San José State University  
College of Social Sciences/Psychology Department  
PSYC 102 (Psychology of Childhood) Sec 80 & 81  

Fall 2021

Course and Contact Information

Instructor: Mildred Alvarez, Ph.D.

Office Location: DMH 323 [currently working from home]

Telephone: (408) 924-5640 [voicemail only; please contact by email]

Email: mildred.alvarez@sjsu.edu.

- When contacting me by email, please write “PSYC 102 and your class section number” on the subject line
- I check email regularly during the work day, but please allow 1-2 business days for a response. Please note that I do not regularly check email after 5:00pm or on weekends

Office Hours: I will be available for office hours on Tues & Thurs 2:00-3:00pm – please email me in advance to schedule a Zoom office hour meeting during these days/times. If these days/times conflict with your schedule, please email me to make an appointment for another time.

You are encouraged to contact me whenever a need arises. If you have a concern about a course requirement, please contact me to discuss your concerns before the date of a test, assignment, etc.

Class Days/Time: Tues & Thurs 9:00-10:15 am (sec 80) & Tues & Thurs 12:30-1:45 pm (sec 81). Our class is an online course with both “synchronous” (live – occurring during our scheduled class time) and “asynchronous” (not live) activities. See the “Course Format” section below for details.

Classroom: We will meet via Zoom. To join on class days, click on the “Zoom” tab/button on our class Canvas page. [Note that only authenticated (authorized) users of Zoom can join using their SJSU credentials (sjsu.edu accounts)].

Prerequisites: General or Introductory Psychology (PSYC 001 or equivalent)

Course Format
This is a synchronous online lecture course meaning that we will meet virtually via Zoom each week during our scheduled class days/times. Some course activities will be “live” and others will be “non-live”. The following activities will take place during our scheduled class time and be live: 1) class lectures/class discussions. The following activities will be non-live: 1) selected class lectures may be pre-recorded 2) tests/quizzes and assignments will be done online and submitted on Canvas by the due dates/times specified on Canvas.
Course Canvas Site

The course will use Canvas as its primary online resource. The site will be updated regularly and as needed throughout the semester. I will use Modules to help organize course content and they will contain the following course materials:

- Syllabus and tentative course schedule
- Journal article for required reading
- Links for lecture recordings
- Links for any “non-live”, pre-recorded lectures
- Handouts (lecture organization outlines, test review sheets/study guides)
- Assignments
- Tests

Some important student responsibilities:

1. Check Canvas announcements regularly for updates and reminders. When new information and material is provided on the site (e.g., a lecture recording, test results, a new Module containing test review sheets, assignment links, etc.), I will post a Canvas announcement to notify you.
2. Be sure to note the due dates for course requirements (e.g., tests, assignments).
3. Be aware and keep track of the points you earn on each course requirement. Contact me about any concerns regarding points earned on a requirement in a timely way (no later than within 3 days of my Canvas announcement notifying our class that points are posted on the given requirement).
4. See the “Course Schedule” section at the end of the Syllabus so that you can be aware of required readings, upcoming lecture content, and test and assignment due dates.
5. A test review sheet/study guide will be provided for each test. Each review sheet will have helpful information about the material to be covered on an upcoming test. It will also summarize test instructions, number of questions, and the time allowed for each test.

Accessing Course Canvas site

You can access Canvas at http://sjsu.instructure.com

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

For information or help with Canvas, please see the Canvas Student Resources page at https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php

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. Please complete assigned readings for a topic before the relevant class lecture.
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**: Discuss 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 (CLOs 1, 2, & 3), research article quiz (CLOs 1&3), and short writing assignments (CLO 3).*

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 textbook is available at the University (Spartan) Bookstore. The publisher of this textbook has a supplementary learning resource called Connect that includes assignments. Please note that any assignments provided in Connect are for your information only – they are NOT required and will NOT be included in your course grade.
- You may use Connect for your personal study if you wish, but I will NOT require anything from Connect.
- If you want to use Connect, you can access/register to use Connect for this course at [https://connect.mheducation.com/class/m-alvarez-psyc-102-fall-2021](https://connect.mheducation.com/class/m-alvarez-psyc-102-fall-2021)
- If you have any issues registering and accessing the supplementary Connect resources, please contact the McGraw-Hill Tech Support Team at 1-800-331-5094.

