San José State University  
College of Social Sciences/Psychology Department  
PSYC 102 (Child Psychology) Section 01  

Spring 2014  

Instructor: Dr. Mildred Alvarez  
Office Location: DMH 323  
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Email: mildred.alvarez@sjsu.edu.  

- Please write PSY 102 on the subject line of your email  
- Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly, please allow 1 business day for a response.  

Office Hours: Tuesday 2:50-4:00 & Thursday 12:30-1:20 or by appointment  
You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.  

Class Days/Time: Tuesdays & Thursdays 10:30-11:45 (section 01)  
Classroom: WSQ 207 (section 01)  
Prerequisites: PSYC 001 (General Psychology)  

Faculty Web Page  
Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/.  
Once at the website, select Psych 102: Child Psychology. I will announce in class when specific handouts are available on this website. The “lecture outlines” provided as handouts list broad issues to be discussed in more detail during class lectures. These short outlines provide you with a general organizational tool and you will need to fill in important details for which you will be responsible during lectures.
Course Description

**SJSU Course Catalog Description:** “Psychological development of children from conception to adolescence, including perceptual, cognitive, personality and social development. Outside activities may be required. **Prerequisite:** PSYC 001 (General Psychology).”

**Specific Course Description:** The purpose of this course is to provide a survey of the field of developmental psychology by examining the development of children from the prenatal period to adolescence (with a focus on infancy through middle childhood). The lectures will mix chronological descriptions with a general topical approach (i.e., sometimes lectures will focus on age-related issues and events and at other times lectures will examine specific topics as they might affect someone across various age levels). The required text and lectures will be the main source of information. The readings and lectures will sometimes coincide; however, *there will also be unique information from each source (i.e., required readings and lectures) for which you will be responsible.* The class will emphasize the typical course of development but will also include some information on atypical developmental processes. You are expected to complete assigned readings before each class meeting.

Course Goals and Learning Objectives

**Course Learning Outcomes (CLOs)**

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

- **CLO1:** Recognize normative (i.e., “average” or “typical”) and individual aspects of development
- **CLO2:** Identify and describe psychological theories and concepts of cognitive, social, and emotional development
- **CLO3:** Have an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, and socioeconomic status

Theoretical frameworks will be introduced at the beginning of the course and elaborated on throughout the semester (CLO2); information on normative development is distributed throughout the course and organized in a developmentally chronological order (CLO1); information about influences on development are chronologically organized and distributed throughout the course (CLO3). *Course Learning Outcomes will be met through quizzes and exams.*

**Program Learning Outcomes (PLOs)**

Upon successful completion of the Psychology Major requirements, the following are expected:
PLO1: Knowledge Base of Psychology – students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2: Research methods in Psychology – students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3: Critical Thinking in Psychology – students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4: Application of Psychology – students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5: Values in Psychology – students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook

- Textbook website is www.mhhe.com/dehart5. Once on site, click on “Student Edition”. The website provides excellent “Chapter Outlines”; access is free.

Other Readings

You will be required to read the “Social Policy Report” article (written by Pfeifer, Spears Brown, & Juvonen) listed below that is published by the Society for Research in Child Development (SRCD) and available on their website. Note that Quiz 2 will be based entirely on the content of this required reading.

Article for Required Reading:

Authors: Jennifer H. Pfeifer, Christia Spears Brown, & Jaana Juvonen

Publication Year & volume: 2007, Vol. XXI (No. II)

Title: “Teaching tolerance in schools: Lessons learned since Brown v. Board of Education about the development and reduction of children’s prejudice”.

