

BIOL 115

Principles of Biology Section 003

Instructor: Dr. Stephanie Young

Office: LSB 4230

Instructor Email: stephanie.young@mail.wvu.edu

Course Meeting Times: 12:30 - 1:20 PM EST Mondays, Wednesdays, and Fridays

Course Location: LSB G15

Dr. Young's Office Hours: Wednesdays 3:00 - 4:00 PM in LSB 4230

Thursdays 10:00 - 11:30 AM EST on Zoom

Course format: In-person. This means that we will meet each Monday, Wednesday, and Friday in LSB G15 at the time stated above. No other options for participation are currently available.

Welcome

Welcome to Principles of Biology. This class helps a variety of science majors get started on their biology course work at WVU. I look forward to meeting you and helping you learn this semester.

Best,

Dr. Young

West Virginia is Wild and Wonderful!

A summer view from the base of Seneca Rocks within Monongahela National Forest. All the biological concepts we will talk about this semester apply to the living things seen (and not seen) in this picture.



What is this course about?

Course Description

BIOL 115 (3 credits) An introductory biology course presenting basic principles of modern biology. This course represents the first in a four-course, integrated sequence required of biology majors.

Corequisite: BIOL 116 (1 credit laboratory course).

Note: You must register for BIOL 116 at the same time you take BIOL 115. The only exception is if you have already completed BIOL 116 with a passing grade. If you have questions, please contact me immediately.

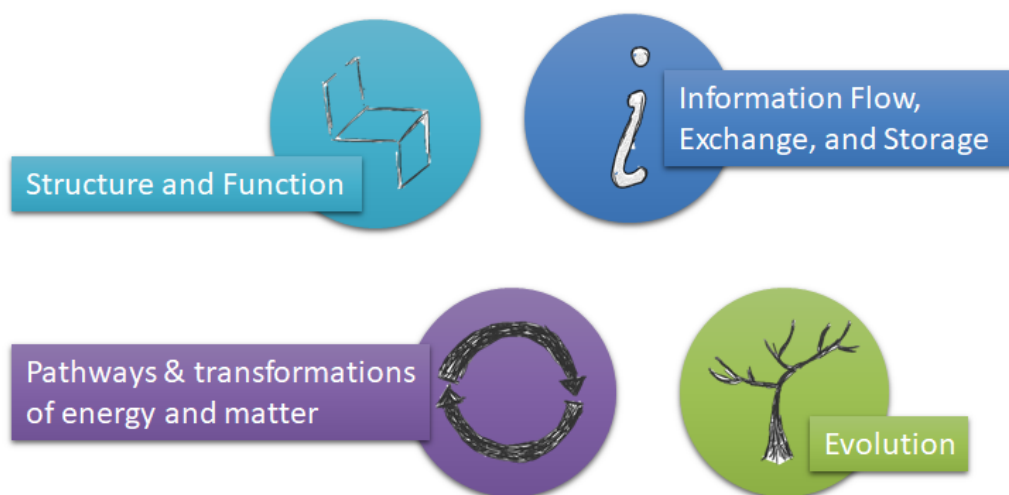
This course fulfills GEF 2B: Science and Technology:

GEF Area	LEAP Essential Learning Outcome	Assessment that will be used to measure the aligned outcome
GEF F2A: Science & Technology	LEAP 2: Intellectual and Practical Skills - Critical and Creative Thinking	Pre-/Post-Test Questions

Course Learning Objectives

Students that successfully complete this course should be able to:

1. Understand and apply fundamental concepts in Cellular and Molecular Biology, Genetics, and Evolution; (The symbols we will use for these fundamental concepts are shown in the figure below).



2. Work collaboratively to analyze and interpret figures, formulate hypotheses, design experiments, and apply critical thinking and knowledge of the fundamentals of biology to solve problems and make predictions.



What materials do I need?

Access to Hardware



Laptop, computer, or tablet. Any device that runs the software listed below is acceptable. This device does not need to be brought to class, but will be required for out-of-class use.



A **webcam** is necessary for the exam proctoring and could be useful for joining online office hours.



A **microphone** is necessary for the exam proctoring software and participating in class.

If you do not currently have access to the above hardware, these devices are available for short-term check out at all branches of the WVU libraries.

eCampus is our learning management system



eCampus: We will use eCampus to access course content, submit assignments, report assignment grades, take quizzes, pre-tests, and exams, report grades, and communicate.

Click on Start here in eCampus to learn how to download and/or register for the software that we will use in this course.

Software as a Service that you need to register for by Friday, Aug 20 (fee for each):



iClicker Student App (formerly Reef): This software program records your response to questions in class and for some of the get ready for class assignments. You can install it on a cell phone, tablet, laptop and/or computer.



Mastering Biology: This is an online learning system offered by Pearson, the textbook publisher. Mastering Biology also includes the textbook for this course.

You can use a trial account for 2 weeks for both of the above services if you are waiting on financial aid. Please do not wait too long to sign up for either as you will get behind on course assignments and your learning.

Software that you need to install on your device (free):

Respondus **Respondus LockDown Browser Monitor:** This is the exam proctoring software that we will use. Please install it on your tablet or laptop by Friday, 9/3.



Zoom: We will use Zoom for some office hours, so having your WVU Zoom account set up properly will be a big help if you ever want to attend these hours in this format.

Software as a Service that you access with your WVU login (free):



MIX email: I will email course assignments and periodically email you additional information to your MIX account.



G Suite for Education: Several course documents are Google Docs or Google Sheets, which you can save in your Google Drive. After you log into your MIX account, you can access these G suite products.



You must be logged into your WVU MIX account to access any Google Docs or Google Sheets for this course. For security reasons, please don't ask for permission to access course material from a personal Gmail account.

How do I contact my professor?

My office hours are open hours where you can merely visit with me to ask questions or chat about course material. You do not need an appointment or to email ahead of time to attend office hours. I will be there waiting for you! These will be held on Wednesdays 3:00 - 4:00 PM in some room at the LSB and Thursdays 10:00 - 11:30 AM EST via Zoom to help accommodate all students. I ask that you please wear a mask when visiting my Monday office hours. If this is not possible, you are encouraged to join me online during my office hours on Thursdays via Zoom or make a Zoom appointment with me. To access office hours on Zoom, you merely log into our lecture course eCampus page and use the *Office Hours & Tutoring* link from the main menu to find the link to join me.

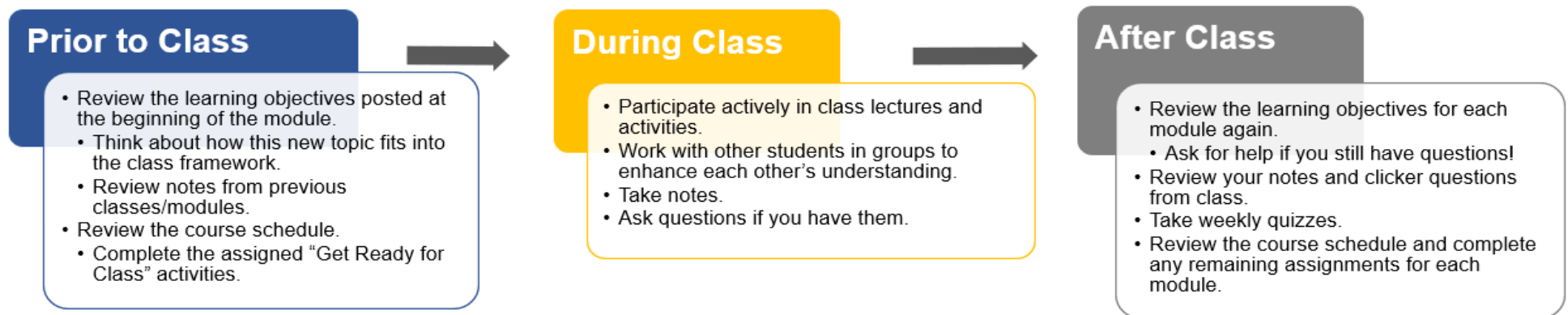
Please email me with personal requests or concerns such as questions about your grade, problems with the grading for an assignment, information regarding accommodations, or an unexpected emergency.

I strongly encourage you to use office hours, our tutors, and the UTAs for questions about course content. We want to help you and are trying to provide as many out-of-class hours as possible to make that happen!

What is expected of me?

- **Attend and participate in class sessions.** We will use daily in-class clicker questions and/or in-class activities to help you learn the material.
- **Complete assignments by the deadline.** The different types of assignments let you practice answering questions like those on the exams. Keeping up with deadlines ensures that you are always on top of your learning and not falling behind.
- **Study regularly.** Study regularly by completing assignments and using additional textbook resources as needed. Research supports that regular and spaced study sessions effectively help people learn!
- **Ask for help!** I encourage this! See the [SiB Program](#) for how to earn extra credit by asking questions about course material.

There are practices that you can employ before, during, and after class that help you reach your learning goals for our course.



- As will be true for all of your courses, you get out of the experience what you put into the experience. Prepare yourself for class, participate while you are there, ask questions when you need to, and complete your assignments for success!

How does the grading work in this class?

I designed each of the assessments in the table below to help you meet the course objectives.

Percent Values of the Course Assessments:

Assessment type	Percentage
Get Ready for Class Assignments	12%
Lecture Activities & Questions	12%
Quizzes	12%
Pre-Tests (4 tests x 3% each)	12%
Exam 1	12%
Exam 2	12%
Exam 3	12%
Final exam	16%
TOTAL:	100%

All of your grades for this course are posted in eCampus under "My Grades."



