San José State University
College of Social Sciences/Psychology Department
PSYC 102 (Psychology of Childhood) Section 02

Fall 2018

Course and Contact Information

Instructor: Mildred Alvarez, Ph.D.
Office Location: DMH 323
Telephone: (408) 924-5640
Email: mildred.alvarez@sjsu.edu.

- Please write PSYC 102 on the subject line when communicating with me by email.
- While I try to check email regularly, please allow 1 business day for a response. Please note that I do not regularly check email after 5:00pm or on weekends.

Office Hours: Tuesdays & Thursdays 3:00-4:00pm and 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 and before a test date.

Class Days/Time: Tuesdays & Thursdays 9:00-10:15AM (section 02)
Classroom: Sweeney Hall (SH), Room 100 (section 02)
Prerequisites: General or Introductory Psychology (PSYC 001 or equivalent)

Course Canvas Site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated periodically and as needed throughout the semester. This site will be used to provide:

- Syllabus and tentative, planned course schedule
- Handouts (test review sheets)
- Journal article for required reading

Please note that lecture notes/slides will NOT be posted on the course Canvas site. Therefore, it is your responsibility to get lecture notes from one of your classmates if you miss class for any reason. When new material (e.g., review sheets) has been posted on the site, I will announce this in class. Check this site regularly for any class announcements or updates.
Accessing Course Canvas site

To access the Canvas site, go to http://www.sjsu.edu/at/ec/canvas/ and click on the Canvas link on the right side of the page which logs you into Canvas. You can also access Canvas at http://sjsu.instructure.com

Username = SJSU 9-digit ID  
Password = your current SJSUOne password

For additional information or help with logging in, please see the Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: Clearing your browsing history may help if you have trouble logging into the site.

Course Description

**SJSU Course Catalog Description:** Psychological development of children from conception to middle childhood emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Prerequisite: PSYC 001.

**Specific Course Description:** This course will provide you with a broad overview of fundamental theories, concepts, research, and issues from a developmental psychology perspective. Developmental Psychology is interested in learning about who we are and also about how we came to be this way. A developmental psychology perspective focuses on how our behaviors (thoughts, feelings, and actions) change over time and as a function of our context or sociocultural settings.

Class lectures will mix chronological (age-related) descriptions with a general topical approach (i.e., sometimes lectures will focus on age-related changes and issues 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 for which you will be responsible. You are expected to complete assigned readings *before* each class meeting.

Learning Outcomes and Course Goals

**Course Learning Outcomes (CLO)**

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 tests, research article analysis quiz, and class activities/in-class writing assignments.*
Program Learning Outcomes (PLO)

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

**Required Textbook**

- The loose-leaf version of the textbook is available at the University (Spartan) Bookstore.
- Note that the loose-leaf version of the text that is available at the bookstore comes with Connect Access. Connect is a supplementary online resource provided by McGraw-Hill that you may use if you wish to do so and it is for your personal study purposes only. I will NOT require any assignments, quizzes, etc. that may be provided through Connect.

**Other Required Reading**

You will be required to read the journal article listed below published by the Society for Research in Child Development (SRCD) and available on their website. The Research Article Quiz is based entirely on the content of this required reading.

**Journal Article for Required Reading (from the Social Policy Report publication):**

*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 or copy & paste the web address to your browser:
   www.srcd.org/publications/social-policy-report
2. Scroll down; 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 0200 SCANTRON forms to use for each Test (you will not need a SCANTRON form for the Research Article Quiz). Bring #2 pencils and a good quality eraser on test dates. Because there may not be a working pencil sharpenener in the classroom, plan to have additional sharpened pencils. Please bring a blank SCANTRON form to class on test dates. You will receive instructions about how to complete specific parts of the form on the test day. SCANTRON forms that have folds, tears, stains, stray marks, etc. may not scan properly and can result in errors in scoring, so please keep your forms clean and unfolded.
Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend, for each unit of credit, a minimum of forty-five (45) hours over the length of the course (normally three hours per unit per week) for instruction, reading/preparing/studying, participation in course related activities, and so on.

