



**MAYVILLE STATE UNIVERSITY**  
**Child and Adolescent Psychology, PSYC 255**  
**Three (3) Semester Hours**  
**Fall, 2018**

**Instructor:** Dr. Lynn DiLivio, PhD

**Contact Information**

Office: Classroom Building, Rm 121

Email: [lynn.dilivio@mayvillestate.edu](mailto:lynn.dilivio@mayvillestate.edu)

Work phone: (701) 788-4862

**Hours of Availability:**

**On-campus:** Monday and Friday; 10-10:50 AM; 12-1PM; Wednesday, 10-10:50 AM and 1-1:50 PM; Tuesday and Thursday 12-1:50 PM; and by appointment outside office hours

**Learning Management System (LMS) used for this Course:** Blackboard LMS

**Instructional Mode:** On-campus face-to-face

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT)

**How to address your instructor:** Given my rank at MSU and my degree, I prefer to be called, "Dr. D". It is easier to say than Dr. DiLivio 😊

**Meeting Times and Location:** Tues Thurs, 2:00- 3:15 PM in Education Building Room 114

**Purpose of the Course**

The purpose of this course is for students to demonstrate an understanding and application of the child and adolescent developmental theories (e.g., cognitive, social/emotional, and physical) to help meet the various needs of your future students. Towards this goal, Piaget's, Erikson's and others' theories will be examined along with the contextual factors of development such as diversity, gender typing, socioeconomic status, physical and emotional health, and cultural influences. Students will also display an understanding and application of research on the various psychological theories to help foster positive cognitive and social/emotional growth in their future classrooms. Finally, students will display an understanding of their future students through reflecting on their own development.

**Conceptual Framework**

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

**INTASC Standard Addressed in This Course**

|          | <b>Interstate New Teacher Assessment and Support Consortium Standards (INTASC) Addressed in This Course</b>  |
|----------|--|
| <b>2</b> | The teacher understands how learners grow and develop, and can provide learning opportunities that support their intellectual, social, and personal development. |

**Course Objectives**

*Upon successful completion of this course, students will be able to:*

1. Demonstrate an understanding and application of the domains, periods and philosophical/ key issues in the study of child and adolescent development (INTASC 2)
2. Display an understanding of the assumptions about development in psychoanalytic theories, learning theories, cognitive theories, and ecological theories (INTASC 2)
3. Demonstrate an understanding of physical development from the prenatal stage to adolescence; (INTASC 2)
4. Show evidence of familiarity with cognitive development, including Piaget's and Vygotsky's theories and stages, from infancy to adolescence; (INTASC 2)
5. Show evidence of familiarity with psychoanalytic theories of development, including Erikson's and Freud's theories and stages, from infancy to adolescence; (INTASC 2)
6. Demonstrate an understanding of how early life experiences can impact later life stages; and display the ability to reflect on theories and factors that have impacted students' own development and how knowing the fundamentals of development will help one improve the learning of his/her future students (INTASC 2)

### **Program Student Learning Outcomes (SLOs) Addressed in This Course**

The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to all majors and minors, and Essential studies courses. The document has an index so you can quickly find the degree you are pursuing.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess **SLO #2** (Students will understand and apply psychological principles in interpersonal situations and vocational settings) as part of the **Applied Psychology major and Psychology minor**.

### **Course Improvements Based on Most Recent Assessment Findings**

Student reflections will be added to the Developmental Roadmaps, and a film reflection will be added to the course.

### **Required/Recommended Materials**

*Required Textbook:* Levine and Munsch (2016). *Child Development From Infancy to Adolescence: An Active Learning Approach* (1<sup>st</sup> ed.). New York: Sage Publications.

(Text is available in the MSU bookstore for purchase or rental; link is provided for ISBNs)

<https://us.sagepub.com/en-us/nam/child-development-from-infancy-to-adolescence/book240483>

Supplemental materials will be provided on the course website by the instructor.

