



COUGARS

Syllabus for PSYC 205, Section D01

Lifespan Development – Online

Department of Psychology

Fall 2023

8/21-10/13

About the Instructor

Name: Dr. Maggie Polk

Email: marpolk@siue.edu

Office Hours: T: 12-1pm via zoom or by appointment. If you would like to meet outside of the office hour time, please send me an email and we can schedule another zoom meeting.

Meeting ID: 5252198159

Password: PolkSIUE

About the TA

Name: Audrey Verge

Email: averge@siue.edu

Office Hours: By appointment via Zoom

Welcome

This class is all about human development and understanding the full lifespan perspective of development. Please be aware that this course moves quickly. We will be covering about two chapters a week. Each week you will be expected to read the textbook, watch corresponding lecture videos, participate in discussion boards, write journal entries. There will be an exam every other week. Please make sure you are familiar with the syllabus and the course schedule, both of which can be found in the About this Course section. You will see that each week has its content page and is located on the lefthand side. In each of those folders you will find your lecture slides and corresponding lecture videos, as well as your discussion boards, journal entries, additional readings, and exams. There will also be outlines posted for each unit that can serve as guides for your reading as well as study guides for your exams.

There is a lot of information in this class, but the goal of this class is to be able to apply what you learn to your own life currently and in the future, as well as compare these processes to differing groups of people and people of differing ages. We all have developed and have developing to do - thus this class is applicable for everyone!

I am easily available by email and can set up zoom meetings if you need to chat. Please do not hesitate to reach out when you have questions.

Bio

I am a Visiting Assistant Professor of Psychology at Southern Illinois University Edwardsville. My research interests include exploring adolescents' and emerging adults' social media behaviors, as well as their motivations for engagement in those behaviors and the outcomes associated with the behaviors and motivations. In addition, I also study adolescent popularity, and have started to explore the similarities and differences between online and offline popularity. My teaching interests include Lifespan Development, Child and Adolescent Psychology, Psychology of Gender, Social Psychology and Research methods. I enjoy going on walks and runs through Forest Park with my husband, playing pickleball and cooking/baking at home.

Communicating with the instructor

The most reliable way (and only way) to contact me is via email. I respond to emails I receive during the week (M-F, 9-5 p.m.) within 24-48 hours. If you need to speak with me personally, I will be on Zoom during office hours. If you are unable to attend office hours due to a scheduling conflict, please contact me for an appointment. I expect that you will address me as Dr. Polk or Professor Polk in all forms of communication.

Email Guidelines:

Email is a wonderful tool when used properly. Please follow these simple guidelines when emailing me, so that we can identify which class you are in and address your concern without having to write you back to say “Who are you and what class are you in??” (This happens, *often!*)

1. Include class info in your subject line (PSYC 205). This is where your class number becomes especially important.
2. ALWAYS sign your email. Many of you have mail addresses that mask your identity.
3. Please treat your emails as professional communications. Please use proper grammar, spelling, and punctuation.

Note: I reserve the right to NOT respond to emails that lack any of these guidelines and/or are questions that can be easily solved on your own.

Communicating with YOU

I will send out many emails and announcements via Blackboard so it is your responsibility to check your SIUE email and Blackboard announcements regularly.

About the Course

Course description

This semester we will explore both classic and contemporary research and theory in developmental psychology, from conception through adulthood.

Prerequisite knowledge and credit hours

Grade of C or higher in PSYC 111.

Course goals and objectives

- Explore and evaluate different aspects of lifespan perspective.
- Identify biological processes, physical processes throughout lifespan development.
- Identify cognitive processes throughout lifespan development.
- Identify socioemotional processes throughout lifespan development.
- Identify social contexts and processes throughout lifespan development.

Course textbooks

Santrock, J.W. (2022). A topical approach to lifespan development (11th Ed.) McGraw-Hill.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other course materials

Additional readings may be assigned throughout the semester and will be posted to Blackboard.

Course Requirements

Course activities/assessments

Journal Entries (140)

After completing a chapter, you will write a journal entry to reflect on the developmental topic we just covered. You will have a total of **14** journal topics. For each topic you will need to complete **three entries** for each topic– one as a child (ages 4-7), one as an adolescent (12-16), and one as your current age. Each entry should be one paragraph, and should highlight key parts of the topic you are covering for each age. Each entry should be written in first person as that age. The point of these journal entries is for you to apply what you learned in this chapter across different age groups to see how they are similar or different.

