CHLD 252: CHILD DEVELOPMENT
COURSE SYLLABUS
Spring 2017

Instructor: Dr. Shelley R. Hart
Office: Modoc Hall 101
Office Phone: (530) 898-5919
Email: srhart@csuchico.edu
Preferred Communication: Please use MESSAGES in our BlackBoard Learn (BBL) course shell
Office Hours: Tuesday 9:30am-11:30am
Thursday 11:30am-1:30pm
OR by appointment
Class Days: Tuesday & Thursday
Class Time: 8:00-9:15pm
Class Location: Langdon Engineering Center (LANG) 300

Course Description:
This is a broad-based introductory lecture course that surveys child development from a multidisciplinary scientific perspective. Multiple theoretical and practical aspects of development are presented and examined within a multicultural context. Development from birth through emerging adulthood is explored in three primary areas, or domains: physical, cognitive, and social and emotional. This is not a course on parenting or how to properly raise a child, although there is considerable discussion of concepts relevant to this. Instead, the course is concerned primarily with historical and contemporary scientific theory and research on human development from conception through adolescence. This includes specific biological and environmental influences on development, addressing the longstanding debate of whether nature or nurture has the more powerful influence on human development. Additionally, the psychological and sociocultural influences on development will be considered. Finally, diversity issues around children’s identity, language development, inequity, access, and family patterns and practices are explored with an emphasis on identifying and challenging biases.

**This course is in several Lower Division General Education pathways including Diversity Studies and Great Books and Literature and meets the (E) Lifelong Learning requirement.**

Required Text & Materials:

The ISBN listed above grants you access to a fully mobile online platform consisting of the required text and interactive materials (REVEL and MyVirtualChild). It is recommended that
you purchase materials through the Wildcat Bookstore as the bundle available there entails a discount, however it is possible to purchase what you need directly through Pearson. Please see your BlackBoard Learn course shell for specific instructions for registering.

**Course Format:**
The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for naturalistic observations, in-class discussion, in- and out-of-class activities, and group work. Attendance and participation are crucial to the learning process and demonstrate respect both for your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information and are responsible for all material for the section exams. Additionally, it is anticipated that you will be spending at least five hours per week on outside activities related to this course (i.e., for most courses, two hours of out-of-class preparation is expected for each hour of in-class lecture, with one week of class consisting of 2.5 hours). Finally, class activities may require your text.

**Grading:**
Grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy ([http://www.csuchico.edu/prs/EMS/2010/10-018.shtml](http://www.csuchico.edu/prs/EMS/2010/10-018.shtml))

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<td>83-86%</td>
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<td>77-79%</td>
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<td>73-76%</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>60-66%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
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</table>

**Course Requirements:**

1. **Exams:** Three non-cumulative exams will be completed online. Dates are noted in the class schedule. These exams will consist of 50 multiple choice questions drawn from text, lectures, and in-class activities. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (75 minutes) and students must be prepared (e.g., completed readings and have studied) in order to finish within the time constraints.

2. **MyVirtualChild Activities:** Through the MyVirtualChild online platform, you will explore issues related to child development by raising a virtual child. At five points throughout the course you will be expected to have raised your child to a certain age and selected 1 of 3 through 5 reflection essay questions to respond to (available via BBL). You will submit your papers via assignment links in BBL. It is expected these responses will be ~1-2 pages in length.

3. **REVEL Activities:** This fully mobile online resource will contain readings and chapter quizzes. These activities are “low-stakes” and are established in order to prepare you for the Unit Exams; therefore, due dates are firm (*there will be no late assignments accepted*) and are listed in the course schedule and via REVEL.

**Trackers:**

### TOTAL: 100%

Hart: Course Syllabus & Schedule, p. 2
How to Contact your Professor:
Office hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours. I encourage you to contact me or attend office hours if you have any questions or problems in the course or would just like to discuss any of the concepts or ideas raised throughout the course. The best way to contact me is via Messages in our BBL course shell. Emails sent to my CSUC email may run the risk of being sent to junk mail. I cannot guarantee a timely response if you email me instead of using the Messages link in BBL. Please keep our communication within the course shell unless absolutely necessary.

You may also call the office number listed on the front page of the syllabus. Voice mail is available to leave a message if I am unavailable; however it is a less than optimal way to contact me as I am not on campus every day to check these messages.

How to Access Course Materials:
Throughout this course we will be using three major online platforms: BlackBoard Learn (BBL), MyVirtualChild and REVEL.

BlackBoard Learn (BBL): Copies of the syllabus, schedule, and some assignments are available on BBL. Exams will be completed online via BBL. You are responsible for regularly checking the course website; plan to log in at least once a week to get any updates on course materials.