Evaluation and Percentage of Grade from Course Requirements:

1) **Tests = 75%**
   You will be required to take 4 tests throughout the semester and worth 75% of the course grade. Test dates and the expected content of each test are indicated on the Course Schedule located at the end of the syllabus. Each test is worth a specific percent of the course grade as shown below. All four tests are closed book and notes are NOT allowed.
   - **Test 1** (worth 10% of the course grade) will consist of 25 multiple-choice questions based on course materials. Course material consists of: required readings, class lectures, and any other information from additional sources (e.g., videos, class writing assignments) that may be required.
   - **Test 2** (worth 25% of the course grade) will consist of 50 multiple-choice questions based on course materials.
   - **Test 3** (worth 20% of the course grade) will consist of 50 multiple-choice questions based on course materials.
   - **Test 4** (worth 20% of the course grade) will consist of 50 multiple-choice questions based on course materials.

2) **Research Article Quiz = 15%**
   You will be required to take a quiz on an assigned research article that is worth 15% of the course grade. The quiz will include a mixture of multiple-choice, fill-in-blank, and short answer questions. The Quiz date is indicated on the Course Schedule. The quiz will be completely based on the required reading (journal article) listed under the “Required Texts/Readings” section (see “Other Required Reading” subsection). 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. The quiz is open notes and you will be allowed to use your personal hard copy of the article during the quiz. Note that it is very important that you read the article in advance, so that you will be prepared and make good use of the class time provided to respond and write your answers to the questions.

3) **In-Class Writing Assignments = 10%**
   You will be required to participate in and complete five (5) in-class writing assignments worth 10% of the course grade. Please be sure to have blank, standard size (8½ x 11), lined paper to use when these assignments are given in class.

   The short writing assignments are intended to prompt your reflection on selected course topics. These assignments might include writing a short essay, participating in small group discussion with one or two classmates and submitting a summary of your discussion, and so on. Each assignment is worth 10 points and will take place at random times during the semester, therefore, the date of each assignment is NOT indicated on the course schedule. As we approach what I expect to be a reasonable date for an in-class writing assignment to take place, I will announce this IN CLASS. If there is anything you need to do to prepare for the assignment, I will let you know about that when I announce it in class so that you can have a positive experience participating in the task.

   The written comments you submit in class for these assignments will not be returned. They will be scored generously and if you are generally on target in your comments, you should receive good credit for each of these assignments. Unless you are notified otherwise within one week after completing the assignment, you can assume that you received full credit on the assignment you submitted.
**Extra Credit:** I do not plan to offer extra credit opportunities, activities, or assignments. However, if any such opportunities were given, it would be announced IN CLASS so that everyone would have a chance to do such an assignment. Please note that such an assignment would be of limited point value and that there would be no make-ups of any extra credit assignment or activity.

**Final Examination**

Test 4 will be the course Final Exam and it will not be cumulative. Test 4 is closed book and notes are not allowed.

**Grading Policy**

**Points and Grade Scale:**

Each course requirement is worth a maximum of 50 points. Test 1 will have 25 questions (2 points per question); Tests 2, 3, & 4 will each have 50 questions (1 point per question). The Research Article Quiz has a mixed format including short answer questions (the points per question will be indicated on the quiz). Completion of the five required In-Class Writing Assignments is worth a total of 50 points (each class writing assignment is worth 10 points). Failure to do a course requirement will result in a score of 0 points for that missing requirement. It is a student’s responsibility to request a make-up for missed class requirements (see make-up policy) and any missed requirement must be completed before the last day of instruction.

**Grade Scale:**

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

**EXAMPLE OF HOW TO CALCULATE YOUR COURSE GRADE:** In calculating your course grade, you will need to take into consideration 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Earned</th>
<th>Multiplied by % of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1:</td>
<td>37</td>
<td>x .10</td>
<td>= 3.70</td>
</tr>
<tr>
<td>Test 2:</td>
<td>40</td>
<td>x .25</td>
<td>=10.00</td>
</tr>
<tr>
<td>Test 3:</td>
<td>40</td>
<td>x .20</td>
<td>= 8.00</td>
</tr>
<tr>
<td>Test 4:</td>
<td>44</td>
<td>x .20</td>
<td>= 8.80</td>
</tr>
<tr>
<td>Article Quiz:</td>
<td>40</td>
<td>x .15</td>
<td>= 6.00</td>
</tr>
<tr>
<td>Five Writing:</td>
<td>50</td>
<td>x .10</td>
<td>= 5.00</td>
</tr>
</tbody>
</table>

In this example, your TOTAL SCORE would be 41.50 (rounding up) = 42.

Use the Grade Scale shown above to interpret your TOTAL SCORE. In this example, the total is a score of 42, which would be a course grade of B.