Journal entries will be posted directly on Blackboard under the Journal Page. **Entries should NOT be posted as an uploaded document. If they are not posted directly on the Journal page, they will not be graded.** For each chapter, you will create ONE entry that includes a heading for each age period you are writing about. An example of a full journal entry is included in the journal entry rubric page. **Each full journal entry is worth 10 points.** Blackboard has a full grading rubric for you to see the grade breakdown. It is in your best interest to keep up with these weekly as we finish each chapter, but they will be due at the end of each unit (see course calendar).

While these journal entries are meant to be creative and personal, proper writing is still expected, even for the “child”. Please look at the **Department of Psychology Writing Policy** for more information about what is expected in your writing. For more information and examples of journal entries, please look at the Journal Entries Guidelines on Blackboard.

Reaction Papers (100)

There are 4 short written assignments called Reaction Papers in this class. There will be one for each unit that will be due before the unit exam. You will write a 1-2 page (double-spaced) reaction paper to 4 research articles that are relevant to the topics we discuss in class. The articles are posted as PDF files on our Blackboard class page. You will turn in your responses via Blackboard. All grades and feedback will be posted on Blackboard. Assignments are graded on a 25-point scale. **Please see the reaction paper guidelines sheet posted on Blackboard for grading rules and tips on how to write the papers.**

A question or two on each exam may include questions from these articles so it is important you read it carefully.

Discussions (120 points)

Each unit, you will be asked to answer two discussion questions (one question per week). Questions will come from the textbook, lecture videos or the readings for that unit. In addition to answering the question, you will need to reply to at least two of your classmates’ posts. For each discussion topic, you will have 3 posts – 1 initial post and 2 reply posts. Each week you will have 3 total posts. Your initial post is worth 7 points, and each reply post is worth 4 points (total of 15 points for each discussion thread). In order to receive full credit for your initial post, your initial post needs to be at least 85 words, respond fully to the question on hand and provide references to your article that you have to read. Your reply posts need to be substantial replies, meaning they need to say more than “I agree” or “disagree”. You need to point out what exactly you agree or disagree on and why.

The discussion channel opens on Monday morning at 12am and closes Thursday at 11:59p.m. You must have an initial post in order to have a reply posts.

The point of these discussions is to dive in deeper to these journal articles and topics in the book. Articles will be posted in each unit folder for you to read.

Extra credit opportunities:

There will be a welcome discussion and closing discussion that you can answer and post 2 replies for a chance to get an additional 5 extra credit points on each thread (total of 10 extra points).

You may post additional reply posts for up to 3 points of extra credit per thread. Each additional reply post will be 1 point.

There will also be a closing discussion in Week 8 that you can participate in for 3 bonus points. You only need to have an initial post to earn extra credit.

Exams (300 + 200)

There will be a total of 5 exams in this class: 3 mid-term exams that cover the first three units of the course, a final exam during Final Exam Week that covers the last unit of the course, and an *optional* comprehensive make-up exam on the last day of class that includes material from all four units. All exams will be open note and open book. However, these exams will include many questions in a **90 minute period**. Any material presented in lecture, your textbook, or the articles you will read for your discussion posts are fair game for an exam. Your exams will be a mixture of multiple-choice questions and short answer questions. Exams will open up on Friday of each week at 12am and close on Sunday at 11:59p.m. **Note: Except your final exam, which will open at Wednesday 12am and close on Friday at 11:59p.m.** You will have one hour to complete the exams. Exams will be a combination of multiple choice and short-answers. Exams will be graded on a 100-point scale.

How the comprehensive make-up exam works: I do not schedule individual make-up exams for students who miss a test. If you miss an exam and wish to make it up, you may take the comprehensive make-up on the last day of class. You may also use the make-up exam to replace a low grade on one of the first three mid-terms. **You may not take the comprehensive make-up in place of the Final Exam!** The make-up includes questions from the entire semester. *Your makeup exam will take place at the very beginning of the final week of the course. Your makeup exam cannot hurt your grade, only help. It will include material from every single chapter covered.*

Syllabus Quiz (10 points)

All students will need to complete a syllabus quiz at the start of the semester. The syllabus quiz will be completed online through blackboard. Please check the course calendar for the date of the quiz.