### **Instructional Strategies**

- Cooperative Learning
- Presentations
- Reflective writing
- Application writing
- Critical and problem-solving skills
- Feedback
- Tests
- Multimedia
- Active Learning

## Learning Experiences

The actions you should take to interact with the content and obtain optimal student learning are summed up in the following points:

- Be totally involved in your own learning!
- Be ready to actively engage in the lectures, discussion, and activities
- Be prepared to work with and help your classmates
- Look at the chapter notes/text before class
- Submit assignments in a timely manner in Blackboard DropBox
- Respect each other in class and listen to other's voices during discussion
- Please let me know if you have any questions, comments, or problems!

## Instructional technologies utilized in this course

- Blackboard
- Tegrity
- Hoonuit

## Expectations/Protocols (included after Method of Evaluation/Grading)

### Instructor/Student Communication

#### 1. My expectations of you with regard to communication:

- **Students are accountable for all academic communications sent to their Mayville State University email address**
- **Please check your email on your Mayville State email address** (to which I may send out emails regarding assignments, reminders, etc.)
- **Please email me from your Mayville State email address;** incoming non-Mayville State email addresses usually end up in spam.
- I prefer face-to-face communication and if not possible, please email me.

#### 2. Your expectations of me with regard to communication:

- Please feel free to drop by during office hours or to make an appointment to meet with me outside of office hours.
- I will try to answer your emails within 24 hours on weekdays and 48 hours during weekends.
- I will try to grade your assignments within one week of the due date, if submitted on time. In addition to the gradebook, please check your feedback box!
- Please do not hesitate to drop by, email, or call with a question!
- Please communicate with me if you are having any academic or personal problems so I can help!

### Method of Evaluation/Grading:

The method of evaluation/grading in this class will consist of the components listed below. This is a points-based class. Rubrics will be used to grade assignments.

**Please see the tables below** for required assignments, the number of points each assignment is worth, the percentage of the final grade each assignment is worth, and how your final grade will be calculated. Regarding grading turnaround time, I will try to grade your assignments within one week of the due date, if submitted on time.

| Assignment/Requirement   | Possible Points | Percentage of Final Grade |
|--|-----------------|---------------------------|
| Attendance/Participation (w/ in-class assignments)   | 40              | = 8 %                     |
| 4 Tests; 40 possible points each; 40 x 4 =   | 160             | = 32 %                    |
| 2 Reflections (film/book); 1 written reflection, 40 total possible points; 1 discussion reflection, 10 possible points | 50              | = 10 %                    |
| Group Presentation   | 50              | = 10 %                    |
| Developmental Roadmaps; Parts 1, 2, 3, & 4; 50 pts each part; 50 x 4 =   | 200             | = 40 %                    |
|  | 100             | = 100 %                   |
| <b>Total</b>   | <b>500</b>      | <b>100 %</b>              |

Instructions, formats, and rubrics for the Developmental Roadmaps, Reflections, and Presentation will be posted on Blackboard as the semester progresses.

| Grades will be calculated as follows:  | Percentages                           | Points                                |
|--|---------------------------------------|---------------------------------------|
| A  | 90%                                   | 450 - 500                             |
| B  | 80%                                   | 400 - 449                             |
| C  | 70%                                   | 350 - 399                             |
| D  | 60%                                   | 300 - 349                             |
| F  | 59.99% and below (objectives not met) | 348.99 and below (objectives not met) |
| I (only with permission of instructor due to extenuating circumstances <b>and</b> a passing grade in class prior to extenuating circumstance). |                                       |                                       |

## Expectations/Protocols

### Course Expectations

**1) Late Arrivals:** The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is ***still responsible for learning the course material that was covered during their initial absence.***

### 2) Class Attendance Policy and Points (40 possible points)

This is your class. Your attendance and active involvement will enrich your learning and that of your classmates. I expect that you will attend class regularly. If you need to be absent, **professional courtesy requires that students notify the professor prior to the class meeting in**

the event of an absence. Professional courtesy also requires students with University Excused absences (no point deduction) to notify the professor prior to the class meeting for excused absence. **You are allowed one (1) unexcused absence** without deduction of attendance points. Attendance and participation is critical to how well you learn this material. Attendance and participation will help to improve your learning, which will help to improve your grade, and is worth 40 total possible points of your grade. ***Class attendance also includes in-class assignment, in which the content may be on the quizzes.***

### **3) Tests (40 possible points each; 4 tests; 160 total possible points)**

There are four tests. Each quiz will focus on a specific life stage; Infancy, Early Childhood, Middle Childhood, and Adolescence. Format of test may be multiple choice, short answer, or essay.