Grading Scale Used to Determine Letter Grades:

Letter Grade	Percentage
A	89.45-100
B	79.45-89.44
C	69.45-79.44
D	59.45-69.44
F	≤ 59.45

There's a generous point spread for each letter grade. So, for example, if you earn a 79.46, this is a B. I stick strictly to this scale, so please do not ask me to round up your grade. It is not a possibility.

What if I think a grade in eCampus is wrong?

If you find a discrepancy in a grade, then please email me within **two weeks** of when the grade is posted in eCampus. *No grade corrections or modifications will be made after the two-week deadline to report your concerns about a grade in eCampus has passed.*

What are the assessments like?

Get Ready for Class Assignments



These assignments are due at 11:30 AM EST before each class session so that you can confidently complete lecture activities and answer questions. They typically take around one hour (or less) to complete and include a mix of: iClicker assignments embedded in short videos, Mastering Biology assignments, reading assignments, and homework assignments that you complete in eCampus.

- iClicker assignments used in this capacity will be graded as a single clicker score where 75% of the points will be awarded simply for participation and the remaining 25% of points will be based on correct response to each question.
- *No make-ups will be provided for missed Get Ready for Class Assignments, but your single lowest Mastering Biology assignment grade will be dropped at the end of the semester.*

Lecture Activities and Questions



Each module that we cover has a notes handout that contains the lecture slides, clicker questions, and most activities that we will use in class. You will use the iClicker Student App to submit your answers to the class sessions questions. Other activities from class may be collected and graded with scores being used towards this grading category.

- iClicker questions used during class sessions will be graded as a daily clicker score where 25% of the points will be awarded simply for participation and the remaining 75% of points will be based on correct response to each question. *Note: this is the complete opposite of how grading works for iClickers used for Get Ready for Class videos.*
- *No make-ups will be provided for missed lecture activities and iClicker questions, but your six lowest grades in this grading category will be dropped at the end of the semester.*

Quizzes



Quizzes cover material from one week's activities. Quizzes will be released every Friday following class and must be completed by the following Monday by 11:30 AM EST. Each quiz allows for two 30-minute attempts, where the highest score will be recorded in your eCampus grade book.

- *Due dates for quizzes are final. There will be no make-up opportunities for these assessments, but your lowest quiz grade will be dropped at the end of the semester.*

Pre-Tests

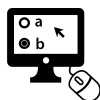


There are four pre-tests, each occurring the week before an exam. I designed the pre-test to help you prepare for the exams by covering the majority of the material that possibly could be on the exam. You will have two attempts for each pre-test, with the final attempt recorded for a grade.

- *Due dates for pre-tests are final. There will be no make-up opportunities or drops for these assessments.*

To maximize your learning, you should study ahead of time and then take these pre-tests on your own without notes or outside help. After completing the first attempt, you are able to view the results to find out which questions you missed. Then you should get help from the module note files, the book, the UTAs/tutors, classmates, or me to correct any misunderstandings before taking the eCampus exam for the second time.

Exams



There are three midterm exams (Exam 1, Exam 2, and Exam 3) and one final exam designed to test your progress on the course objectives and learning objectives for the modules. All exams are offered online during the days listed on the course schedule and consist of true/false, multiple choice, and matching questions.

You need the following items to take an exam:

- WVU student ID
 - Computer/tablet/laptop with webcam and microphone
 - Blank scratch piece of paper (optional)
-

What are the makeup policies for the assessments?

Can I make up missed lecture activities and questions?

Students are expected to participate in class sessions. Coming to class and working with me and your classmates is important for proper understanding of class material. Participating in class sessions will enhance your learning and thus has the potential to enhance your grade earned in BIOL 115. If you must miss class, it will be your responsibility to review missed course materials and contact your instructor and/or the UTAs with questions that you may have. Although in-class lecture activities and questions cannot be made up outside of class, the six drops that are provided in this grading category should prevent unavoidable absences from affecting your overall grade. If you need to miss more than six class sessions, please contact your instructor for further information and assistance.

What if my iClicker Student App device isn't working?

If you are not logged in to the iClicker Student App on a functional device when we are meeting for class, then there is no other way to earn points for that day's lecture activities and questions.

Can I make up the get ready for class assignments, quizzes, or pre-tests?

You are expected to complete all assignments by the due date. Doing so will make class sessions easier for you and help you keep up with your learning. You do not want to fall behind! As mentioned above, there are no make-up opportunities for these graded items. You will, however, have your lowest quiz grade dropped at the end of the semester.

Can I make up a missed exam?

Make up exams will be given for documented and verifiable University-excused absences only. A valid, verifiable excuse includes funerals of immediate family members, severe illness or injury, or a similar serious issue such as hospitalization. Please let me know of your exam absence within 24 hours to be granted permission to take a make up exam.

There is no make-up exam for the final exam. Email me if you have an emergency so that we can make appropriate arrangements.

What happens during our class sessions?

Our class sessions are live attendance only so you get to interact with the course content, your group members, the UTAs, and me. Each session includes a mix of iClicker questions and activities that you work on with your group members. For the activities and questions, I describe the type of reasoning we can use to arrive at the best answer. I will also give mini-lectures as necessary to help explain more difficult concepts and give you a chance to take notes and ask questions.



What happens if I miss class?

Students are expected to participate in class sessions. Coming to class and working with me and your classmates is important for proper understanding of class material. With that being said, I understand that something may prevent you from being present at some point in time during the semester. If you must miss class, review the lecture notes, attempt the iClicker questions on your own (no iClicker needed), and read through that chapter of your textbook. If questions remain, visit with the UTAs and/or tutors to get help with the material. To keep up with the pace of class, it is important to do this as soon as possible after your absence.

What if my group is having trouble?

Please contact me with any concerns or questions regarding your group. I am here to help, so please do not wait to ask for help.

Course Policies

Cheating and Academic Dishonesty in BIOL 115

In BIOL 115, we take cheating on any assignment, especially exams, very seriously. Students are expected to be honest and ethical in their academic work. Use or attempted use of unauthorized materials, information, or study aids during an examination is academic dishonesty and regarded as a serious offense by the instructor. Academic dishonesty may result in a student receiving an F for the course and dismissal from the University.

Leaving the view of the webcam during exams is prohibited. Please take care of any urgent needs before beginning the exam. The following items are NOT to be worn or out during any exam: hats, hoods, earbuds, cellular phones, smart watches, or any electronic device. A student found with any unauthorized materials, tools, or devices during an examination will earn an exam grade of an indisputable zero and will be subject to academic dishonesty charges.

All types of communication or electronic devices (cell phones, iwatches, headphones, earpieces, etc.) are prohibited during exams.

Providing the answers to quiz questions, pre-tests, or assignments to others (or getting answers from others) in any format (including in-person, via your phone, or in an online forum) is considered a form of Academic Dishonesty. For more information on this, please see the [Academic Integrity Statement](#) below under “University Policies.”

Email Response Time

I generally reply to email within 24 hours, except during holidays and weekends. Often I will reply much more quickly, but you should not count on a same-day reply. Please plan accordingly so that you don't miss deadlines! I generally return assignments within one week of when an assignment closes. If you would like to get help on an assignment ahead of the deadline, please email me! I'm happy to give preliminary feedback or answer questions.

Class Civility

Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. Disruption of class and/or inconsiderate behavior will not be tolerated. Respect for individual differences and alternative viewpoints will be maintained at all times.



University policies

Please click each link below to read important statements that “provide guidance to students in negotiating other aspects of course experience. Students are responsible for reviewing and understanding these policies if they are referenced in the syllabus.”¹

[Inclusivity Statement](#)

[COVID-19 syllabus statement](#)

[Attendance Policy](#) & [Emergency Leave Policy](#)

[Academic Integrity Statement](#)

[Sale of Course Material Statement](#)

[Adverse Weather Statement](#)

Why are these policies and statements important?

- I encourage you to ask for the accommodations that you deserve. However, you must contact the Office of Accessibility Services (OAS) so that I can make the appropriate accommodations.
- The University expects all of us to follow guidelines so that we can continue to safely meet in person and keep the campus open.
- Please don't cheat, plagiarize, obtain unauthorized answers/assistance from other individuals/apps/websites, or commit any other acts of academic dishonesty. It doesn't help anyone learn and it could negatively impact your future.
- I worked hard to create all the materials for this course. It isn't fair for someone else to profit from it. So, you shouldn't sell it, give it to someone else, or post it on any website.
- Please communicate with your group and me if you need to miss class.

¹ [Syllabus Policies and Statements](#)

How do I get help for this class?



The Success in Biology (SiB) Program

Eventually, there will come a topic in class that will challenge you or over which you still have questions after lecture. Please seek help with these questions! There are multiple resources available to you.

Office hours:




Your lecture instructor – these are open hours where you do not need an appointment to ask questions. Merely visit the room listed at the top of the syllabus on Wednesdays or join the Zoom session on Thursdays (via the *Office Hours & Tutoring* link on eCampus) during its available hours for help, or if my office hours don't work with your schedule, then make an appointment by emailing me.

Your Undergraduate Teaching Assistant's (UTA) – open hours where UTAs can help you with questions that you have on lecture material, provide you with study tips, and/or review quizzes, and pre-tests. Visit the *Office Hours & Tutoring* link on eCampus for more information about days/times and modalities of UTA office hours.

BIOL 115 tutoring: Held every Monday through Thursday from 6-9PM. This tutoring is free, and all the tutors have successfully completed BIOL 115. Visit the *Office Hours & Tutoring* link on eCampus for more information about days/times and modalities of UTA office hours.