**Other Required Reading** [Journal Article] – [Posted on Canvas, see “Course Information & Materials” Module]

You will be required to read an article from the Social Policy Report publication of the Society for Research in Child Development (SRCD). The Research Article Quiz is based entirely on the content of this required reading.

- 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.*
Technology Requirements

All class meetings will be held using Zoom. You will need:
- An electronic device (laptop, desktop, or tablet) equipped with working microphone and speakers [Note: SJSU has a free equipment loan program available for students. See the Learn Anywhere website at www.sjsu.edu/learnanywhere].
- Internet connection [Note: See Learn Anywhere website for current Wi-Fi options on campus].

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, preparation (reading/studying), completion of assignments, participation in course related activities, and so on.

Evaluation and Percentage of Grade from Course Requirements:

(1) TESTS = 180 points total (about 70% of the course grade)

You will be required to take 4 tests throughout the semester and worth about 70% of the course grade. Test dates and the expected content of each test are indicated on the Course Schedule. Each test is based on course materials. Course materials consist of: required readings, class lectures, and any other information from additional sources (e.g., videos, writing assignments) that may be required.

WE WILL NOT HAVE LECTURE ON TEST DAYS. Tests will be available on CANVAS on the designated class day as indicated on the course schedule. I expect students to take all tests on their own (without the help of another person). However, you will be allowed to use your personal study notes and textbook as you take each test. Each test will have a specific TIME LIMIT and is worth a specific number of points as shown below.

- Test 1 = 30 points (15 multiple-choice questions; 2 points per question); Time Limit: 30 minutes
- Test 2 = 50 points (25 multiple-choice questions; 2 points per question); Time Limit: 40 minutes
- Test 3 = 50 points (25 multiple-choice questions; 2 points per question); Time Limit: 40 minutes
- Test 4 = 50 points (25 multiple-choice questions; 2 points per question); Time Limit: 40 minutes

(2) RESEARCH ARTICLE QUIZ (RAQ) = 40 points total (about 16% of the course grade)

You will be required to take a quiz on an assigned research article that is worth about 16% of the course grade. The quiz will be completely based on the required reading (journal article) listed in the “Other Required Reading” subsection of the syllabus and posted on Canvas (see the “Course Information & Materials” Module). 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.

WE WILL NOT HAVE LECTURE ON THE DAY OF THE RESEARCH ARTICLE QUIZ. The research article quiz will be available on CANVAS on the designated class day as indicated on the course schedule. It will consist of 20 multiple-choice questions (2 points per question); Time Limit: 45 minutes. I expect students to take the quiz on their own (without the help of another person). You will be allowed to use your personal copy of the article and your own study notes during the quiz. It is very important that you read the article in advance and take good notes on it, so that you can make good use of the limited time provided to answer the questions.

(3) SHORT ANSWER = 14 points total (about 5% of the course grade)

You will be required to write one (1) short answer worth about 5% of the course grade. The short answer is worth 14 points and will consist of your written response to a specific question based on the assigned journal article. Your written response will be between 150-200 words [double-spaced, 1-inch margins, 12 point, Times New Roman]. The short answer assignment will be provided on CANVAS and a due date and time for your assignment to be submitted on CANVAS will be provided.
(4) REFLECTION COMMENTS (RC) = 14 points total (about 5% of the course grade)

You will be required to write two (2) “reflection comments” (RC) worth about 5% of the course grade. Each RC is worth 7 points and will consist of your short, written response (about 75-100 words) to a specified issue based on class content. Each RC assignment will be provided on CANVAS and a due date and time for the assignment to be submitted on CANVAS will be provided.