### **4) Developmental Roadmap (50 possible points each; 4 Roadmaps; 200 total possible points)**

This is a culminating course project. The goal of this project is for everyone to collaborate and leave the classroom with a “roadmap” of development that will help you in your future classes, standardized exams (e.g., PLT), and help you understand your future students in a summary form. The roadmap will also help you study for the tests and successfully complete your other assignments and reflections. Since there is a lot of information involved on this roadmap, your roadmap will be submitted in four (4) sections.

### **5) Two Reflections (Reflection paper worth 40 total possible points; 10 total possible points for group reflection discussion)**

There are two reflections in which you will integrate your thoughts and feelings with course content. The Reflection paper (worth 40 total possible points) will be based on a film/or a short text. The other reflection is based on a film and is a discussion based discussion (10 total possible points). Students will have a choice of film/or short text in their reflection paper (which will be posted on the course website).

### **6) Developmental Presentation (50 points)**

This is a group project. You and your group members will present on “the 5 most important things” based on your stage of interest (early childhood, middle childhood, or adolescence) and then present five (5) applications of your presented topics.

## ***Course Protocols***

**1. Late Policy for Assignments:** Assignments are due on the scheduled date and time. Any exceptions to this policy must be made by prior arrangement with the professor. **Without prior arrangement, acceptance of late assignments is at the discretion of the professor; and if accepted, a penalty of 10% of the assignment grade will be deducted for each day it is late, including discussion forum posts.** If accepted, the grading response time for late work will be longer than for work submitted on time.

## 2. Grading Late Work

If accepted, the grading response time for late work will be longer than for work submitted on time.

**3. All Assignments Must Be Submitted in Blackboard DropBox:** If you have difficulty submitting an assignment in Blackboard, please let me know before the assignment due date (if possible) and then submit in the DropBox later. **I am unable to grade any assignments that are not submitted in Blackboard.**

**4. Test Make-Up Policy:** I will give a make-up test if you (1) contact me within 24 hours of the scheduled test; and (2) have documentation of a legitimate excuse (e.g., medical note, court appearance, etc.). Make-up tests will cover the same content as the missed test but will be **different** from the in-class test. However, you may make arrangements **ahead of time** and take a test before the scheduled time with a legitimate reason, such as University Excused Absences.

## 5. Make-up Policy for Presentations

If a student/group fails to show for a scheduled presentation or “forgets” (excluding University excused absences and extenuating circumstances with documentation) the student will **NOT** be given an opportunity to make up the missed presentation. The student will lose 50% of his/her presentation points and will be given the opportunity to make-up the other 50% with a written assignment.

## 6. Extra Credit

- Students who regularly attend every class (excluding University Excused absences and the one (1) allowed absence) and are well-prepared for class and active contributors to the class- may earn **up to 10 points extra credit!**
- **Outstanding work will earn extra credit points!** Specifically, students who submit an outstanding, “above and beyond” assignment (above an “A”) will earn extra credit points

**7. Incomplete Grade:** An Incomplete grade (“I”) will only be granted with approval by the instructor in the event of medical reasons and other extenuating circumstances, and only with documentation and a passing grade in the course when an incomplete is requested. In addition, more than 70% of the class assignments and tests must be completed when the incomplete grade is requested. An incomplete will not be granted just to extend time to complete work that should have been done in a timely manner.

**8. Final Grades and “Rounding Up”:** The professor **will not** round up students’ final semester grades up. This means that people may be 1 point, 2 points, 6 points, 10 points, etc. away from their desired grade. I cannot give someone an extra assignment so that he/she can “earn” his/her desired grade. This would not be fair to the other students, and it is not fair to the student who requests an extra assignment.

**9. Assignments that are NOT in-class assignments** that are worked on and submitted during class time will not be accepted, until they are submitted outside of class hours.