How do I earn extra credit through the SiB Program?

Sometimes, asking for help isn't easy. To make the process a little easier, we offer the SiB Program. The rules of the program are simple:

-  Ask a question or have a meaningful conversation about a lecture topic with a UTA, tutor or your instructor. Does not include simply reviewing pre-tests or quizzes.
-  Give your name, lecture professor's name, and show your WVU student ID so we can record your visit.
-  I will show your SiB credit in the eCampus grade book. You will earn 2% extra credit on the next exam.



SiB credit can only be used once for the semester for either Exams 1, 2, or 3.

After you earn your SiB credit, you are still free to visit the UTAs, tutors, and me when you need help, as it most likely will improve your exam scores in the long run by helping you correct your misconceptions about class material and prevent you from making mistakes on future exams and quizzes.

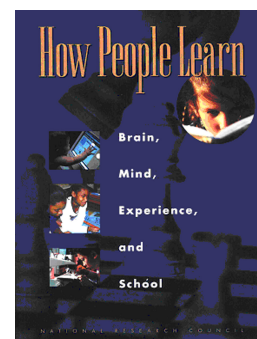
Can I get additional extra credit?

Extra credit will be offered at my discretion. *If I offer any additional extra credit, it will be available to the entire class.*

No individual extra credit opportunities will ever be offered. So please don't email me at the end of the semester and ask for extra credit. The answer will be no.

How does the professor approach teaching?

Many students often wonder what their professor will be like in the classroom. I see myself as someone that creates a supportive learning environment for students. True to my background as a scientist, my decisions for how and why we do certain activities in this class are based on evidence from research in the learning sciences.² If you are ever curious about why we are doing something in a particular way, or why we are doing it at all, then please ask!



As an instructor, I believe it is important for students to be aware of what they know, what they do not know, and how they go about trying to fill the gap. This is often referred to as metacognition. To this end, this is a class that highly values focusing on the reasoning used to arrive at an answer rather than only caring about whether the answer is correct or incorrect. This means that you will learn the most if you do your best to clearly explain your thinking about how you answer the questions in this class - even if that explanation is

incomplete, unclear, and imperfect. So, when I ask students to explain their thinking, I'm not trying to embarrass anyone. We are just practicing the kind of thinking that will help you learn biology and many other subjects. I realize that this may be different than what many of us experience in our prior education. It may take a bit of getting used to shifting your mindset to focusing on your thinking and worrying less about appearing to know the answers.

The research on how people learn supports collaborative learning as an effective way for people to learn. This is why we work on questions and activities as groups. Importantly, the sense of community that small group work can foster provides multiple benefits to you. For example, you have classmates that can help explain material, study with you, and help you navigate academic and other challenges (for example, problems logging into WVU encrypted, issues with financial aid, where the closest laundromat is, which bus to take to get to Target). Also, working with others to complete projects is a soft skill that many employers highly value. This class helps you continue to develop those skills.

I am looking forward to helping you learn this semester!

² [How People Learn: Brain, Mind, Experience, and School: Expanded Edition](#)

[Course Schedule](#)

The link above opens a Google Sheets that contains our schedule for this semester.

BIOL 115 Course Schedule 2021									
Principles of Biology Section 003*									
*The instructor maintains the right to revise this syllabus/schedule as needed.									
Unit	Week	Module	eText Chapter(s)	Day	Date	Topic	Release Date of Get Ready for Class Assignments and Assessments	Assignment Completed?	Assignment Due Date
Intro	1	Introduction Module	1	W	8/18	Syllabus/Course Overview	iClicker Reef Registration.	<input type="checkbox"/>	Due F (8/20) before class begins.
				F	8/20	Using tech in BIOL 115 & What is Biology/Life?	MasteringBio: Introduction to MasteringBiology.	<input type="checkbox"/>	Due W (8/25) at 11:30 AM EST.
Unit 1: The Chemistry of Life	2	Module 1: Biology & the Nature of Science	1	M	8/23	The Nature of Science/Scientific Process			
				W	8/25	Experimental Design	Watch Module 2 Videos with iClicker Assignment.	<input type="checkbox"/>	Due F (8/27) at 11:30 AM EST.
		Module 2: Chemical Basis of Life	2	F	8/27	Bonds & Moledules	Biological Molecules Pre-Class Activity - Pre-Test & Parts 1 & 2. Quiz 1 released.	<input type="checkbox"/> <input type="checkbox"/>	Due M (8/30) at 11:30 AM EST.
	Module 3: Biological Molecules			3-6	M	8/30	Monomers to Polymers Protein Folding	Biological Molecules Pre-Class Activity: Parts 3-5 & Post-test. MasteringBio: Protein Structure.	<input type="checkbox"/> <input type="checkbox"/>
		W	9/1		Proteins as Enzymes Carbohydrates	Watch Module 3 Video with iClicker Assignment. Respondus Lockdown Browser Tutorial/Assignment	<input type="checkbox"/>	Due F (9/3) at 11:30 AM EST.	
		F	9/3		Nucleic Acids Lipids	Quiz 2 released. Watch Module 4A Videos with iClicker Assignment.	<input type="checkbox"/> <input type="checkbox"/>	Due W (9/8) at 11:30 AM EST.	
Unit 2: Cell Structure and Function	4	Module 4: Cellular Membranes	6	M	9/6	No Classes - Labor Day			
				W	9/8	Membrane Structure Components of a Membrane	Watch Module 4B Videos with iClicker Assignment. MasteringBio: Osmosis and Water Balance in Cells.	<input type="checkbox"/> <input type="checkbox"/>	Due F (9/10) at 11:30 AM EST.
				F	9/10	Osmosis	Quiz 3 released. Pre-Test 1 released.	<input type="checkbox"/> <input type="checkbox"/>	Due M (9/13) at 11:30 AM EST.
	5	Module 5: The Cell	7, 11	M	9/13	EXAM 1: Modules 1-4	Cellular Organelle Cards Activity & Assessment. MasteringBio: Prokaryotic/Eukaryotic Cell Structure and Function.	<input type="checkbox"/> <input type="checkbox"/>	Due W (9/15) at 11:30 AM EST.
				W	9/15	Endomembrane System			
				F	9/17	Organelles of a "Different" Origin	Quiz 4 released. Download/Print Module 6 Handout.	<input type="checkbox"/> <input type="checkbox"/>	Due M (9/20) at 11:30 AM EST.
Unit 3: Energy for Life	6	Module 6: Cellular Respiration	9	M	9/20	Why must we eat and breathe?			
				W	9/22	Stages of the Respiration Process	MasteringBio: Electron Transport and Chemiosmosis.	<input type="checkbox"/>	Due F (9/24) at 11:30 AM EST.
				F	9/24	Repiration versus Fermentation	MasteringBio: Respiration vs Fermentation Figure Walkthrough. Quiz 5 released. Download/Print Module 7 Hanout.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Due M (9/27) at 11:30 AM EST.
	7	Module 7: Photosynthesis	10	M	9/27	Photopigments and Light			
				W	9/29	Light-Dependent Reactions	MasteringBio: The Light Rxns of Photosynthesis.	<input type="checkbox"/>	Due F (10/1) at 11:30 AM EST.
				F	10/1	Light-Independent Reactions	MasteringBio: The Calvin Cycle. Quiz 6 released. Pre-Test 2 released.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Due M (10/4) at 11:30 AM EST.
8	Module 8: DNA Synthesis & Repair	15	M	10/4	EXAM 2: Modules 5-7	Watch Module 8 Video with iClicker Assignment. Reading Assignment: Chapter 15.1-15.2. Download/Print Module 8 Handout.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Due W (10/6) at 11:30 AM EST.	
			W	10/6	Meselson-Stahl and DNA Replication				
			F	10/8	No Classes - Fall Break				
9	Module 8 Continued	15	M	10/11	Telomeres and DNA Damage Repair	MasteringBio: DNA Replication Review.	<input type="checkbox"/>	Due W (10/13) at 11:30 AM EST.	
			W	10/13	Stages of Mitosis	MasteringBio: Making Models of Chromosomes & The Stages of Mitosis.	<input type="checkbox"/>	Due F (10/15) at 11:30 AM EST.	

BIOL 115 Course Schedule 2021

Principles of Biology Section 003*

*The instructor maintains the right to revise this syllabus/schedule as needed.