Submitting work

All assignments will be submitted via Blackboard. No emailed assignments will be accepted.

Assignments are posted in Blackboard throughout the semester and will be due online at the scheduled date and time. The dates of each assignment can be found on Blackboard and in your course calendar at the end of your syllabus. It is your responsibility to make sure that all assignments are completed and turned in on time. Work turned in after the scheduled date and time is considered late work.

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on the topic.** Online dialogue is like a conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

This course will use Blackboard (<https://bb.siu.edu>) as the primary vehicle for disseminating class materials. Announcements, lecture videos, assignments, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course Policies and University Policies

Course Questions

It is natural for everyone to have questions and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. In order to facilitate personal responsibility, I ask that you follow the “rule of 3 then me” before asking a question. If your question is about the course requirements or some aspect of the course, check in 3 places for the answer before you ask me. When you ask me, tell me where you have looked for the answer and explain your question. This helps me understand the question so I can give you a better answer. If you do have a question, you can send me an email.

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is **explicitly prohibited** unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Grading

Assignment	Percentage Breakdown
Syllabus Quiz	10
Discussion (8)	120
Journal Entries	140
Reaction Papers	100
Mid-Term exams	300 (3)
Final Exam	200
Total	870

Grading scale

A letter grade of A, B, C, etc. will be assigned based on the following scale:

A = 90% or better (778 points or higher); B = 80-89% (691 points or higher); C = 70-79% (604 points or higher); D= 60-69% (517 points or higher); F = anything lower than 59% (516 points or lower).

Final grades are not negotiable. I do NOT round up. There will be opportunity to receive extra credit in this course, but it is your responsibility to work for it. If you are upset about a grade on an assignment, you need to set up a meeting with me to discuss that within a week of the published grade of the assignment. After that, I will not consider a grade dispute. *I especially do not respond to end-of-semester e-mails that request unearned grade bumps.*

Grading rubric[s]

Grading rubrics will be available on Blackboard.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 7th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>).

If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.

Late or Missed Assignments

Any written assignment must be completed and submitted via Blackboard by their assigned time. NO LATE WORK WILL BE ACCEPTED. Students are responsible for anticipating that technology can often fail and should be in communication with the instructor, if necessary, PRIOR to the deadline. Any assignments turned in via email past the time they are due

will be considered late and not accepted. You are encouraged to confirm that your assignment has been received via blackboard.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before

accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Course Structure

Each unit will be spread across 2 weeks. A new unit will open up every two weeks. Thus, the outline shown below shows how two weeks of work will typically be structured.

Week 1		
Monday AM – Tuesday PM	Wednesday AM – Thursday PM	Friday AM – Sunday PM
Read/Watch/Prepare/Journal	Discussion Posts	Reaction Paper/Review
Students should read the first two chapters of the unit, watch and take notes on lectures. Students should also work on their corresponding journal entries during this time. Discussion threads will also be open at 12am each Monday.	Students will participate in one discussion board each week based on one of the first two chapters in that unit. There will be one for each week. Discussion will be open starting on Monday at 12:01AM, and close at the end of day Thursday (midnight). You must create an initial post and respond to at least two classmates' posts on each discussion board (total of 3 posts each week). <i>Note: The first discussion board is due in the first week.</i>	During the first weekend of each unit (aka the off weekend of the exam), students will work on their reaction paper for that unit. Students will write a 1-2 page paper reacting and reflecting on the journal article given to them. This article will be posted in Blackboard. Paper is due at 11:59p.m. on the first Sunday of each unit.

Week 2		
Monday AM – Tuesday PM	Wednesday AM – Thursday PM	Friday AM – Sunday PM
Read/Watch/Prepare/Journal	Discussion Posts/Journals Due	Exam
Students should read the rest of the readings for that unit, watch and take notes on rest of the lectures. Students should also work on their journal entries during this time. Students should use this time to prepare for their exam. Discussion threads will also be open at 12am each Monday.	Students will participate in one discussion board each week based on one of the first two chapters in that unit. There will be one for each week. Discussion will be open starting on Monday at 12:01AM, and close at the end of day Thursday (midnight). You must create an initial post and respond to at least two classmates' posts on each discussion board (total of 3 posts each week). In addition, this is when your unit journal entries are due (Thursday at 11:59 p.m.)	Students will take their exam at the end of each week. Students will work independent on the week's exam. Exams are open note and open book, but they are timed for 90 minutes. Please note that exams will be a mix of multiple choice and short answer questions that come from videos, the book and the weekly journal article. Exams will close at 11:59p.m. on the second Sunday of each unit.