MyVirtualChild: We will be using the MyVirtualChild self-contained, online module, in which you raise a virtual child. The website for this is https://myvirtualchild.com. This simulation allows you to experience the development of your “child” from birth through age 18. This experience will allow us to explore major concepts in the course including incorporation of theories you’re learning about, typical events occurring in certain developmental periods, and controversies that may exist. You will be making decisions at certain points, you will reflect on decisions and outcomes, and we will discuss in class. There will be due dates associated with certain events. This will be an integral part of our class-based activities and discussions. In order to utilize MyVirtualChild, you will register using your access code (provided through the bookstore when you purchase the ISBN listed above). You should register for MyVirtualChild FIRST (before REVEL; see instruction sheet posted in BBL). You will be asked to log-in to our specific course using our course ID, which will be available in BBL.

REVEL: REVEL is a fully mobile online platform consisting of the required text and interactive materials. Readings, assignments, and videos will be located here. An audio version of the text is available online as well (i.e., you can opt to have the text read to you). Please see the instruction sheets posted in BBL in order to register (you should register for MyVirtualChild FIRST). You will link directly into our specific REVEL course through our BBL course shell. The general website to access REVEL is https://www.pearsonhighered.com/revel/.

Course and University Policies:
Make-up Exams, Late Work, and Missing Work: Make-up quizzes are allowed only at the discretion of the professor, IF the student has a compelling reason for missing the exam as scheduled AND has contacted the professor PRIOR to the scheduled test. If the professor agrees, a new “due” date will be assigned by which the quiz must be completed. Late work
will be penalized 10% per day late, up to a maximum of 50% (after 5 days, late work will not be accepted).

Missed in-class activities **CANNOT** be made up and will earn the student a “0”. Late work will **NOT** be accepted via email or Messages, but MUST be turned in to the CHLD Department Office (Modoc 216; please ensure the individual receiving the work signs and places the date and time the document was turned in—if this does not happen, the work will be charged the late penalty up to the date the instructor receives it).

**Late Arrivals, Early Departures and Missed Class:** Late arrival to class is distracting and should be avoided; consistent or excessive tardiness (more than three times) will also result in a lowering of your grade. Likewise, getting up in the middle of class or leaving early is equally distracting and disruptive. Attendance is crucial and students who miss more than three classes may be dropped from the course. Points earned for attendance and in-class activities cannot be made up. Notifying the professor that class will be missed does not, by default, constitute an “excused absence”.

**Cell Phones & Electronic Devices:** At the beginning of class, please place any cell phones or electronic devices in silent mode. Unless it becomes a distraction, the use of laptops or tablets is permitted. However, students found to be engaging in off-task behavior (e.g., checking email, visiting non-related course websites, or doing work for other classes) will be given one warning. Additional violations of these policies will result in further consequences.

**Student Professional Behavior:** The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect, cooperation, and following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students’ opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different. If you have any questions about what constitutes professional behavior, please feel free to ask.

**Literacy Requirements:** All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University’s literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. Proofreading is ESSENTIAL. If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, OR the Child Development Writing Tutors—ask about hours).

**Academic Integrity:** Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University’s definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Copying another student’s work of any kind, helping another student cheat, cheating on an exam or quiz or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Additionally,
plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). Plagiarism or misuse of sources will result in a “0” for that work. Students who cheat on exams or assignments will earn a “0” for that work. These students will be reported to Judicial Affairs. Violation of these policies twice will result in an “F” for the course. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

**Title IX Confidentiality and Mandatory Reporting:** As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available here: http://www.csuchico.edu/title-ix.

**Student Resources:**

**Disability Services:** If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

**Student Computing:** Computer labs for student use are available in multiple locations on campus (see www.csuchico.edu/itss/labs/locations.shtml for locations). Monday through Friday (excepting University closure dates) from 8am-5pm there are computers available for Child Development Major students in Modoc 125 (Rainbow Room).

**Student Learning Center (SLC):** The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Please visit www.csuchico.edu/slc for more information.

**Counseling Center:** College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you are or you notice a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm, with walk-in hours from 9am-4pm. The Center is located in the Student Services Center, Room 430 and the phone number is (530) 898-6345. You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico/counseling.

**Child Development Mission Statement:** Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience.
Specifically, the program centers on the foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

**Child Development Vision Statement:**
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally, and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