Unit	Week	Module	eText Chapter(s)	Day	Date	Topic	Release Date of Get Ready for Class Assignments and Assessments	Assignment Completed?	Assignment Due Date	
Unit 4: Genetic Information	9	Module 9: The Cell Cycle & Mitosis	12	W	10/13	Stages of Mitosis	Watch Module 9 Video.	<input type="checkbox"/>	Due F (10/15) at 11:30 AM EST.	
				F	10/15	Control of Mitotic Checkpoints & Cancer	Quiz 7 released.	<input type="checkbox"/>	Due M (10/18) at 11:30 AM EST.	
	10	Module 10: Meiosis	13	M	10/18	Cell Ploidy	MasteringBio: Making Models of Ploidy & The Stages of Meiosis.	<input type="checkbox"/>	Due W (10/20) at 11:30 AM EST.	
				W	10/20	Stages of Meiosis and Possible Mistakes	Watch Module 11 Videos with iClicker Assignment.	<input type="checkbox"/>	Due F (10/22) at 11:30 AM EST.	
		Module 11: Genetics	14	F	10/22	Recap of Mendelian Crosses Non-Mendelian Inheritance Patterns	Quiz 8 released.	<input type="checkbox"/>	Due M (10/25) at 11:30 AM EST.	
	11	Module 11: Genetics	14	M	10/25	Genetic Mapping	Watch Module 12 Videos with iClicker Assignment. Download/Print Module 12 Handout.	<input type="checkbox"/> <input type="checkbox"/>	Due W (10/27) at 11:30 AM EST.	
		Module 12: How Genes Work	16	W	10/27	The Genetic Code & Mutations	MasteringBio: Codons and Mutations.	<input type="checkbox"/>	Due F (10/29) at 11:30 AM EST.	
				F	10/29	PKU	Quiz 9 released.	<input type="checkbox"/>	Due M (11/1) at 11:30 AM EST.	
							Pre-Test 3 released.	<input type="checkbox"/>		
	12	Module 13: Transcription & Translation	17	M	11/1	EXAM 3: Modules 8-12	Reading assignment: Chapter 17. Download/Print Module 13 Handout.	<input type="checkbox"/> <input type="checkbox"/>	Due W (11/3) at 11:30 AM EST.	
				W	11/3		Transcription	MasteringBio: Transcription to Translation.	<input type="checkbox"/>	Due F (11/5) at 11:30 AM EST.
				F	11/5		Translation	MasteringBio: Protein Synthesis Overview. Quiz 10 released.	<input type="checkbox"/> <input type="checkbox"/>	Due M (11/8) at 11:30 AM EST.
	13	Module 14: Control of Gene Expression in Prokaryotes	18	M	11/8	Positive and Negative Control				
				W	11/10	Lac Operon in E. coli.	Watch Module 15 video.	<input type="checkbox"/>	Due F (11/12) at 11:30 AM EST.	
		Module 15: Control of Gene Expression in Eukaryotes	19	F	11/12	Chromatin Remodeling & Epigenetics	Quiz 11 released.	<input type="checkbox"/>	Due M (11/15) at 11:30 AM EST.	
	14	Module 15 Continued	19	M	11/15	Chromatin Remodeling & Epigenetics	MasteringBio: Eukaryotic Gene Expression Regulation.	<input type="checkbox"/>	Due W (11/17) at 11:30 AM EST.	
		Module 16: Biotechnology	20	W	11/17	Examples and Current Usage	MasteringBio: Recombinant DNA Technology CRISPR, Ethics, & Biotech Assignment.	<input type="checkbox"/> <input type="checkbox"/>	Due F (11/19) at 11:30 AM EST.	
				F	11/19	Discussion/Debate on Ethics	Quiz 12 released.	<input type="checkbox"/>	Due M (11/29) at 11:30 AM EST.	
							Reading Assingment: Chapter 22.1-21.3 & 22.5.	<input type="checkbox"/>		
				M	11/22	No Classes - Thanksgiving Break				
			W	11/24	No Classes - Thanksgiving Break					
			F	11/26	No Classes - Thanksgiving Break					
Unit 5: Evolutionary Processes	15	Module 17: Evolutionary Processes & Natural Selection	22 & 23	M	11/29	Evidence for Evolution				
				W	12/1	Evidence for Evolution				
				F	12/3	Natural Selection	Quiz 13 released.	<input type="checkbox"/>	Due M (12/6) at 11:30 AM EST.	
	16	Module 17 Continued	22 & 23	M	12/6	Other Driving Forces of Evolution	Pre-Test 4 Released.	<input type="checkbox"/>	Due Sunday (12/12) at 11:59 PM EST.	
		Final Exam Review		W	12/8	In-Cass Review of Modules 13-17				
				F	12/10	No Classes - Prep Day for Finals				
		Finals Week			W	12/15	FINAL EXAM: Modules 13-17			

COMM 203 Communication Theory

TR 10:00-11:15a

Brooks Hall G25

Spring 2020

Name: Dr. Kennedy-Lightsey (pronounced Light-SEE or Dr. KL)

Email: ckenned7@mix.wvu.edu

Office: 108 Armstrong Hall

Phone: 304-293-3905

Office Hours: Tuesdays and Thursdays, 11:30a-12:30p, Tuesdays 2:30-3:30p

Credit hours: 3

Pre-requisites: None

Format: Lecture

Department of Communication Studies Mission Statement:

Rooted in the social science perspective, the Department of Communication Studies is committed to preparing students to be competent communicators. Our faculty is dedicated to developing students' critical and practical, problem-solving and decision-making, and presentation skills with the intent of empowering students to construct and deliver context-specific messages across their personal, social, and professional relationships. To do so, we work diligently to create a communication climate that facilitates respect between and among faculty and students; cultivates a diverse and inclusive culture that allows for the expression of differing thoughts, beliefs, and opinions; and develops student appreciation for lifelong learning.

Course Learning Outcomes:

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

- ❖ Employ communication theories, perspectives, principles, and concepts.
 - Identify the functions and purposes of communication theory.
 - Identify and describe the central premise, scope conditions, and tenets of various intrapersonal, interpersonal, group and organizational, media, and public communication theories.
 - Apply theoretical constructs to situations that fit the scope conditions of such theories.
 - Evaluate theories using the established criteria.
- ❖ Describe the role of research in theory development and testing.
- ❖ Critically analyze messages using theoretical concepts and ideas.

General Course Description:

COMM 203. Communication Theory. 3 Hours.

Introduces and examines the major approaches and theories of communication, including interpersonal, organizational, health, and mediated communication theories. Reviews the history, traditions, and paradigms of theory development in the communication discipline.

Required Course Materials:

Floyd, K., Schrodtt, P., Erbert, L. A., & Trethewey, A. (2017). *Exploring communication theory: Making sense of us*. New York, NY: Routledge.

You'll need a scantron for each exam (x4). The required scantron is the large blue one (#30423).

COURSE REQUIREMENTS

Student Evaluation: Your grade in this course will be calculated using a cumulative score out of 650 total possible points. The following scale can be used to determine your final letter grade.

A = 585-650, B = 520-584, C = 455-519, D = 390-454, F < 390

Course Requirements	Points Possible	Your Score
Exams (4 @ 100 pts. each)	400	
Application Papers (4 @ 35pts. each)	140	
Homework Assignments (5 @ 12pts. each)	60	
In-Class Activities and Discussion	50	
Total Points	650	

Your midterm grade will be calculated using the points earned on all assignments completed prior to Friday, March 6. Because this grade is based on a percentage of the points available in the course, it may not predict your final grade.

Exams. There will be four exams worth 100 points each. Exams will include 50 true-false, matching, and multiple-choice questions over the designated chapters. All exams will be completed during class time in our regularly scheduled classroom. The only exception is the fourth (final) exam, which will occur during the final exam time as scheduled by the university. You will be allotted the entire class period to complete exams. However, late students will not receive any additional time. If you arrive after the first exam has been turned in, you will not be allowed to take the exam. On exam days, you will be expected to turn off all technology. If any technology comes out during the exam, I will pick up your exam and you will automatically receive a zero. If you miss an exam (see the attendance and late assignments policy), I reserve the right to adjust the exam instead of giving the original exam. It is your responsibility to arrange this meeting and you must provide third-party documentation.

Application Papers. There will be four application papers worth 35 points each. For each paper, you will choose a theory, briefly describe the theory's major concepts and claims in your own words, and apply the theory to a relevant situation. The purpose of these papers is for you to demonstrate your understanding of the theory and its application to real life situations. Your papers will be submitted electronically to the appropriate eCampus Dropbox **and** in class by the designated due date and time. Papers submitted after the due date to either location will be considered late (see the attendance and late assignments policy).

Each paper will be at least 2 pages long, but no more than 4 pages. These papers should be **typed in 12-point Times New Roman font with 1-inch margins and double-spacing** between sentences and paragraphs. Your paper should be free of spelling and grammatical errors and should include well-organized paragraphs with topic sentences and transitions. Papers with errors that do not satisfy the requirements of the assignment, including being off topic or rambling, will lose points.

Homework Assignments. Throughout the semester, you will complete 5 homework assignments that pertain to the course content. *Each* homework is worth 12 points. The purpose of these assignments is for you process relevant theoretical concepts as well as practice appropriate and effective communication behavior. Homework should be typed, printed, and physically submitted at the beginning of class on the designated due date (see the Course Timeline). As stated in the late policy, homework assignments will *not* be accepted late, regardless of the reason.

In-Class Activities and Discussions. Periodically, we will complete in-class activities and discussions. These assignments will occur at random rather than as pre-scheduled events. Thus, to ensure you're receiving these points, you're strongly encouraged to attend every class meeting and actively engage in class discussions. As with the homework assignments, in-class activities and discussions will *not* be accepted late, regardless of the reason.

General Assessment Rubric

Activities	Full Credit	Partial Credit	No Credit
Exams (4 total)	100 points. A perfect score is earned when you correctly answer all questions.	1-99 points. Points are lost for each incorrect answer.	0 points. Zero points are received when you do not complete the exam and/or there is evidence of working with another student.
Application Papers (4 total)	35 points. A perfect score is earned when you submit your paper on time, follow the directions, correctly describe the theory, accurately apply the theory to a relevant situation, and demonstrate creativity and critical thinking.	1-34 points. Points are lost when your paper is submitted late, your theory description is incorrect, you do not follow instructions, and/or your application of the theory is inaccurate.	0 points. Zero points are received when you do not submit your paper or the homework is not your original work.
Homework Activities (5 total)	12 points. A perfect score is earned when you follow all of the directions and address all of the components of the assignment in a relevant and interpretable manner.	1-11 points. Points are lost when your homework does not adhere to instructions, presents inaccurate information, and/or is difficult to comprehend because of writing errors.	0 points. Zero points are received when you do not submit your homework or your homework is not your original work.