Instructions for obtaining the article for required reading from the SRCD website:

1) Go to the following website: srcd.org/publications/social-policy-report
2) Notice that articles are listed by publication year, so look for 2007 list of articles and find the one you need to read for our class
3) CLICK on the information appearing in parentheses after the article title that reads, “21-2_reduce_prejudice.pdf”. This will open the document and allow you to print it (article is 24 pages long)
Other material requirements

You will need to purchase four (4) T & E Form 0200 scantron forms. Only a standard #2 pencil can be used on these forms. Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

NOTE that University policy F69-24 states that, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Evaluation and Percentage of Grade from Course Requirements:

(1) EXAMS = 75%
You will be required to take 3 Exams for a total of 75% of the course grade (each Exam will be worth 25% of the course grade). Exam dates are indicated on the course schedule. Each Exam will cover about one-third of the course material and will consist of 50 multiple-choice questions. Course materials consist of required readings, class lectures, and other information from additional sources (e.g., videos) that may be required. The Final (Exam 3) will NOT be cumulative. All Exams are closed book and notes are NOT allowed.

(2) QUIZZES = 25%
You will be required to take 2 Quizzes worth 25% of the course grade. Quiz 1 will be worth 15% of the course grade and Quiz 2 will be worth 10% of the course grade. Quiz dates are indicated on the course schedule.

- **QUIZ 1** will consist of 25 multiple-choice questions based on course materials. Quiz 1 is closed book and notes are NOT allowed.
- **QUIZ 2** will consist of a mixture of multiple-choice, fill-in-the-blank, and one or two short answer questions. Quiz 2 will be completely based on a required reading (article). The required article will provide an opportunity for you to read and reflect on an important issue regarding children and youth from a Developmental Psychology perspective. Quiz 2 is open notes and you will be allowed to use your personal copy of the article and any notes you have taken on the article during the quiz. See the “Required Texts/Readings” section (“Other Readings” subsection on page 3) for instructions on how to obtain a copy of the “Article for Required Reading” on which you will be tested on Quiz 2.
Please Note: There will be no extra credit assignments.

Grading Policy

Points and Grade Scale: Each of the three Exams is worth 50 points (each Exam has 50 questions, 1 point per question). Quiz 1 is worth 50 points (Quiz 1 has 25 questions, 2 points per question). Quiz 2 is worth 50 points (the number of items and the points per item will be indicated on Quiz 2 itself on the day of the quiz). Failure to do a course requirement will result in a score of 0 points for that missing requirement.

49-50 = A+ 43-44 = B+ 38-39 = C+ 33-34 = D+ 0-29 = F
47-48 = A 41-42 = B 36-37 = C 31-32 = D
45-46 = A- 40 = B- 35 = C- 30 = D-

Example of How to Calculate Your Course Grade: In calculating your course grade, you will need to take into account the points you have earned on each course requirement in terms of its percentage weight of the course grade. Below is an example of how to do this.

EXAMPLE:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points Earned</th>
<th>Multiplied by Percent of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1:</td>
<td>38</td>
<td>x .15</td>
<td>5.70</td>
</tr>
<tr>
<td>Quiz 2:</td>
<td>46</td>
<td>x .10</td>
<td>4.60</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>39</td>
<td>x .25</td>
<td>9.75</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>40</td>
<td>x .25</td>
<td>10.00</td>
</tr>
<tr>
<td>Exam 3:</td>
<td>42</td>
<td>x .25</td>
<td>10.50</td>
</tr>
</tbody>
</table>

TOTAL: 40.55 or (rounding up) = 41 = B

Sum all the scores to obtain a total score. To interpret your total score, use the grade scale shown above.

Make-up Policy: A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by email as soon as possible and no later than two (2) days after the scheduled Exam/Quiz date; include your full name and telephone number (with area code) in your email. Appropriate written documentation (e.g., a physician’s note) is required for a make-up to receive the full make-up credit. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.
Classroom Protocol

**Class Attendance**: You are responsible for all class content and your presence in class is expected. Exams and quizzes will consist of questions from your text, class lectures, and any other information (e.g., videos) required for class. I sometimes lecture on material that is not included in the text and for which you are responsible. Also, you are responsible for required material from the textbook even if that material is not discussed in class. You are responsible for all information and announcements made in class whether you are present or not. *When you are absent, you will need to make arrangements with a classmate regarding notes for missed lectures; I encourage you to exchange contact information with one or two classmates.*

**Class Courtesy**: Out of respect for other members of the class, as well as to avoid unnecessary distractions, I ask that everyone remember to follow the guidelines listed below:

1. **Be on time for your classes.** Arriving late can cause a distraction. If you are running late or need to leave early on a regular (i.e., non-test) class day, please enter/leave the classroom quietly and unobtrusively. *On quiz and exam days, it is expected that you arrive on time.*

2. **Do not use headphones or cell phones in class (this includes texting).** If you have an emergency and must use your cell phone, please step outside the classroom.