**10. Office Hours:** I encourage you to stop by and to say “hi” or ask a question. I am here to help you. If you are having trouble in this course for any reason, please don’t hesitate to contact me! Many students struggle with intellectual, personal, and medical challenges each semester. However, the only way I can help you is if you come and discuss your situation with me. Please do not wait until the end of the semester to address a problem – seek help while it can benefit you most!!

### **Expectations/Protocols for Course Etiquette**

A college education is a privilege and is costing you or someone else and the state thousands of dollars. You are here to learn and as the course professor, it is my responsibility to help create a classroom environment that is conducive to student learning. The following general rules of conduct will help guide our behavior in class:

**Coming and Going:** We all should arrive to class on time. Please be respectful if you come in after class has started, and please check with me after class to sign the attendance sheet. If you must leave class early, please let me know before class starts.

**Electronic devices:** Electronic devices are to be used for academic purposes only during class. Texting during class, looking at Facebook, shopping online, or using your laptop for any nonacademic purpose during class is not allowed. Doing homework for other classes or any other activity unrelated to class is also not allowed.

**Talking in class:** Please refrain from side talking in class- when another person is answering a question, during a video, etc. - please raise your hand if you have a question or comment! **This is the #1 complaint of students-** other students talking while they are trying to listen to the professor, video, etc.

**Attendance and participation:** Please come to class prepared to be awake, alert, and attentive. You will need to develop a good attitude towards learning so that you are willing to participate in class activities, and to stay awake during class! Napping, sleeping, and laying your head down on the desktop are not allowed in class. If you are too tired or ill to be able to participate adequately in class, please do not come- take care of yourself!!

### **Consequences:**

When a student displays disrespectful and disruptive behavior such as the behaviors describe above or other immature and inappropriate behavior, ***he/she may be answerable to one or more of the following consequences:***

1. you will be asked to leave the class and counted as absent
2. You will receive a Starfish flag
3. Your behavior will be noted in your dispositional report
4. You will be referred to the Vice President of Student Affairs

**Summary:** Treat other students and me as you would like to be treated (for example, please do not send emails when you are angry or upset!). I will make every attempt to treat students with respect and consideration but I am not perfect!! If I inadvertently offend you please come see me—I want to learn from my behavior just as I expect you to learn from yours! And please remember if you have any questions, concerns, or comments to let me know right away. I welcome any feedback you're willing to offer. Together, we can create a classroom in which teaching and learning are both effective and fun. I look forward to being part of your continuing educational journey!

### **Important Student Information**

#### **Academic Grievance/Concerns and Instructor English Proficiency**

The State Board of Higher Education requires that all faculty members and teaching assistants in the NDUS have appropriate communications skills, including the ability to speak English clearly and with good pronunciation. Students who experience problems have the following obligation:

1. Discuss the situation with the instructor to see if resolution can be reached.
2. If the problem is still not resolved, contact the instructor's Division Chair for assistance.
3. Situations still not resolved should be brought to the attention of the Vice President for Academic Affairs.

Student --> Instructor --> Division Chair ---> VPAA

#### **Academic Division Chairs:**

Business and CIS: Rhonda Nelson, M.B.A.

Education: Andrea Dulski-Bucholz, Ph.D.

Health, Physical Education and Recreation: Jeremiah Moen, Ph.D.

Liberal Arts: Dalton McMahan, D.A.

Science and Mathematics: Robert Miess, Ph.D.

Vice President for Academic Affairs: Keith Stenehjem, Ed.D.

In the unlikely event that a situation has not been resolved through this procedure, students may contact the President of the University for final resolution.

#### **Starfish-Student Success System**

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director



of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.

Please see the Starfish webpage for additional details:

<https://mayvillestate.edu/academics/starfish/>.

### **Students with Documented Disabilities**

As required by Section 504 of the Rehabilitation Act and the ADA, appropriate and reasonable accommodations will be made for all students with documented disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health-Related, & Other) who request those accommodations to ensure full access to the academic opportunities of Mayville State University. In order to receive services, students must disclose their disabilities, request accommodations and provide documentation showing necessary accommodations to the Director of Student Success and Disability Support Services, Katie Richards [Katie.richards.2@mayvillestate.edu](mailto:Katie.richards.2@mayvillestate.edu) Any information shared will remain confidential.