In-Class Activities and Discussions	50 points. A perfect score is earned when you attend all class meetings where activities are conducted and participate in relevant discussion.	1-49 points. Points are lost when you are absent from class on days that activities are conducted and/or engage in distracting behaviors during the discussion.	0 points. Zero points are received when you do not attend class on any of the days that activities were conducted.
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COURSE POLICIES

For up-to-date WVU course policies, go to <https://tlcommons.wvu.edu/syllabus-policies-and-statements>

Course-specific policies:

Readings. Reading the textbook chapters prior to each class meeting is incredibly important for your success in this class! The chapters are important for enhancing your learning of the communication theories and concepts that you will write about in your assignments and that you'll see on your exams.

Attendance. Although I will collect attendance every day, there is no mandatory attendance policy. However, if you are absent from class for any reason, you are (a) expected to take full responsibility for your own academic work and progress and (b) required to complete missed work or equivalent work as I deem appropriate. Regardless of your attendance record, you are responsible for all information presented in class, contained within the textbooks, and conveyed by e-mail messages sent by me, including any change(s) related to the syllabus, the course schedule, or any other announcements.

If you miss class due to a university sanctioned absence, please see me prior to the absence or immediately following the absence. University sanctioned absences are absences in which you will be able to make up missed substantial class work (e.g., application papers, exams) and will not be penalized for those absences. University sanctioned absences include mandatory military obligation for members of the United States armed forces, reserve units, and National Guard; mandatory court appearances; and participation in university activities at the request of university authorities. Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems are not university sanctioned and typically do not qualify for excused absences.

Late Assignments. Unless indicated otherwise, work is considered late once I have either collected the assignment OR class has ended.

- No late Daily Work (e.g., activities and discussions) will be accepted regardless of the reason.
- For major course assignments, late work will be penalized at the rate of 20% of the possible score for each assignment per day. After three days, late work will not be accepted.

Student Success. Success in this class is important to many of you, and I will do the best that I can to help you. However, you earn your grade with submitted assignments. I cannot make points magically appear for you at the end of the semester. Here are some general tips to help you earn your grade in this class.

1. Log in to eCampus every day.
2. Check your WVU email every day.
3. Read the textbook AND online materials.
4. Take reading notes and notes during lectures.
5. Ask questions if you have them.
6. Follow the policies and procedures in the syllabus. Clear up any questions that you have early on.
7. Complete and submit your work on time or early.
8. Proofread your work before submission.
9. Utilize on-campus resources that are available to you, including the Eberly Writing Studio located on the ground floor of Colson Hall. Schedule an appointment online (<https://speakwrite.wvu.edu/students>).
10. Closely follow assignment directions and read grading rubrics carefully.

Classroom Civility. Civility in the classroom is not only expected, but also required. A vast array of opinions, points of view, and experiences will be expressed during class, and we will work together to create an environment where everyone feels safe to express their ideas. However, please also be mindful that sharing information that is too personal may make others feel uncomfortable. Please also **keep in mind that as a mandatory reporter, I have an obligation to report any incident of violence or misconduct to the Title IX Coordinator (<https://titleix.wvu.edu/staff>)**. While different opinions, experiences, and ideas will be welcomed, incivility and disrespect will not be tolerated.

Return of Coursework Statement. With the exception of course examinations, all assigned work (including daily activities and homework) will be returned to you at some point during the semester. It is **your** responsibility to pick up and keep all assigned work. Any assigned work that you fail to pick up will be discarded at the end of the semester.

COMM 203.001 Spring 2020 Tentative Course Schedule

Week/Date	Chapter #	Topic	Assigned Reading/Due Dates
Week One 1/14, 1/16		Course overview and introductions	Read Course Syllabus
Week Two 1/21, 1/23	1	Making Sense of the Nature of Communication	Read Chapter 1
Week Three 1/28, 1/30	2, 3	Conceptualizing Communication Theory Criteria for Good Theory	Read Chapters 2 and 3
Week Four 2/4, 2/6	3	Criteria for Good Theory	Read Chapter 3 (p. 61-65) Unit One Exam (Ch 1-3) on 2/6
Week Five 2/11, 2/13	5	Organizing and Sending Messages Schema Theory Constructivism Planning Theory	Read Chapter 5 Homework #1 due 2/13
Week Six 2/18, 2/20	6	Explaining and Understanding Human Behavior Attribution Theory Expectancy Violations Theory	Read Chapter 6 Homework #2 due 2/20
Week Seven 2/25, 2/27	7	Discourse and Change Structuration Diffusion of Innovations Communication Accommodation Theory	Read Chapter 7 Application Paper #1 due 2/27 in class and to eCampus
Week Eight 3/3, 3/5	8	Communication in Developing Relationships Uncertainty Reduction Theory Social Penetration Theory Social Exchange Theories	Unit Two Exam (Ch 5-7) on 3/3 Read Chapter 8
Week Nine 3/10, 3/12	9	Communication in Sustaining Relationships Dialectical Theory Communication Privacy Management Theory Systems Theory	Read Chapter 9 Homework #3 due 3/12
Week Ten 3/17, 3/19	No Class – Spring Break Recess 3/16-3/20		
Week Eleven 3/24, 3/26	10	Persuasion Cognitive Dissonance Theory Elaboration Likelihood Model Inoculation Theory	Read Chapter 10 Application Paper #2 Due 3/24 in class and to eCampus
Week Twelve 3/31, 4/2	11	Communication in Organizations Organizational Culture Organization Assimilation	Read Chapter 11 ECA Convention on 4/2 – No Class

Week Thirteen 4/7, 4/9	12	Theories of Group and Family Communication Symbolic Convergence Theory Functional Theory Family Communication Patterns	Read Chapter 12 Unit Three Exam (Ch 8-11) on 4/7 Homework #4 due 4/9
Week Fourteen 4/14, 4/16	13	Theories of Health Communication Uncertainty Management Theory Extended Parallel Process Model Theory of Planned Behavior	Read Chapter 13 Application Paper #3 due 4/16 in class and to eCampus
Week Fifteen 4/21, 4/23	14	Technology and Media Processing Agenda Setting Theory Uses and Gratifications Theory Media Multiplexity Theory	Read Chapter 14 Homework #5 due 4/23
Week Sixteen 4/28, 4/30	15	Culture and Critique Face Negotiation Theory	Read Chapter 15 (p. 360-366) Application Paper #4 Due 4/30 in class and to eCampus
Final Exam for COMM 203 to be announced			

***This schedule is subject to change at the instructor's discretion. It is your responsibility to stay abreast any changes made to the schedule throughout the semester.

**WEST VIRGINIA UNIVERSITY
EBERLY COLLEGE OF ARTS AND SCIENCES
SCHOOL OF SOCIAL WORK**

**SOWK 481: Senior Capstone
SOWK 491: Professional Field Experience
SPRING 2020**

Credit Hours: SOWK 481: 3. SOWK 491: 12.

Prerequisites: Students must have successfully completed all degree requirements with a GPA of at least a 2.0

Class Days/Time: Mondays, 4:00 – 6:50 pm

Class Location: Hodges 106

Instructor: Dr. Gandy

Office: Knapp Hall, Room 118

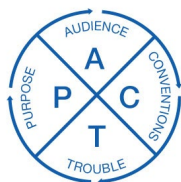
Office Hours: Monday 1:00 – 3:00, and by appointment

Contact Information

Phone: 304-293-4482

Email: megan.gandy@mail.wvu.edu

SOWK 481-Senior Capstone is a designated SpeakWrite course by the Eberly College of Arts and Sciences. As part of the Eberly College's commitment to fostering effective communication skills, this course will:



- Emphasize informal and formal modes of communication
- Teach discipline-specific communication techniques
- Use a process-based approach to learning that provides opportunities for feedback and revision
- Base 80% of the final grade on successful spoken and written performance

COURSE DESCRIPTION

Students with an Incomplete or below a C in any Social Work course ARE NOT PERMITTED ENTRY TO SOWK 481 and 491. The capstone is a 3-credit hour course and graded with a letter grade. SOWK 491, the 12-credit field practicum experience is taken simultaneously and is graded Pass/Fail. Failure in either of these two courses results in the student repeating both courses.

COURSE FORMAT/METHOD OF INSTRUCTION

The purpose of the capstone is to assist the student in the integration, mastery, and application of practice theory in conjunction with placement learning activities, as well as, to provide opportunities to apply research to practice in the form of evaluating effectiveness of practice and programs. In addition, the capstone is designed to provide educational direction and support to the field placement experience.

Skill development and professional value orientation are both integral components of the learning experience. Students will also be assisted in building on previous knowledge and skills in order to expand the knowledge and skill base for practice.

The Consultation Circle will be implemented to provide a structured model and process for giving and receiving feedback on issues addressed in the course. As a tool, the Consultation Circle assists students in developing skills in problem solving and giving and receiving help and interdependence. In addition, students receive the benefit of exposure to a variety of practice contexts through class discussions and reports.

This course is taught consistent with the program goals and mission of West Virginia University and the School of Social Work.

LEARNING OUTCOMES*

Upon completion of this course, students are able to:

1. Demonstrate the knowledge and skills necessary for beginning social work practice within a comprehensive range in types and sizes of client systems
2. Incorporate into practice the person-in-environment perspective, applying knowledge of the bio-psycho-social influences as they affect individual development.
3. Demonstrate awareness of values, social and cultural experiences, as they relate to work with persons from diverse populations.
4. Identify existing social policy, the policy-making process within social service agencies, and the effects of policies on the clients being served.
5. Demonstrate effective oral and written communication skills.

