/resource/560/10/ 6. Properly formatted quotations where applicable: http://owl.english.purdue.edu/owl/resource/560/02/ 7. Does not overuse quotations.
Description and application of theories	6 points	Minimum of 3 theories need to be elaborate, detailed and substantive to receive full credit.
Description of concepts	10 points	Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit.
Description of diversity Issues/Influences	7 points	Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).
Promotion of Health and Well- Being	4 points	Discuss in terms of social systems and how they promote or block the achievement of health and well-being.
Depth and Substance	7 points	Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.
Total	50 points	

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.7(1-2); Educational Policy 2.1.3(1); Educational Policy 2.1.4(1-3).

6) Midterm (50 points) and Final Exam (100 points)

There will be both a Midterm (50 points) and a Final Exam (100 points) in this course. Both will be administered online and will include various types of questions such as multiple choice, true/false, short answer and essay. Exams will be timed.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(1); Educational Policy 2.1.6(2); Educational Policy 2.1.7.

F. Grading Policy

1. **Late Policy:** Late assignments will be handled on a case-by-case basis and are at the instructor's complete discretion. Please email me *before the assignment is due* if this issue arises

(elissamadden@uta.edu).

2. **When to Expect Grades:** In most cases, expect the professor to grade assignments within 2 weeks of the due date. Please note the department requirement for grading is within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard.
3. **Incompletes:** Generally, I will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in very rare circumstances.
4. **Calculating your Final Grade:** (*Note: This can only be done at the end of semester after all assignments have been graded*) Find the “Total” in Blackboard Grade Center. This is the total number of points you have earned. Find where that number falls in the following grading scale below for your final grade.

A = 450+ = Unusually good and outstanding performance; excellent

B = 400-449 = Very good performance; exceeds the acceptable standard

C = 350-399 = Adequate performance; meets the acceptable standard

D = 240-349 = Barely adequate performance

F = 239 and below = Unacceptable performance

Suggestions for Earning a Good Grade: I welcome questions regarding course materials. Here is how to get the most out of asking questions:

- First, complete the assigned material in the Session folder, i.e., read the chapter and related materials, view the linked videos.
- Second, email me with your question(s) regarding the course materials. *Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.*

Invariably, students who communicate with me regarding course materials (*e.g., “I understand concept ABC to mean DEF, is this correct?...Does TUV relate to WXY in such and such a manner?, etc.*) earn much higher grades than do students who only communicate with me regarding procedure and policy (*e.g., “When will you grade my assignment?...Do we have to answer all the questions in this assignment?...Why did I get a low grade?...Do we need to buy the book?, etc.*)

The course materials, assigned readings, videos and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with directions for completing the assignments and a schedule showing you when each assignment is due.

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

G. Make-Up Exam or Assignment Policy:

Make up exams and assignments will be handled on a case by case basis. Contact the Instructor.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance,

which includes establishing course-specific policies on attendance. As the instructor of this section:

Because this is an online course, regular access to the course in Blackboard is expected. In borderline grade situations, Blackboard access will count at my discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

I. Course Schedule:

Week	Session	Book Chapter	Topic and Assignment
8/27/2015	1	1	Introduction and Ch. 1: Setting the Stage: A Multidimensional Approach Discussion Board 1 due 8/31/2015, 11:59pm Plagiarism Tutorial due 8/31/2015, 11:59pm
8/31/2015	2	2	Chapter 2: Theoretical Perspectives on Human Behavior Quiz due 9/7/2015, 11:59pm Discussion Board 2 due 9/7/2015, 11:59pm
9/7/2015	3	NA	NASW Code of Ethics; Hierarchy of Ethical Principles (Loewenberg & Dolgoff, 1996) Quiz due 9/14/2015, 11:59pm Discussion Board 3 due 9/14/2015, 11:59pm
9/14/2015	4	3	Chapter 3: The Biological Person Quiz due 9/21/2015, 11:59pm Discussion Board 4 due 9/21/2015, 11:59pm
9/21/2015	5	4 & 5	Chapter 4: The Psychological Person Chapter 5: The Psychosocial Person Quiz due 9/28/2015, 11:59pm Discussion Board 5 due 9/28/2015, 11:59pm
9/28/2015	Diversity and Ethics Paper due 10/5/2015, 11:59pm		
10/5/2015	6	8 & 9	Chapter 8: Culture Chapter 9: Social Structure and Social Institutions Quiz due 10/12/2015, 11:59pm Discussion Board 6 due 10/12/2015, 11:59pm
10/12/2015	7	11	Chapter 11: Small Groups Quiz due 10/19/2015, 11:59pm Discussion Board 7 due 10/19/2015, 11:59pm
10/19/2015	Midterm due 10/26/2015, 11:59pm		
10/26/2015	8	10	Chapter 10: Families Discussion Board 8 due 11/2/2015, 11:59pm Quiz due 11/2/2015, 11:59pm
11/2/2015	Case Study Due 11/9/2015, 11:59pm *11/4/2015 last day to drop classes		
11/9/2015	9	12	Chapter 12: Formal Organizations Quiz due 11/16/2015, 11:59pm Discussion Board 9 due 11/16/2015, 11:59pm

11/16/2015	10	13	Chapter 13: Communities Quiz due 11/23/2015, 11:59pm Discussion Board 10 due 11/23/2015, 11:59pm
11/23/2015	11	7	Chapter 7: The Physical Environment Quiz due 11/30/2015, 11:59pm Discussion Board 11 due 11/30/2015, 11:59pm
11/30/2015	12	6	Chapter 6: The Spiritual Person Discussion Boards 12 12/7/2015, 11:59pm
12/7/2015	13 & 14	NA	Preparation and Final Exam Review Discussion Boards 13 & 14 due 12/14/2015, 11:59pm
12/16/2015	Final Exam due 11:59pm		

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to

do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962**. Below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>
Subject Guides..... <http://libguides.uta.edu>
Subject Librarians..... <http://www-test.uta.edu/library/help/subject-librarians.php>
Database List..... <http://www-test.uta.edu/library/databases/index.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Catalog..... <http://discover.uta.edu/>
E-Journals..... <http://utalink.uta.edu:9003/UTAlink/az>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus.. <http://libguides.uta.edu/offcampus>
Ask a Librarian..... <http://ask.uta.edu>

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based

academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents'* Rule 50101,

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final

grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.