(5) MODULE HOMEWORK (HW) = 9 points total (about 4% of the course grade)

You will be required to complete three (3) module-based homework assignments (HW) worth about 4% of the course grade. Each HW is worth 3 points and will be graded on a credit/no credit basis. The HW assignments might include things like preparing and submitting a short discussion-style question or comment regarding material in a given module; completing a short worksheet about module content, or other similar activity that I think might enhance your learning of class material. Generally, there will be one HW to be completed within each course module (except for Module 4). Each HW will be provided on CANVAS and a due date and time for the assignment to be submitted on CANVAS will be provided.

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 on Canvas 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. The date and time of the final exam (Test 4) is indicated on the Course Schedule. Please note that the final exam schedule is determined by the University and provides dates and available time periods for final exams to take place based on the designated meeting time of each class.

Grading Policy and Information

Grading is based on your performance on the 4 Tests, 1 Research Article Quiz, 1 Short Answer, 2 Reflection Comments, and 3 Module Homework assignments. Overall, there is a total of 257 points to be earned in the course (180 from tests, 40 from the research article quiz, 14 from the short answer, 14 from the reflection comments, and 9 from the module homework). 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.

Grading summary:

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tests</td>
<td>180</td>
<td>~70%</td>
</tr>
<tr>
<td>Research Article Quiz</td>
<td>40</td>
<td>~16%</td>
</tr>
<tr>
<td>Short Answer</td>
<td>14</td>
<td>~5%</td>
</tr>
<tr>
<td>Reflection Comments</td>
<td>14</td>
<td>~5%</td>
</tr>
<tr>
<td>Module Homeworks</td>
<td>9</td>
<td>~4%</td>
</tr>
</tbody>
</table>

Total possible points: 257
Final grades will be based on the total points you earn as reflected in the following **Grade Scale**:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>248-257</td>
<td>~ 97 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>238-247</td>
<td>~ 93 to 96%</td>
</tr>
<tr>
<td>A minus</td>
<td>230-237</td>
<td>~ 90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>223-229</td>
<td>~ 87 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>212-222</td>
<td>~ 83 to 86%</td>
</tr>
<tr>
<td>B minus</td>
<td>205-211</td>
<td>~ 80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>197-204</td>
<td>~ 77 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>187-196</td>
<td>~ 73 to 76%</td>
</tr>
<tr>
<td>C minus</td>
<td>179-186</td>
<td>~ 70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>171-178</td>
<td>~ 67 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>161-170</td>
<td>~ 63 to 66%</td>
</tr>
<tr>
<td>D minus</td>
<td>153-160</td>
<td>~ 60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>152 or less</td>
<td>~ 59% or less</td>
</tr>
</tbody>
</table>

**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** so that we can schedule a make-up date; **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 be able 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, then please discuss this with me and keep in mind the three (3) day contact period noted above. 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**: Your regular presence during our **Zoom class meetings** is expected. Tests will consist of questions from your text, class lectures, and any other information (e.g., class discussions/activities, assignments) during class. 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 class content, information, and announcements made in class whether you are present or not.

**Recording of Class and Public Sharing of Instructor Material**: In accordance with **University Policy S12-7** at [http://www.sjsu.edu/senate/docs/S12-7.pdf](http://www.sjsu.edu/senate/docs/S12-7.pdf), “course material developed by the instructor (including video lectures and any recordings of these lectures), are the intellectual property of the instructor and cannot be shared publicly without his/her approval.” I ask that you do not publicly share or upload any material for this course such as recorded lectures, lecture outlines, lecture notes, assignments, review sheets/study guides, test questions, or any other class material. The S12-7 policy is in place to protect the intellectual property and privacy of the instructors and students in a course as well as to maintain academic integrity. All course materials developed by the instructor are the intellectual property of the instructor and are protected by copyright.