### **Academic Honesty**

**Definitions:** Academic dishonesty consists of cheating on tests, quizzes, oral presentations, general coursework, fabrication of data, and plagiarism. Academic dishonesty also includes allowing someone else to copy your work (including computer programs, research data, or any other assignment) and submitting it as his or her own. Plagiarism is representing the words or ideas of another as one’s own in any academic endeavor. **Electronic programs such as “SafeAssign” may be used to detect dishonesty.**

*Examples:* This includes, but is not limited to, the following:

- Copying another student’s assignment (hard copy or electronic files),
- Working with another person when both submit similar work to satisfy an individual, not group, assignment,
- Using an author’s writing without proper documentation or reference, **whether intentional or unintentional,**
- Copying any source, book, periodical, database, or computer program without proper credit, whether quoted, paraphrased, or summarized.

**Consequences: When a student commits academic dishonesty, he/she may be answerable to one or more of the following consequences:**

1. receive an “F” for the assignment with no opportunity to redo it
2. receive an “F” for the course

3. referral of the Vice President for Academic Affairs for further disciplinary action

### **Emergency Notification**

The State Board of Higher Education requires that all faculty and teaching assistants in the NDUS adhere to SBHE Policy 1902 regarding the emergency notification system. Students are allowed to leave 'NotiFind' registered cell phones on during class to receive emergency notifications unless instructed otherwise by faculty. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications by one of the following methods:

- a) 'ENS' registered personal cell phone that is turned on
- b) 'ENS' registered campus email when a computer or other electronic communication device is active

### **Continuity of Academic Instruction for a Pandemic or Emergency**

In the event of a major campus emergency resulting in temporary suspension of classes or early ending to the semester; the course requirements, deadlines, and grading percentages on the official syllabus are subject to change. I will notify you of such changes by email and/or by the campus learning management system (LMS) currently Moodle.

### **Family Educational Rights and Privacy Act of 1974 (FERPA)**

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University has information available regarding student and graduation records it maintains. This information is available in the Mayville State University Academic Catalog at <http://mayvillestate.smartcatalogiq.com/>

### **Diversity Statement**

This classroom is a place where you will be treated with respect, and the course instructor welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible or nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. MSU is committed to providing a safe learning environment, free of harassment and discrimination as articulated in our university policies located on our website at <http://www.mayvillestate.edu/about-msu/consumer-information/title-ix/> MSU's policies require me as a faculty member to share information about incidents of gender based discrimination and harassment with MSU's Title IX coordinator, regardless of whether the incidents are stated to me in person or shared by students as part of their coursework.

**PSYC 255 FALL 2018 \*Tentative Schedule**

| DATE          |      | TOPIC   | READING ASSIGNMENT, ASSIGNMENT DUE DATES, TEST DATES, PRESENTATION DATES |
|---------------|------|---|--|
| <b>WEEK 1</b> |      |   |  |
| Tues          | 8/21 | Introduction, Syllabus review   |  |
| Thurs         | 8/23 | <b>Part I: Issues, Theories....</b><br>Ch 1: Issues in Ch Dev                       |  |
| <b>WEEK 2</b> |      |   |  |
| Tues          | 8/28 | Ch 1 cont'd   | Ch 1   |
| Thurs         | 8/30 | Ch 2: Theories  | Ch 2   |
| <b>WEEK 3</b> |      |   |  |
| Tues          | 9/4  | Ch 2 cont'd   |  |
| Thurs         | 9/6  | Ch 2 cont'd   | Ch 3<br>Ch 4   |
| <b>WEEK 4</b> |      |   |  |
| Tues          | 9/11 | <b>Part III: Infancy &amp; Toddlerhood</b><br>Ch 5: Phys Dev in Infancy/Toddlerhood | Ch 5   |
| Thurs         | 9/13 | Ch 5 cont'd<br>Ch 6: Cog Dev in Infancy/Toddlerhood                                 | Ch 6   |
| <b>WEEK 5</b> |      |   |  |
| Tues          | 9/18 | Ch 6 cont'd<br>Ch 7: Social Emotional Dev in Infancy/Toddlerhood                    | Ch 7   |
| Thurs         | 9/20 | Ch 7 cont'd   | <b>Infancy Dev Roadmap Due Sun., 9/23 at 11:55 PM in Blackboard</b>      |
| <b>WEEK 6</b> |      |   |  |
| Tues          | 9/25 | <b>Part IV: Early Childhood</b><br>Ch 8: Phy Dev in Early Childhood                 | <b>TEST 1</b><br>Ch 8  |
| Thurs         | 9/27 | Ch 8: cont'd  |  |
| <b>WEEK 7</b> |      |   |  |
| Tues          | 10/2 | Ch 9: Cog Dev in Early Childhood  | Ch 9   |
| Thurs         | 10/4 | Ch 9: cont'd<br>Ch 10: Social Emotional Dev in Early Childhood                      | Ch 10  |