*The learning outcomes for this course address CSWE EPAS 2015 generalist competencies 6, 7, 8, 9.

REQUIRED TEXTS/READINGS

- Instructor has compiled a collection of handouts and guidelines for assignments that will be used for instruction of this course. * *No textbook is required for this capstone course.*
- NASW Code of Ethics (2017): <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>
- NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice (2018) <https://www.socialworkers.org/LinkClick.aspx?fileticket=lcTcdsHUcng%3d&portalid=0>
- School of Social Work Field Handbook (2019) <https://socialwork.wvu.edu/students/field-education/bsw-field-experience>
- Policy and Procedures Manual of Field Placement Agency

GRADING CRITERIA

Your grade for this course will be based on the required assignments and point values listed below:

- | | |
|---------------------------------------|------------|
| • Class Participation | 50 points |
| • Organizational Context Presentation | 50 points |
| • Professional Presentation | 200 points |
| • Competency Thesis | 600 points |

The maximum number of possible points is 900. The grading scale for this course is as follows:

A (Excellent, 90%-100%)	810-900 pts.
B (Good, 80%-89%)	720-809 pts.
C (Fair, 70%-79%)	630-719 pts.
D (Poor, 60%-69%)	540-629 pts.
F (Failure ≤60%)	<540 pts.

ACADEMIC POLICIES AND SYLLABUS STATEMENT

Academic policies and statements can be found at the [WVU Teaching and Learning Commons \(https://tlcommons.wvu.edu/syllabus-policies-and-statements# covid_syllabus\)](https://tlcommons.wvu.edu/syllabus-policies-and-statements# covid_syllabus). It is the student responsibility to review and understand these policies. If you have any questions or concerns contact your instructor. Policies include but are not limited to the following:

- **Inclusivity Statement**
- **Academic Integrity**
- **Adverse Weather**
- **Incomplete Grades**
- **Sexual Misconduct**
- **University Attendance**

Course Attendance Policy: Because this course meets only once per week, students are allowed only 2 absences before it affects their grade. The first 2 absences incur no penalty. The 3rd and 4th absences will incur a letter deduction in your grade. After the 5th absence, you will be unable to pass the class. **NOTE:** The above link then refers to the undergrad catalog that states: Instructors or programs set attendance requirements and policies that are appropriate for the goals and instructional strategies of their courses. Instructors are responsible for keeping accurate attendance records when attendance is used in grading. Students who are absent from class for any reason are expected to take full responsibility for their own academic work and progress and are required to complete missed work or equivalent work, as deemed appropriate by the instructor.

DR. GANDY'S TEACHING PHILOSOPHY

I guide my learners in a transformational learning framework, in which the goal of education is to effect change in a frame of reference. This may be different than other courses you have taken, which may have focused on simply increasing your knowledge about a subject area, or asking you to perform a prescribed set of actions. My goal is to help you become a better critical thinker. Critical thinking is defined by Scriven and Paul (2008) as: "...that mode of thinking –

about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.” Thus, we will be engaging in critical thinking, which can sometimes be uncomfortable. In fact, the best way to know whether or not you are learning in this class is if you feel some discomfort! One of the things I love about this method of teaching is that I get to learn too; I learn from students in so many ways. I encourage you to speak up, share your ideas, and be open to changing your ideas – this is the way you will get the most out of your education!

In order to have effective learning, the learning environment must be a safe one. The learning environment should consist of the following characteristics. Participants:

- “have full information
- are free from coercion
- have equal opportunity to assume the various roles of discourse
- become critically reflective of assumptions
- are empathic and open to other perspectives
- are willing to listen and to search for common ground or a synthesis of different points of view
- can make a tentative best judgment to guide action.” (Mezirow, 1997, p. 10)

If ever you feel that, as a student, these characteristics are not present in my classroom, please inform me of your concerns and I will revise my actions and/or the classroom environment as appropriate.

DR. GANDY’S AFFIRMATION OF DIVERSITY

I affirm diversity in all contexts, and particularly wish to create a safe place in the classroom for people to express differing points of view. As such, respect and tolerance for difference are of upmost importance in the classroom environment. In order to have constructive learning, we must respect each other’s differences. If you see yourself having trouble with this, please talk to me on an individual basis for guidance.

LAND ACKNOWLEDGEMENT

A land acknowledgement is a formal statement that recognizes the unique and enduring relationships that exist between Indigenous peoples and their ancestral territories from time immemorial. WVU, with its statewide institutional presence, resides on land that includes ancestral territories of the Shawnee, Lenape (or Delaware), Cherokee, Haudenosaunee (or Iroquois – the Seneca, Cayuga, Onondaga, Oneida, Mohawk, Tuscarora), and other Indigenous peoples. In acknowledging this, we recognize and appreciate those Indigenous nations whose territories we are living on and working in. We also recognize that colonialism is a current ongoing process, and as social workers seeking social, economic, and environmental justice, we need to be mindful of our present participation in this process. We thank those in the WVU Native American Studies Program for their leadership and consultation in the creation of this statement.

ASSIGNMENTS AND LATE ASSIGNMENTS

The policy of the BSW program in the WVU School of Social Work is that all work is to be completed and turned into the instructor at the time it is due. Assignments received within 48 hours after the due date will receive a 50% grade reduction. Any additional reductions that would have been given on the assignment will be applied. Assignments will NOT be accepted past 48 hours unless a notification from Student Life is received, indicating that the student should be excused for a special circumstance (such as being in the hospital for a week). This policy is in place because of the expectation for professional behavior as a social work student.

This instructor encourages you to make use of the resources on the SpeakWrite website. The link to Student Resources includes general help for presentations and drafting; the link to the Eberly Writing Studio includes a wide range of handouts that cover getting started through revising and editing. <http://speakwrite.wvu.edu/>

Item & Description	Points	Due Date(s)
<p>1. Class Participation</p> <p>Appropriate class participation and attendance are also considered as part of your professional development. This includes refraining from disruptive activities, such as:</p> <ul style="list-style-type: none"> ⊗ Carrying on private conversations ⊗ Leaving class at break time and not returning ⊗ Tardiness ⊗ Cell phone texting or other use during class time ⊗ Using a laptop computer during class time (surfing the net, doing your work from your day job, checking your email, etc.) <p>Active class participation/discussion is expected. You are expected to have read and thought about the assigned topics, and to have completed all assigned written exercises, before coming to class. Taking notes and outlining salient points are helpful study tools for enhancing your understanding and retention of course content. Be prepared to respond to reading assignments in class, ask questions about content you did not understand, and discuss material you found provocative. Examples of positive class participation include the following:</p> <ul style="list-style-type: none"> ☺ Enthusiastic participation in small group class discussion and exercises. ☺ Responding to questions posed in class. ☺ Asking good questions. ☺ Being a respectful listener when others are speaking. ☺ Using respectful language appropriate to a professional academic setting. 	50	Each class meeting

<ul style="list-style-type: none"> ☺ Respectfully presenting alternative views to those raised by class readings, other students, or the professor. ☺ Making comments that encourage other speakers. ☺ Offering comments that clarify or summarize ongoing class discussion. ☺ Making contributions which demonstrate connections you discover between material in the course and other experiences you have encountered. 		
<p>2. Organizational Context Presentation (EPAS Competency 1) The purpose of this presentation is to demonstrate a thorough understanding of the characteristics of your field placement agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services.</p> <ul style="list-style-type: none"> • Describe the purpose and <u>goals</u> of the agency and the services it provides. • Describe the agency's <u>structure</u> including lines of authority, funding sources, and referral sources. Include information on the management theory used by the agency. Give examples of formal and informal power or authority within the agency. • Describe the <u>eligibility</u> policies of the agency and discuss any limitations in the services the agency is able to provide. • Give an example of how the agency's <u>policies</u> affect the services that could be provided to clients. • Discuss the <u>culture</u> of the agency and the fit between the agency and the community. 	50	Individually assigned
<p>3. Professional Presentation (EPAS Competencies 6, 7, 8, & 9) Students choose a special topic relevant to practice in their chosen field for their placement, research the topic, and develop a professional Power Point presentation to be given during seminar. Topics may include but are not limited to the following: use of supervision; handling stress; working with resistant or mandatory clients; ethical dilemmas; social advocacy; the use of the DSM-V in practice; program policies; and organizational change. Each presentation is to be approximately 15 minutes in length and presenters should practice and time their presentations. The use of Power Point slides is required, and other media may be included in presentation materials. Students will select and sign-up for the date/time of their presentations.</p>	200	Individually assigned
<p>4. Competency Thesis (EPAS Competencies 1 through 9) Each student will complete a competency thesis. The guidelines and information regarding this assignment, including the grading rubric for each thesis section and due dates, are provided in eCampus. The thesis must be completed according to the guidelines and within the</p>	600	<p>Part I: Feb 21</p> <p>Part II (plus</p>

time frame provided in the guidelines. Students cannot pass this capstone course without completing an appropriate and adequate competency thesis and no extensions will be given.	revised Part I): April 4 Revised Part II: April 25
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COURSE SCHEDULE

The School of Social Work reserves the right to modify any regularly scheduled class within applicable University or school policy should it become necessary in the event of extreme weather conditions or serious illness. In such situations, the course instructor may incorporate mixed methodology instruction techniques as a replacement or modification of said regularly scheduled class. Mixed methodology instruction techniques may include, but are not limited to, downloadable audio and/or video classroom presentations; downloadable assignments, or other content created as necessary.