3. The use of *laptops or tablets is limited to class related note-taking.* Those using electronic devices for note-taking must use the seating areas indicated on the first day of class. If a student is found using electronic devices for anything other than class note-taking, they will lose their privilege to use it in class.

4. **ON TEST DAYS,** be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, *you will not be able to leave the classroom during a test & then return and continue taking the test.* Also, be sure to have your **SJSU ID CARD** on test days in case I ask to see it.

5. **Do not talk unnecessarily** during lecture or when other students are asking questions. Unnecessary and inappropriate conversation during class can make it difficult for students to hear and follow class lectures and discussions.

University Policies

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/provost/services/academic_calendars/) is
available at http://www.sjsu.edu/aars/policies/latedrops/policy/. **Students should be aware of the current deadlines and penalties for dropping classes.**

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course.

In accordance with University policy, note that “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” Furthermore, “course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” According to University policy, *in classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. If you plan to record during class, please let me know in advance.*

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the
Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
The following schedule is approximate. Some topics may take a little more (or less) time to cover than anticipated, so the planned topics for a given week may not always be completed by the expected date; however, I do plan to follow the order of the topics as they are listed. We will work to stay on schedule. I expect to keep to scheduled dates of the Quizzes/Exams, but it is possible that specific content to be included on Quiz 1/Exams may need to be adjusted. The date of the Final Exam will not change and will remain as scheduled. If there are any changes to the specific content of Quiz 1/Exams it will be announced in class. Finally, although I anticipate following the schedule as provided below, the planned course schedule is tentative and may need to be changed with fair notice. It is your responsibility to be aware of where we are in the readings, class lectures, and announcements.