Course Structure – Final Week (10/9-10/13) ** PAY CLOSE ATTENTION!!

Monday AM – Tuesday PM	Tuesday AM – Wednesday PM	Thursday AM – Friday PM
Read/Watch/Prepare/Journal Entries	Makeup Exam/ Discussion Posts	Final Exam
Students should read the rest of the readings for that unit, watch and take notes on rest of the lectures. Students should also work on their journal entries during this time. Students should use this time to prepare for their exam.	If you choose to participate in a makeup exam, you will have starting Tuesday at 12am- Wednesday at 11:59p.m. The makeup exam is comprehensive and 90 minutes. You will also have your final discussion post that will be due on Wednesday at 11:59 p.m. In addition, this is when your unit 4 journal entries are due (Wednesday at 11:59 p.m.)	Your final exam will open up on Thursday 12a.m. and close Friday at 11:59 p.m. Your final exam will be just like other unit exams. You will have 90 minutes to take it, and it is open note and open book.

Course Schedule

Note: All assignments will be due at 11:59pm CST on their assigned date. Submit all work via Blackboard.

Week/Dates	Topics/Readings <i>Note: All readings and videos for each unit are available for the full two weeks. Below is a suggested break-down of how to split up topics.</i>	Due Thursday at 11:59 p.m.	Due Sunday at 11:59 p.m.
Unit 1: Week 1 8/21- 8/27	Syllabus & Welcome Video Introduction to Development (Ch. 1) Biological Beginnings (Ch. 2) Article: <i>Risk Taking in Adolescence</i>	8/24 Syllabus Quiz Welcome Discussion (extra credit) Discussion 1	8/27 Reaction Paper 1
Unit 1: Week 2 Exam Week 8/28 – 9/3	Physical Development & Biological Aging (Ch. 3) Watch Videos	8/31 Discussion 2 Unit 1 Journal Entries	9/5 Exam 1 **Due to labor day holiday, your exam will stay open until noon on Tuesday (9/5).
Unit 2: Week 3 9/5-9/10	Motor, Sensory and Perceptual Development (Ch. 5) Information Processing (Ch. 7) Article: <i>Impact of Social Media Use on Executive Function (Omit Study 3)</i> Watch Videos	9/7 Discussion 3	9/10 Reaction Paper 2
Unit 2: Week 4 Exam Week 9/11-9/17	Cognitive Developmental Approaches (Ch. 6) Intelligence (Ch. 8) Watch Videos	9/14 Discussion 4 Unit 2 Journal Entries	9/17 Exam 2
Unit 3: Week 5 9/18-9/24	Language Development (Ch. 9) Gender & Sexuality (Ch. 12) Article: <i>Gender Typicality, Peer Relations and Mental Health</i> Watch Videos	9/21 Discussion 5	9/24 Reaction Paper 3
Unit 3: Week 6 Exam Week 9/25-10/1	Emotional Development and Attachment (Ch. 10) Self, Identity & Personality (Ch. 11, everything but identity) Watch Videos	9/28 Discussion 6 Unit 3 Journal Entries	10/1 Exam 3
Unit 4: Week 7 10/2-10/8	Moral Development (Ch. 13) Family, Lifestyles and Parenting (Ch. 14) Article: <i>What Makes a Marriage Work</i> Watch Videos	10/5 Discussion 7	10/8 Reaction Paper 4
Final Week Different dates!	Topics/Readings	Due Wednesday (10/11) at 11:59 p.m.	Due Friday (10/13) at 11:59 p.m.
Week 8: Unit 4 Final Exam Week 10/9-10/13	Peer Relations (Ch. 15) Watch Videos Optional Makeup Exam open	Discussion 8 Unit 4 Journal Entries OPTIONAL MAKEUP EXAM!	Final Exam (**remember your makeup exam does not replace final exam)

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.