**Course Objectives & Contribution to the Child Development Major:**
Upon completion of CHLD 252: Introduction to Child Development, the following course objectives describe competencies that students will demonstrate after completion of the course. For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO’s) as outlined by the Child Development Department:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
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<tbody>
<tr>
<td>SLO I: Foundations of Child Development</td>
<td>Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.</td>
</tr>
<tr>
<td>SLO II: Child and Environmental Assessment and Study</td>
<td>Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.</td>
</tr>
<tr>
<td>SLO III: Developmental Context</td>
<td>Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s wellbeing.</td>
</tr>
<tr>
<td>SLO IV: Professionalism</td>
<td>Students will engage in professional behavior appropriate to the discipline in professional contexts.</td>
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<tr>
<td>SLO V: Critical Thinking</td>
<td>Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s wellbeing.</td>
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<table>
<thead>
<tr>
<th>CHLD 252 Learning Objectives</th>
<th>…As Measured By…</th>
<th>SLO</th>
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<tbody>
<tr>
<td>Describe physical, cognitive, and social and emotional development from conception through adolescence, citing relevant theory and research.</td>
<td>Exams, Activities, Written Assignments</td>
<td>I, II</td>
</tr>
<tr>
<td>Demonstrate an understanding of competing theoretical perspectives of developmental influences, particularly as they relate to the influences of nature and nurture.</td>
<td>Exams, Activities, Written Assignments</td>
<td>I, III</td>
</tr>
<tr>
<td>Discuss the role of genetics and hereditary factors (including maturation) in the cognitive, behavioral, and psychosocial development of children.</td>
<td>Exams, Activities, Written Assignments</td>
<td>I, III</td>
</tr>
<tr>
<td>Articulate an understanding of competing environmental influences on development.</td>
<td>Exams, Activities, Written Assignments</td>
<td>III</td>
</tr>
<tr>
<td>Demonstrate a multi-level understanding of the influences of diversity issues in children’s identity formation, including class systems, family patterns and practices, and impact of immigration</td>
<td>Exams, Activities, Written Assignments</td>
<td>I, III</td>
</tr>
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Hart: Course Syllabus & Schedule, p. 6
within the influences of racism, sexism, classism, ableism, and ethnocentrism.

| Describe and discuss socio-cultural influences on development from the macro (cultural) to the micro (intra-familial) systems. | Exams, Activities, Written Assignments | I, II, III |

**General Education (GE) Student Learning Objectives (SLO’s):**

CHLD 252 is found in several Lower Division GE pathways including Diversity Studies and Great Books and Literature and meets the (E) Lifelong Learning requirement. The following SLO’s will be addressed through course activities.

**Diversity:** An understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes. Students will demonstrate an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.

**Active Inquiry:** A spirit of curiosity to ask questions, seek answers, contemplate, and pursue investigations with intellectual rigor, incorporating appropriate information technology, while making connections between cognitive and personal development, both inside and outside traditional instructional settings. Students will demonstrate knowledge of and apply research techniques and information technology appropriate to the intellectual and disciplinary context.

**Critical Thinking:** Student will identify issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.

**Written Communication:** Student will demonstrate the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience.
# CHLD 252: Child Development