| <b>WEEK 8</b>  |              |  |  |
|----------------|--------------|--|--|
| Tues           | 10/9         | Ch 10 cont'd   |  |
| <b>Thurs</b>   | <b>10/11</b> | <b>Early Childhood Presentations</b>                                   | <b>Early Childhood Presentations</b><br><br><b>Early Childhood Dev Roadmap Due Sun., 10/14 at 11:55 PM in Blackboard</b>   |
| <b>WEEK 9</b>  |              |  |  |
| <b>Tues</b>    | <b>10/16</b> | <b>Part V: Middle Childhood</b><br>Ch 11: Phys Dev in Middle Childhood | <b>TEST 2</b><br><br>Ch 11   |
| Thurs          | 10/18        | Ch 11 cont'd<br>Ch 12: Cog Dev in Middle Childhood                     | Ch 12  |
| <b>WEEK 10</b> |              |  |  |
| Tues           | 10/23        | Ch 12 cont'd<br>Ch 13: Social Emotional Dev in Middle Childhood        |  |
| Thurs          | 10/25        | Chapters 13 cont'd   | <b>Middle Childhood Roadmap Due Sun., 10/28 at 11:55 PM in Blackboard</b><br><br><b>Middle Childhood Film Reflection Paper Due Sun., 10/28 at 11:55 PM in Blackboard</b> |
| <b>WEEK 11</b> |              |  |  |
| Tues           | 10/30        | <b>Middle Childhood Presentations</b>                                  | <b>Middle Childhood Presentations</b>  |
| Thurs          | 11/1         | <b>Part IV: Adolescence</b><br>Ch 14: Phys Dev in Adolescence          | <b>TEST 3</b><br><br>Ch 14   |
| <b>WEEK 12</b> |              |  |  |
| Tues           | 11/6         | Ch 14 cont'd<br>Ch 15: Cog Dev in Adolescence                          | Ch 15  |
| Thurs          | 11/8         | Ch 15 cont'd   |  |
| <b>WEEK 13</b> |              |  |  |
| Tues           | 11/13        | Ch 16: Social-Emotional Dev in Adolescence                             | Ch 16  |

|                       |       |                           |  |
|-----------------------|-------|---------------------------|--|
| Thurs                 | 11/15 | Ch 16 cont'd              | Adolescence Dev Roadmap Due Sun., 11/18<br>at 11:55 PM in Blackboard |
| <b>WEEK 14</b>        |       |                           |  |
| Tues                  | 11/20 | Adolescent Film (TBA)     | Adolescent Film Discussion   |
| Thurs                 | 11/22 | <b>THANKSGIVING BREAK</b> |  |
| <b>WEEK 15</b>        |       |                           |  |
| Tues                  | 11/27 | Adolescence Presentations | Adolescence Presentations  |
| Thurs                 | 11/29 | Adolescence Presentations | Adolescence Presentations  |
| <b>WEEK 16</b>        |       |                           |  |
| Tues                  | 12/4  | Special Topic             |  |
| Thurs                 | 12/6  | Final Class/Wrap Up       |  |
| <b>FINALS WEEK</b>    |       |                           |  |
| <b>WED<br/>Dec 12</b> |       | <b>Test 4</b>             |  |

\* The instructor reserves the right to change due dates and assignments to meet learning objectives