**Note about rounding:** A Total Score with a .5 and above will be rounded up (e.g., 41.50 = 42). A Total Score with a .4 or lower will not be rounded up (e.g., 41.40 = 41).

**Make-up Policy:** A make-up or extension on a course requirement will be given under serious and documented circumstances. Where such circumstances exist, it is your responsibility to notify me by email as soon as possible and no
later than three (3) days after the date of the missed class requirement; be ready to provide documentation. Include our class name, your full name, SJSU ID, and telephone number (with area code) in your email.

Appropriate documentation (e.g., a doctor’s note) is required for a make-up to receive full credit. If you are not able to provide such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a course requirement as scheduled, notify me by email as soon as possible. Depending on the circumstance, a make-up or alternative assignment might be given; however, a make-up without appropriate documentation will result in partial credit (i.e., points will be deducted). If you have questions about any aspect of this make-up policy, please see me.

Classroom Protocol

**Class Attendance:** You are responsible for all class content and **your presence in class is expected.** Tests will consist of questions from your text, class lectures, and any other information (e.g., videos, activities, assignments) 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 talk with a classmate regarding notes for missed lectures; I encourage you to exchange contact information early in the semester with one or two classmates.**

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

In accordance with University policy, 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 personal/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. You may **not** publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. **If you plan to record during class, please let me know in advance.**

**Class Courtesy:** Out of respect for 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, please enter the classroom quietly and unobtrusively. **On test and in-class assignment days, it is expected that you arrive on time.**
2. **Do not use earbuds, 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. **Please silence your cell phone and put it away (out of view) for the duration of the class period.**
3. **The use of laptops or tablets is limited to class related purposes such as note-taking.** If a student is found using electronic devices for anything other than class-related purposes, they will lose their privilege to use it in class.
4. **ON TEST DAYS,** please 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 and 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. Please **be respectful** of the views and opinions of others even if you do not agree with them.
University Policies

Per University Policy S16-9, the office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You will find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

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.
## PSYC 102 (Psychology of Childhood) Fall 2018 Course Schedule