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Dates</th>
<th>Agenda</th>
<th>DUE Dates</th>
<th>DUE on Date Listed</th>
</tr>
</thead>
</table>
| 1    | Tues | 1/24  | Welcome/Introductions  
Syllabus/Expectations/Group Assignments | Read: | Syllabus |
|      | 1    | Thurs | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Research Methods in Child Development | Read: | C. 1: Section 1:5-1:6 (through Chapter 1 Quiz)  
DUE: | Syllabus Quiz (BBL) |
| 2    | Tues | 1/31  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Thinking about Child Development:  
Current & Cultural Perspectives | Read: | Chapter (C.) 1: Intro-1:2 (including Summary)  
DUE: | Register for MyVirtualChild & REVEL account |
| 2    | Thurs| 2/02  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Theories of Child Development | Read: | C. 1: Sections 1:3-1:4 (including Summary)  
DUE: | Pre Surveys for Extra Credit (EC) |
| 3    | Tues | 2/07  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Genetic Influences on Development | Read: | C. 2: Intro-2:3 (including Summary)  
C. 2: Section 2:6  
DUE: | Chapter 1 REVEL activities |
| 3    | Thurs| 2/09  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Prenatal Development, Prenatal Care  
& Pregnancy Problems | Read: | C. 2: Sections 2:4-2:5 (including Summary)  
C. 2: Section 2:7 (through Chapter 2 Quiz)  
DUE: | Chapter 2 REVEL activities |
| 4    | Tues | 2/14  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Birth & the Newborn Child | Read: | C. 3: Intro-3:2 (including Summary)  
C. 3: Sections 3:3-3:4 (including Summary)  
DUE: | MyVirtualChild Personality Survey |
| 4    | Thurs| 2/16  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
Caring for the Newborn Child | Read: | C. 3: Sections 3:5-3:6 (through Chapter 3 Quiz)  
DUE: | Chapter 3 REVEL activities |
| 5    | Tues | 2/21  | UNIT ONE: FOUNDATIONS & BEGINNINGS  
EXAM C’s 1, 2, 3 | DUE: | Exam completed via BBLearn online |
| 5    | Thurs| 2/23  | UNIT TWO: THE EARLY YEARS  
Physical Development in Infancy | Watch: | Secret Life of Babies Documentary |
| 6    | Tues | 2/28  | UNIT TWO: THE EARLY YEARS  
Physical & Cognitive Development in Infancy | Read: | C. 4: Intro – 4:3 (including Summary) |
| 6    | Thurs| 3/02  | UNIT TWO: THE EARLY YEARS  
Cognitive Development in Infancy | Read: | C. 4: Sections 4:4-4:6 (including Summary) |
| 7    | Tues | 3/07  | UNIT TWO: THE EARLY YEARS  
Emotional & Social Development in Infancy | Read: | C. 4: Sections 4:7-4:8 (through Chapter 4 Quiz)  
DUE: | Chapter 4 REVEL activities |
| 7    | Thurs| 3/09  | UNIT TWO: THE EARLY YEARS  
Physical Development in Toddlerhood | Read: | C. 5: Intro – 5:2 (including Summary)  
DUE: | Your child through infancy & Reflections #1 |
| 8    | Tues | 3/14  | SPRING BREAK! | **NO CLASS!** |
| 9    | Thurs| 3/16  | UNIT TWO: THE EARLY YEARS  
Cognitive Development in Toddlerhood | Read: | C. 5: Sections 5:3-5:4 (including Summary) |
| 9    | Tues | 3/21  | UNIT TWO: THE EARLY YEARS  
Emotional & Social Development in Toddlerhood | Read: | C. 5: Sections 5:5-5:7 (through Chapter 5 Quiz)  
DUE: | Chapter 5 REVEL activities |
| 10   | Thurs| 3/23  | — | — | — |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Title</th>
<th>Assignments</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>3/28</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> Physical Development in Early Childhood</td>
<td>• C. 6: Intro – 6:3 (including Summary)</td>
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<tr>
<td>3/30</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> Cognitive Development in Early Childhood</td>
<td>• Your child through toddlerhood &amp; Reflections #2</td>
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<tr>
<td>3/30</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> Cognitive &amp; Emotional &amp; Social Development</td>
<td>Watch:</td>
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<tr>
<td>4/04</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> Emotional &amp; Social Development in Early Childhood</td>
<td>• Predict My Future Documentary Episode 1</td>
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<tr>
<td>4/06</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> Emotional &amp; Social Development in Early Childhood</td>
<td>Read:</td>
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<tr>
<td>4/11</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> Emotional &amp; Social Development in Early Childhood</td>
<td>• C. 6: Sections 6:7-6:9 (through Chapter 6 Quiz)</td>
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<tr>
<td>4/13</td>
<td><strong>UNIT TWO: THE EARLY YEARS</strong> <strong>EXAM C.’s 4, 5, 6</strong></td>
<td><strong>DUE:</strong></td>
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<tr>
<td>4/18</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Physical &amp; Cognitive Development in Middle Childhood</td>
<td>Read:</td>
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<tr>
<td>4/20</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Cognitive Development in Middle Childhood</td>
<td>• C. 7: Intro – 7:2 (including Summary)</td>
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<tr>
<td>4/25</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Emotional &amp; Social Development in Middle Childhood</td>
<td><strong>DUE:</strong></td>
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<tr>
<td>4/27</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Emotional &amp; Social Development in Middle Childhood &amp; Physical Development in Adolescence &amp; Emerging Adulthood</td>
<td>Read:</td>
<td></td>
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<tr>
<td>5/02</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Physical Development in Adolescence &amp; Emerging Adulthood</td>
<td>• C. 8: Intro – 8:2 (including Summary)</td>
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<tr>
<td>5/04</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Cognitive Development in Adolescence &amp; Emerging Adulthood</td>
<td><strong>DUE:</strong></td>
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<tr>
<td>5/09</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Emotional &amp; Social Development in Adolescence &amp; Emerging Adulthood</td>
<td>Read:</td>
<td></td>
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<tr>
<td>5/11</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> Emotional &amp; Social Development in Adolescence &amp; Emerging Adulthood</td>
<td>• C. 9: Sections 9:6-9:8 (through Chapter 9 Quiz)</td>
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<tr>
<td>5/16</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> <strong>EXAM C.’s 7, 8, 9</strong> Final Dates &amp; Times TBA</td>
<td><strong>DUE:</strong></td>
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<tr>
<td>5/18</td>
<td><strong>UNIT THREE: SCHOOL AGED AND BEYOND</strong> <strong>EXAM C.’s 7, 8, 9</strong></td>
<td><strong>WEEK</strong></td>
<td></td>
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</table>

**Note:** Changes in the class schedule are at the discretion of the instructor. Due dates are firm and are spaced across the semester. Assignments are due before the start of class on the day listed. Makeup exams will ONLY occur when a compelling reason is agreed upon AND the professor agrees to a make-up date. All readings are required to be completed by the date they appear.