Unit I: Introduction and Orientation to Field Placement (Competencies 6, 7, 8, & 9).

In this unit, students participate in introductions and a review of the purpose and goals of the capstone and their field education. Explanations of agency/university relationships are given as well as tips for getting started in field placement. Safety issues are also discussed as well as the importance of confidentiality and boundaries within the student/agency/client context. At the end of this unit students are introduced to the competency thesis assignment as well how to develop and create their learning contract. Finally, students discuss the importance of supervision and getting support for the stress they may experience from their 32-hour per week placement.

Unit II: Reviewing the Generalist Social Work Practice (Competencies 6, 7, 8, & 9).

In this unit students review the seven steps of the Generalist Intervention Model, which includes: Engagement, Assessment, Planning, Implementation, Evaluation, Termination and Follow-up. Topics include relationship building, assessment tools, interviewing techniques, the role of self-determination and partnering with clients during goal setting and documentation procedures. Students also practice active listening skills, reflection skills and strengthening skills during the implementation phase. And finally, students review evaluation tools, assess the need for follow-up and practice the tasks indicated for successful termination of services.

Unit III: Ethical Dilemmas and Cultural Competence (Competencies 6, 7, 8, & 9).

Students practice resolving ethical dilemmas using the NASW Code of Ethics. Students also review legal issues and the limitations of confidentiality in the practice setting. This unit also focuses on preparation for and the ethical responsibility to practice social work with culturally competence and humility.

Unit IV: Review of Mezzo Level Practice (Competencies 8 & 9).

This unit reviews the Generalist Intervention Model with families. Topics include a review of individual and family development, family roles and techniques for improving communication. Special topics include LGBTQ families, adoption, and grandparents raising grandchildren and caring for older adults. The second half of this unit reviews the basics of group work with special attention paid to managing group dynamics and dealing with resistant group members.

Unit V: Macro Practice Review (Competencies 6, 7, 8, & 9).

This unit focuses on a review of macro level practice. Students review community resources, the importance of building collegial relationships, and community analysis. The impact of policy on practice also is examined and reviewed in the context of each student's placement.

Date	Topics (subject to change)	Assignments	Time Report & Reflection
1/10	Syllabus review, Field Education Handbook review, Tevera, Learning Contract, etc. Joint Seminar **Meeting in EIE-D 503**	<ul style="list-style-type: none"> • TEVERA: Upload HIPAA Certification • READ: Field Handbook 	
1/17	NO CLASS – University Holiday	<i>(Celebrate Martin Luther King, Jr. 's birthday by engaging in civil rights education, discussion, demonstration, etc.)</i>	
1/24	Learning Contracts, Using Supervision Effectively Joint Seminar **Meeting in EIE-D 503**	<ul style="list-style-type: none"> • None – work on Learning Contract, Competency Thesis 	
1/31	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • None – work on Learning Contract, Competency Thesis 	Due 2/5
2/7	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • Organization Presentations 1, 2, 3, 4, 5 	
2/14	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • TEVERA: Finalized Learning Contracts due by Friday 2/18 • Organization Presentations 6, 7, 8, 9, 10 	
2/21	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • ECAMPUS: Competency Thesis Part I due • Organization Presentations 11, 12, 13, 14, 15 	

2/28	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • Organization Presentations 16, 17, 18, 19, 20 	Due 3/5
3/7	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • Organization Presentations 21, 22, 23, 24, 25 	
3/14	NO CLASS – Spring Recess March 12-20		
3/21	<i>Guest speaker:</i> Social Work Licensure Joint Seminar **Meeting in EIE-D 503**		
3/28	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • TEVERA: Midterm Field Assessments due 3/25 • Professional presentations 1, 2, 3, 4, 5 	
4/4	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • ECAMPUS: Competency Thesis Part II, and revised Part I. • Professional presentations 6, 7, 8, 9, 10 	Due 4/5
4/11	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • Professional presentations 11, 12, 13, 14, 15 	
4/18	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • Professional presentations 16, 17, 18, 19, 20 	
4/25	Weekly Seminar – topics include ethics, mandatory reporting, professionalism, diversity & cultural humility, social media, termination & more.	<ul style="list-style-type: none"> • TEVERA: Final Field Assessments (field instructor version) due. • ECAMPUS: Competency Thesis revised Part II (optional) • Professional presentations 21, 22, 23, 24, 25 	Due 4/29 or your last day at placement

**West Virginia University
School of Social Work**

**SOWK 649: Practice with Individuals
SUMMER 2022**

Credit Hours: 3

Class Days/Times: Thursday, 9:30 a.m. – 1:20 p.m.

Class Location: 336 Hodges Hall

Instructor: Deana F. Morrow, PhD, LICSW, ACSW
Director and Professor, School of Social Work

Office: 116 Knapp Hall

Office Hours: Thursday 1:30 - 2:30 p.m. and by appointment

Contact Information

Phone: 304-293-8808 (direct line office)

Email: deana.morrow@mail.wvu.edu

COURSE DESCRIPTION

The focus of this course is on social work theories and methods consistent with advanced integrated practice with individuals. Emphasis is on evidence-based theories and methods relevant to integrated practice in contemporary settings. Advanced integrated practice is addressed within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.

COURSE FORMAT/METHOD OF INSTRUCTION

A variety of instructional methods are used in this course including, but not limited to, lectures, videos, and class/case exercises. This course also incorporates content through eCampus.

LEARNING OUTCOMES*

Upon completion of this course, students are able to:

1. Identify and analyze evidence-based practice theories and methods that are consistent with engagement, assessment, intervention, and evaluation in advanced integrated practice.

2. Select and apply advanced theories and methods of intervention that recognize and engage diversity and difference in advanced integrated practice.
3. Distinguish, appraise, and integrate multiple sources of knowledge, empirical evidence, and practice wisdom to understand and respond to a wide range of changing contexts that shape advanced integrated practice.
4. Apply ethical decision-making skills in selecting and applying practice theories and methods in integrated practice settings.

*The learning outcomes for this course address CSWE EPAS 2015 specialized competencies 1, 2, 6, 7, and 8, and 9.

REQUIRED TEXTS/READINGS

Corcoran, J. (2016). *Motivational interviewing: A workbook for social workers*. New York: Oxford University Press.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy (10th ed.)*. Boston, MA: Cengage Learning.

Van Dijk, S. (2012). *DBT made simple: A step-by-step guide to Dialectical Behavior Therapy*. Oakland, CA: New Harbinger Publications.

National Association of Social Workers. (2020). *NASW Code of Ethics*. Washington, DC: Author. Available free of charge at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

RECOMMENDED READINGS

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author

GRADING CRITERIA

Your grade for this course is based on the required assignments and point values listed below:

- | | |
|--|----------|
| • Midterm Exam | 100 pts. |
| • Final Exam | 100 pts. |
| • Integrated Theoretical Perspective Paper | 100 pts. |

The maximum number of possible points is 300. The grading scale for this course is as follows:

A (Excellent, 90%)	270-300 pts.
B (Good, 80%)	240-269 pts.

C (Fair, 70%)	210-239 pts.
D (Poor, 60%)	180-209 pts.
F (Failure, < 60%)	<180 pts.

ACADEMIC POLICIES

The following University policies applicable to this course are found online at the Teaching and Learning Commons website: <https://tlcommons.wvu.edu/syllabus-policies-and-statements>

- Academic Integrity and Academic Dishonesty
- Accessibility (Inclusivity)
- Adverse Weather
- Appropriate Use of Technology
- Incomplete Policy
- Sexual Misconduct
- Mental Health

ATTENDANCE POLICY

Regular class attendance is expected. You are allowed a maximum of two absences without penalty. More than two absences from all or part of a class will result in a reduction in your overall grade points total grade by five points per absence. If you have on your schedule an Authorized University Activity that conflicts with class sometime during the semester, you are expected to apply your “free” absences to meeting that commitment. If you encounter a genuine crisis you should talk to the professor as soon as possible.

University Sanctioned Absences: The policy for University sanctioned absences may be found online at <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#enrollmenttext>

CLASS PARTICIPATION

You are expected to have read and thought about the assigned reading material and to have completed all assigned written exercises before coming to class. Taking notes and outlining salient points are helpful study tools for enhancing your understanding and retention of the readings and class lectures. Active class participation/discussion is expected. Be prepared to respond to reading assignments in class. Ask questions about material you did not understand and discuss material you found provocative. Examples of positive class participation include the following:

- Engaged participation in small group class discussion and exercises.
- Responding to questions posed in class.
- Asking thoughtful questions.
- Being a respectful listener when others are speaking.
- Using respectful language appropriate to a professional academic setting.
- Respectfully presenting alternative views to those raised by class readings, other students, or the professor.

- Making comments that encourage other speakers.
- Offering comments that clarify or summarize ongoing class discussion.
- Making contributions which demonstrate connections you discover between material in the course and other experiences you have encountered.

Disruptions During Class

Disruptions during class (e.g., arriving late, leaving and returning to the room during class, leaving early, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. Please turn off ringers and related sound alerts for mobile devices while in class.

Late Submission of Assignments

Assignments are to be posted electronically in eCampus by the posted time and due date. Due dates and times are posted in the Course Outline section of this syllabus. Late submissions will be accepted with a penalty of ten points through 11:59 p.m. on the due date of the assignment. Each subsequent day will result in an additional ten-point penalty per day with midnight marking each day.

ASSIGNMENTS

Exams

The midterm exam and final exam will be based on course readings and class content. The midterm exam will cover material from classes 1 – 6. The final exam will cover material from classes 7 – 11.