You will need to bring a T & E Form 0200 & #2 pencils for Quiz 1 and each Exam (you will not need a scantron for Quiz 2). Bring a blank form to class on the test day. You will receive instructions about how to complete specific parts of the form on the test day. Scantron forms that are in poor condition may result in errors in scoring; therefore, do not fold, bend or tear scantron forms and keep them free of stains and stray marks. Please note that if you use a scantron form that is in poor condition, you do so at your own risk.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (DeHart, et al. Text), Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/28 &amp; 1/30</td>
<td>Theories &amp; Methods (chap 1) Contexts of Development (chap 2)</td>
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<td></td>
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<td>• Chap. 1</td>
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<td></td>
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<td>• Part 1: Introducing Three Families</td>
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<td></td>
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<td>• Chap. 2</td>
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<tr>
<td>3</td>
<td>2/4 &amp; 2/6</td>
<td>Theories &amp; Methods; Contexts of Development (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>2/11 &amp; 2/13</td>
<td>Heredity &amp; Prenatal Issues</td>
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<tr>
<td></td>
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<td>LECTURE FOCUS: Discussion of how “Family Studies” (Twin studies) help illustrate the interplay of nature &amp; nurture.</td>
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<td></td>
<td></td>
<td>• Chap. 3</td>
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<tr>
<td>5</td>
<td>2/18 &amp; 2/20</td>
<td>Heredity &amp; Prenatal Issues (cont.)</td>
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<tr>
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<td></td>
<td>2/18: QUIZ 1 (chapters 1 &amp; 2 and related lectures – specific content of the Quiz will be confirmed in class before the Quiz date)</td>
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<td>Date</td>
<td>Topics, Readings (DeHart, et al. Text), Test Dates</td>
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<tr>
<td>6</td>
<td>2/25 &amp; 2/27</td>
<td>Infant States, Reflexes, &amp; Learning Styles (chap 4)</td>
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<td>Infant Cognition (chap 5)</td>
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<td>- <em>Part 2: Four Children as infants</em></td>
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<td>- Chaps. 4 &amp; 5</td>
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<td>7</td>
<td>3/4 &amp; 3/6</td>
<td>Infant Social &amp; Emotional Development: Attachment</td>
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<td>- Chap. 6</td>
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<td>- <em>Part 2: Epilogue: Infancy</em></td>
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<tr>
<td>8</td>
<td>3/11 &amp; 3/13</td>
<td>Language Development, Symbolic Representation, &amp; Relation of Language to Cognition</td>
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<td>- <em>Part 3: Four Children as Toddlers</em></td>
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<td>- Chap. 7</td>
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<tr>
<td>9</td>
<td>3/18 &amp; 3/20</td>
<td>Language Development, etc. (cont.)</td>
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<td><em>3/18: EXAM 1 (estimated on chapters 3 – 6 and related lectures – specific content of Exam 1 will be confirmed in class before the Exam date)</em></td>
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<tr>
<td>10</td>
<td>3/25 &amp; 3/27</td>
<td>No Classes – <em>SPRING RECESS (March 24-28)</em></td>
</tr>
<tr>
<td>11</td>
<td>4/1 &amp; 4/3</td>
<td>Toddler Social &amp; Emotional Development</td>
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<tr>
<td></td>
<td></td>
<td>- Chap. 8</td>
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<td></td>
<td></td>
<td>- <em>Part 3: Epilogue: Toddlerhood</em></td>
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<td><em>4/3: QUIZ 2 (on the Pfeifer, Spears Brown, &amp; Juvonen article. See the subsection titled, Article for Required Reading on page 3 of the syllabus for instructions for how to obtain a copy of this article)</em></td>
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<tr>
<td>12</td>
<td>4/8 &amp; 4/10</td>
<td>Toddler Social &amp; Emotional Development (cont.)</td>
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<tr>
<td></td>
<td></td>
<td>Preschool Cognition (Overview)</td>
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<tr>
<td></td>
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<td>- <em>Part 4: Four Children as Preschoolers</em></td>
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<tr>
<td></td>
<td></td>
<td>- Chap. 9</td>
</tr>
<tr>
<td>13</td>
<td>4/15 &amp; 4/17</td>
<td>Preschool Social &amp; Emotional Development</td>
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<tr>
<td></td>
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<td>LECTURE FOCUS: Gender &amp; Ethnic Role Development</td>
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<tr>
<td></td>
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<td>- Chap. 10</td>
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<td></td>
<td>- <em>Part 4: Epilogue: Early Childhood</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings (DeHart, et al. Text), Test Dates</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>
| 14   | 4/22 & 4/24 | Middle Childhood Cognition  
**LECTURE FOCUS:** Intelligence & Achievement  
- **Part 5: Four Children in Middle Childhood**  
- Chap. 11  

**4/22: EXAM 2** (estimated on chapters 7 – 9 and related lectures – specific content of Exam 2 will be confirmed in class before the exam date) |
| 15   | 4/29 & 5/1  | Middle Childhood Social & Emotional Development  
- Chap. 12  
- **Part 5: Epilogue: Middle Childhood** |
| 16   | 5/6 & 5/8   | Adolescence (Overview)  
- **Part 6: Four Children in Adolescence**  
- Chap. 13 (pp. 454-466; 477-482)  
- Chap. 14 (pp. 488-499; 503-512)  
- **Part 6: Epilogue: Adolescence** |
| 17   | 5/13       | Conclusion |
|      | **Final Exam** | **EXAM 3 (FINAL EXAM)**  
Exam 3 is estimated to be on chapters 10 – 14 and related lectures (specific content of Exam 3 will be confirmed in class before the exam date).  

**Note:** You must take the Final Exam with your class section. This day and time are determined by the University.