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 plan to follow the order of the topics as they are listed and we will work to stay on schedule. If there are any changes to the expected content of specific tests, it will be announced in class. Finally, although I anticipate following the schedule as provided below, the planned 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 any announcements.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Required Readings (Santrock Text), Test Dates</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/21 &amp; 8/23</td>
<td>8/21: Course Introduction</td>
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<tr>
<td></td>
<td></td>
<td>8/23: Developmental Principles &amp; Concepts</td>
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<tr>
<td></td>
<td></td>
<td>READING: (Chap 1)</td>
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<tr>
<td>2</td>
<td>8/28 &amp; 8/30</td>
<td>The Context of Development; Theories &amp; Theoretical Issues (Chap 1)</td>
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<td>3</td>
<td>9/4 &amp; 9/6</td>
<td>9/4: Research Methods &amp; Challenges (Chap 1)</td>
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<td>9/6: BEGINNINGS</td>
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<td></td>
<td></td>
<td>Lecture Focus: Discussion of how “Family Studies” (Twin studies) illustrate the interplay of nature and nurture</td>
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<td></td>
<td>READING: (1) Biological Beginnings (Chap 2)</td>
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<td></td>
<td>(2) Prenatal Development (Chap 3)</td>
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<tr>
<td>4</td>
<td>9/11 &amp; 9/13</td>
<td>Interplay of nature and nurture (cont.)</td>
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<tr>
<td>5</td>
<td>9/18 &amp; 9/20</td>
<td><strong>Tuesday 9/18: TEST 1</strong> (on chapters 1 &amp; 2 and related lectures. Specific content of this test will be confirmed in class before the test date)**</td>
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<td><strong>Thursday 9/20:</strong> INFANCY</td>
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<td></td>
<td>Lecture Focus: Newborn/Infant sensory and perceptual preferences/abilities</td>
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<tr>
<td></td>
<td></td>
<td>READING: (1) Newborn Transitions (Chap 4; pp. 106-115)</td>
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<td></td>
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<td>(2) Physical Development in Infancy (Chap 5)</td>
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<tr>
<td>6</td>
<td>9/25 &amp; 9/27</td>
<td>Newborn/infant sensory and perceptual development (cont.)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Lecture Focus</td>
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<tr>
<td>7</td>
<td>10/2 &amp; 10/4</td>
<td>*Evaluating Piaget’s <em>sensorimotor period</em></td>
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<td></td>
<td></td>
<td><em>Controversial views on infant imitation capabilities</em></td>
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<tr>
<td></td>
<td></td>
<td>READING: (1) Cognitive Development in Infancy <em>(Chap 6: pp. 157-172)</em></td>
</tr>
<tr>
<td>8</td>
<td>10/9 &amp; 10/11</td>
<td><em>Controversial views on infant imitation capabilities</em></td>
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<tr>
<td></td>
<td></td>
<td>READING: (1) Cognitive Development in Infancy <em>(Chap 6: pp. 157-172)</em></td>
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<td>FYI: Tuesday, 10/9: <em>Kazdin Lecture</em> (I will announce time and location details about this lecture presentation in class once these are available)*</td>
</tr>
<tr>
<td>9</td>
<td>10/16 &amp; 10/18</td>
<td><strong>Tuesday 10/16: TEST 2</strong> (on chapters 3, 4 (pp. 106-115), 5, 6 (pp. 157-172), &amp; 7 and related lectures. Specific content of this test will be confirmed in class before the test date)</td>
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<td></td>
<td>10/16: Test 2</td>
<td><strong>Thursday 10/18: EARLY CHILDHOOD</strong></td>
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<td></td>
<td></td>
<td>*Language Development &amp; Symbolic Representation</td>
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<td></td>
<td><em>Highlights: Piaget’s <em>preoperational period</em> (general concepts)</em></td>
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<tr>
<td></td>
<td></td>
<td>READING: (1) <em>Chap 6: pp. 173-182</em></td>
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<td></td>
<td></td>
<td>(2) Physical Development in Early Childhood <em>(Chap 8: pp. 223-229; 232-236)</em></td>
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<tr>
<td></td>
<td></td>
<td>(3) Cognitive Development in Early Childhood <em>(Chap 9)</em></td>
</tr>
<tr>
<td>10</td>
<td>10/23 &amp; 10/25</td>
<td>Language Development &amp; Symbolic Representation (cont.)</td>
</tr>
<tr>
<td>11</td>
<td>10/30 &amp; 11/1</td>
<td><em>Tuesday, 10/30: Piaget’s <em>preoperational period</em> (cont.)</em></td>
</tr>
<tr>
<td></td>
<td>11/1: Research Article Quiz</td>
<td><strong>Thursday, 11/1: Research Article QUIZ</strong> <em>(Pfeifer, et al. (2007) article analysis. See “Other Required Reading” subsection of syllabus for instructions on how to obtain a copy of this research report/journal article)</em></td>
</tr>
<tr>
<td>12</td>
<td>11/6 &amp; 11/8</td>
<td><em>Lecture Focus: Early Childhood Socialization &amp; Discipline Issues; Child Maltreatment Issues</em></td>
</tr>
<tr>
<td>13</td>
<td>11/13 &amp; 11/15</td>
<td><strong>Tuesday, 11/13:</strong> TEST 3 (on chapters 6 (pp. 173-182), 8 (pp. 223-229; 232-236), 9, and 10 (pp. 277-285; 289-308) and related lectures. Specific content of this test will be confirmed in class before the test date)</td>
</tr>
</tbody>
</table>
**Thursday 11/15:** MIDDLE AND LATE CHILDHOOD  
**Lecture Focus:** Gender & Ethnic Role Development  
**READINGS:**  
1. Chap 10 (gender section: pp. 286-288)  
2. Physical Development in Middle & Late Childhood (Chap 11: pp 314-324)  
3. Chap 13 (gender section: pp. 393-398) |
| 14 | 11/20 |  
**11/22: No Class – Thanksgiving Day** |
| 15 | 11/27 & 11/29 | **Lecture Focus:** Intelligence & Achievement  
**READING:** Cognitive Development in Middle & Late Childhood (Chap 12) |
| 16 | 12/4 & 12/6 | **Lecture Focus:** Middle & Late Childhood Changes in Peer and Friend Relationships  
**READING:** Socioemotional Development in Middle & Late Childhood (Chap 13)  
**Conclusion** |
| **Final Exam** | **Thursday Dec. 13th** 7:45 – 9:30am Sweeney Hall, Room 100 | **TEST 4 (FINAL EXAM)**  
Test 4 is on chapters 10 (pp. 286-288), 11 (pp. 314-324), 12, and 13 and related lectures (specific content of Test 4 will be confirmed in class before the test date).  
**Note:** You must take the Final Exam with your class section. Final exam dates and times are determined by the University. |