Integrated Theoretical Perspective Paper

Advanced integrated practice is centered in the integration of skills across service sectors in addressing human and social problems. This assignment assists you in critical reflection on all of the theories and methods covered in this course, including each theory's relevance to the others. This assignment requires you to develop your own integrated theoretical perspective from among the theories covered in the course and to demonstrate your perspective's relevance for social work practice within a particular area of practice or population of interest. The outline of your paper should be as follows:

Area of Practice/Population

- Identify your area of practice or population of interest.
- Provide information from scholarly literature about the practice area/population.
- Why is this area of practice important?
- What are the common issues encountered in the practice area/population?

Integrated Theoretical Perspective

- Identify and discuss the theories that comprise your integrated theoretical perspective.

- Discuss how your selected theories effectively integrate in forming your theoretical perspective.
- Discuss how your integrated perspective is a good fit for your practice area/population.

Practice Methods

- Identify the corresponding practice methods central to your integrated theoretical perspective.
- How will these methods work together in your integrated theoretical perspective?
- Discuss how you would engage and assess clients based on your integrated theoretical perspective.
- Discuss how you would intervene with clients based on your integrated theoretical perspective.
- Discuss how you would evaluate practice based on your integrated theoretical perspective.

Anti-racist and Anti-oppressive Implications

- Discuss your own cultural background as it relates to your role as a social worker.
- Discuss how you will incorporate anti-racist and anti-oppressive approaches with your integrated theoretical perspective.

Ethical Considerations

- Discuss the congruence between your integrated theoretical perspective and social work ethics and values.
- Discuss ethical issues that would most commonly be relevant to your area of practice/population.
- Identify ethical standards you will use to guide your practice in responding to the identified ethical issues.

Your paper should be well-written, well-cited and referenced and should fully comply with APA writing standards. The paper should not exceed 8 pages (excluding title page and references). Please see the grading rubric for grading criteria.

COURSE SCHEDULE

Unit 1: Introduction to theories, methods, and professional ethics in clinical and direct practice.

Class 1 – May 19

Topics:

- Case introduction
- Overview of theories
- Values and the therapeutic process
- Valuing diversity and difference
- Developing an integrated theoretical perspective
- Social work ethics
- Ethical decision-making
- Informed consent
- Confidentiality
- Managing boundaries and dual relationships
- Cultural Humility (2017)
https://www.youtube.com/watch?v=Ww_ml21L7Ns

Readings:

- Corey: Ch. 1 Introduction and Overview
- Corey: Ch. 2 The Counselor: Person and Professional
- Corey: Ch. 3 Ethical Issues
- NASW Code of Ethics

Unit 2: Theories and methods

Class 2 – May 26

Topics:

- Id, ego, superego
- Defense mechanisms
- The therapeutic process
- Jung's perspective on personality development
- Object-Relations
- Multicultural implications
- Intervention methods
- Basic counseling skills (2017)
<https://www.youtube.com/watch?v=IJXSf-cx8V8>

Readings:

- Corey: Ch. 4: Psychoanalytic Therapy

Class 3 – June 2

Topics:

- Self-awareness
- Freedom and responsibility
- Identity and relationships to others
- Aloneness and relatedness
- Search for meaning
- Awareness of death and non-being
- Multicultural implications

- Unconditional positive regard
- Empathy
- Congruence
- Assessment
- Diversity perspective
- Black Mental Health Matters (2018)
<https://www.youtube.com/watch?v=meHVNJ5Y05g>

Readings:

- Corey: Ch. 6: Existential Therapy
- Corey: Ch. 7: Person-Centered Therapy

Class 4 – June 9

Professor away at CSWE Commission on Accreditation meeting

Class assignment: Initiate work on integrated theoretical perspective assignment

Class 5 – June 16

Topics:

- Classical conditioning
- Operant conditioning
- Antecedents and consequences
- Behavioral analysis
- Systematic desensitization
- EMDR
- Mindfulness
- Diversity implications
- A-B-C model
- REBT therapy
- Cognitive therapy
- Strengths-based CBT
- Cognitive behavior modification
- Diversity perspective
- Mental Health for All by Involving All (2012)
https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all

Readings:

- Corey: Ch. 9: Behavior Therapy

- Corey: Ch. 10: Cognitive Behavior Therapy

Class 6 – June 23

Topics:

- Feminist perspective
- Life-span perspective
- Multicultural flexibility
- The personal as political
- Critical consciousness
- Commitment to social justice and social change
- Empowerment
- Reframing and relabeling

- Social constructionism
- Solution-focused brief therapy
- Positive orientation
- Miracle and scaling questions
- Externalizing
- Narrative reconstruction
- Diversity implications
- A Tale of Mental Illness—From the Inside (2007)
https://www.ted.com/talks/elyn_saks_a_tale_of_mental_illness_from_the_inside

Readings:

- Corey, Ch. 12: Feminist Therapy
- Corey, Ch. 13: Postmodern Approaches
- Corey: Ch. 14: Family Systems Therapy

Unit 3: In-depth focus on selected contemporary theories

Class 7 – June 30

Midterm exam due. Submit in eCampus by 9:00 a.m.

Topics:

- Theoretical integration
- Methods integration
- Common factors
- Congruence and complementarity
- Integration of multicultural issues
- Integration of spirituality and religion

- Introduction to MI
- MI Compatibility with social work
- Collaborative comments
- Stages of change

- Want to truly succeed? Lift others up while you climb
https://www.ted.com/talks/amber_hikes_want_to_truly_succeed_lift_others_up_while_you_climb#t-30321

Readings:

- Corey: Ch. 15: An Integrated Perspective
- Corcoran: Ch. 1: Introduction and Overview
- Corcoran: Ch. 2: Stages of Change Model and Motivational Interviewing

Class 8 – July 7

Topics:

- Reflection
- Empathic responding
- Client ownership
- Open and closed questions
- Guidelines for questions
- Eliciting self-motivational statements
- Reflecting responses for sustain talk
- Reframing
- Shifting focus
- Resistance to change
- I'm not your inspiration, thank you very much
https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Readings:

- Corcoran: Ch. 3: Reflecting Statements and Empathy
- Corcoran: Ch. 4: Open Questions
- Corcoran: Ch. 5: Responding to Sustain Talk

Class 9 – July 14

Topics:

- Affirming
- Reframing
- Strengths orientation
- Biopsychosocial assessment
- Building confidence to change
- Ambivalence to change
- Applications with children and adolescents
- Advantages and disadvantages of change
- Engagement
- Assessment and goal setting
- Multiple presenting problems
- Intervention
- Scaling questions

- It's past time to appreciate cultural diversity
https://www.ted.com/talks/hayley_yeates_it_s_past_time_to_appreciate_cultural_diversity

Readings:

- Corcoran: Ch. 6: The Affirming Spirit in Action
- Corcoran: Ch. 7: Exploration of Ambivalence
- Corcoran: Ch. 8: The Helping Process and Motivational Interviewing

Class 10 – July 21

Integrated Theoretical Paper due. Submit in eCampus by 9:00 a.m.

Topics:

- Emotional dysregulation
- Biosocial theory of Borderline Personality Disorder
- The DBT Model
- Assumptions of DBT
- Reducing social worker burnout
- Setting boundaries; observing limits
- Stages of intervention/treatment
- Behavior tracking
- Behavioral concepts
- Consequences
- Shaping, modeling, contingency management
- Behavioral analysis
- Reciprocal communication
- Validation
- Irreverent communication
- Metaphor
- Goal setting
- Session: Dr. Lois Choi-Kain. 36 mins.
- [Psychiatric Interview: BPD \(Borderline Personality Disorder\) | Part 1 | Dr. Lois Choi-Kain - YouTube](#)

Readings:

- Dijk: Ch. 1: The Basics of DBT
- Dijk: Ch. 2: Preparing for the Individual Session: What you Need to Know
- Dijk: Ch. 3: The “B” in DBT: What You Need to Know About Behavior Therapy
- Dijk: Ch. 4: DBT Strategies for the Individual Session

Class 11 – July 28

Topics:

- Mindfulness defined
- Mindfulness practices
- Mindfulness tracking

- Mental noting
- Judgments
- Validation
- Reasoning self
- Emotional self
- Wise self
- Self-talk
- Identifying problem behaviors
- Cost-benefit analysis
- Reframe
- Mindful engagement
- Managing urges

Readings:

- Dijk: Ch. 5: Introducing Clients to Mindfulness
- Dijk: Ch. 6: Additional Skills for Mindfulness
- Dijk: Ch. 7: Helping Clients Reduce Emotional Reactivity
- Dijk: Ch. 8: Helping Clients Survive a Crisis: Distress Tolerance Skills

Class 11 – August 4

Topics:

- Role of emotions
- Connections with thoughts and behaviors
- Emotions and automatic thoughts
- Mindfulness to reduce pain
- Self-validation
- Accepting reality
- Life effectiveness
- Increasing positive experiences
- Goal setting
- Assessing social supports
- Improving relationships
- Applications for diverse populations
- This is what LGBT life is like around the world
https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world

Readings:

- Dijk: Ch. 9: What Clients Need to Know About Emotions
- Dijk: Ch. 10: Skills to Help Clients Regulate Emotions: Reducing Painful Emotions
- Dijk: Ch. 11: Skills to Help Clients Regulate Emotions: Increasing Positive Emotions
- Dijk: Ch. 12: Helping Clients Become More Effective in Relationships

Final Exam Due– August 5. Submit in eCampus by 9:00 a.m.