

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Social Work								
COURSE RUBRIC AND NUMBER	SCWK 2307								
COURSE TITLE	Human Behavior and The Social Environment								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-bottom: 1px solid black; text-align: center;">3</td> <td style="border-bottom: 1px solid black; text-align: center;">3</td> <td style="border-bottom: 1px solid black; text-align: center;">:</td> <td style="border-bottom: 1px solid black; text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Provides an in-depth analysis of human behavior and the social environment. Covers human development from pre-natal through childhood. (3:0).

II. Course Objectives

Upon satisfactory completion of the course, the student will be able to:

- A. **Unit I: Introduction to Human Development and Related Theories**
 1. Define the term life span.
 2. List the major stages of human development.
 3. Discuss the Three domains of human development.
 4. Discuss the major theories associated with human development.
 5. Discuss the use of the scientific method in the study of human development.

- B. **Unit II: Genetics, Prenatal Development, and Birth**
 1. Explain how genetics influence human development.
 2. List in correct order the stages of gestation.
 3. List five environmental conditions that can affect prenatal development.
 4. Describe the normal birth process.
 5. List the major characteristics of the neonate.

- C. **Unit III: Infancy and Toddlerhood (Birth to 2 ½ years)**
 1. Describe the physical development in the first two years of life.
 2. Describe the cognitive development in the first two years.
 3. Describe the psychosocial development in the first two years.
 4. Discuss the impact of cultural factors on development in the first two years.

- D. **Unit IV: The Preschool/Play Years (2 ½ to 6 years)**
 1. Describe the major physical changes that occur during the preschool years.
 2. Describe the major cognitive changes that occur during the preschool years.
 3. Describe the major psychosocial changes that occur during the preschool years.
 4. Discuss the impact of cultural factors on development during the preschool years.

- E. **Unit V: Middle Childhood/The School Years (6 to 13 years)**
 1. Describe the major physical changes that occur during middle childhood.
 2. Describe the major cognitive changes that occur during middle childhood.
 3. Describe the major psychosocial changes that occur during middle childhood.
 4. Discuss the impact of cultural factors on development during middle childhood.

III. THECB Learning Outcomes (WECM)

1. Discuss theories of development, behavior, and environmental influences on optimal health and well-being.
2. Describe the role of the family as a central context for individual development and behavior.
3. Explain the impact of social systems and diversity on the causes of behavior.

IV. Evaluation

The course may be taught using a combination of lecture, class discussion, in-group exercises, videos, and guest speakers. The instructor may place articles on reserve at the Library for students to read. Additional handouts and materials will be provided by the instructor.

Activities

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructors will choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to: written exams, individual or group projects, demonstrations, oral presentations, a written journal, quizzes, or written assignments.

Grading Scale

- A = 90 – 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69*
- F = 59 and below*

*If these grades are earned, the student is encouraged to seek consultation with the Instructor.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.