**Note**: I plan to record the Zoom class sessions and post them on Canvas for your convenience (please be aware that anything you write in “Chat” is retained in the Zoom recording). You are permitted to only **view** the Zoom recordings as needed, but you are **not** permitted to download the recordings. All course materials (including recorded lectures) are protected by copyright and are intended to aid you in your course work and are for your personal/private study purposes only. I plan to post lecture recordings on Canvas about once a week – usually sometime on Friday or over the weekend.
Finally, the Zoom recordings will only be shared with students enrolled in the class through Canvas. If, however, a student wishes to remain anonymous during these recordings, they can temporarily turn off identifying information from the Zoom session, including name and picture – please email eCampus@sjsu.edu to ask for assistance if you need help with this process. Please note that I will not ask a student to show themselves on video or talk on audio, unless they wish to do so.

Class Courtesy to Help Guide our Online Class Experience: 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 during our Zoom class meetings.

1. Be on time for your classes. Plan to join your Zoom class meeting about 5 minutes prior to start time
2. Mute your mic unless you are speaking. This helps minimize distracting sounds for the class
3. You can turn your video off during lecture. If you wish, you can enable video when participating in class
4. Avoid multitasking during class time as you might miss important content and it will later require you to spend more time and effort to search for the missed information from the recording
5. If you have a question or comment during lecture, please use the “Raise Hand” function on Zoom, if you feel comfortable doing so
6. Sometimes it can be difficult for the instructor to monitor “Chats” while lecturing. If you asked a question in “Chat” that I did not answer because I did not see it, please feel free to follow up with me by email about your question. My preference is that you use the “Raise Hand” feature (rather than chat) when asking questions/comments during class.
7. While listening to questions and comments from classmates, please be respectful of the views and opinions of others even if you do not agree with them.

Questions about using Zoom: An online format can sometimes present a challenge when many of us (myself included) are adapting to various technologies in a teaching/learning environment. Issues will come up and I ask for your patience – please know that I am working to do my very best. There may be times when you also have questions and I may be unable to answer them. As a student, if you run into issues with Zoom, please do the following:

- First, try to use the resources on the Zoom Help Center: https://support.zoom.us/hc/en-us
- If you are not able to resolve your issue through Zoom’s Help Center, contact the SJSU eCampus office for assistance: https://www.sjsu.edu/ecampus/

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

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. 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. 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.
SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located at the Student Wellness Center, Room 300B. 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 plan to follow the order of the topics as they are listed and we will work to stay on schedule. Although I anticipate following the schedule as provided below, the planned schedule is tentative and may need to be changed with fair notice. Any necessary changes to assignment due dates, test dates, or expected content of specific tests will be announced. It is your responsibility to be aware of where we are in the readings, class lectures, and any announcements.

The course will comprise **four modules**:

- **Module 1** – Developmental Concepts, Theories, & Methods (~weeks 1-4)
- **Module 2** – Prenatal, Newborn Transitions, Infancy (~weeks 5-8)
- **Module 3** – Early Childhood (~weeks 9-12)
- **Module 4** – Middle & Late Childhood (~weeks 13-end)

Weekly Calendar Color Legend:

- **Tests/Quiz Due Dates** (Yellow) // **Assignment Due Dates** (Blue) // **Holidays** (Green)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>8/19</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>8/24 &amp; 8/26</td>
<td>THE NATURE OF CHILDREN’S DEVELOPMENT</td>
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<td><strong>8/26:</strong> HW 1 Due</td>
<td>Lecture Focus: -Developmental Principles &amp; Concepts&lt;br&gt;-The Context of Development; Theories &amp; Theoretical Issues&lt;br&gt;READING: Chap 1</td>
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<td><strong>Thursday, 8/26:</strong> Module Homework (HW) #1 Due</td>
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<tr>
<td>3</td>
<td>8/31 &amp; 9/2</td>
<td>Theories, Research Methods &amp; Challenges (Chap 1)</td>
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<td><strong>8/31:</strong> RC 1 Due</td>
<td>Lecture Focus: Discussion of how “Family Studies” (Twin studies) illustrate the <em>interplay of nature and nurture</em>&lt;br&gt;READING: (1) Biological Beginnings (Chap 2)&lt;br&gt;(2) Prenatal Development (Chap 3)</td>
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<td><strong>Tuesday, 8/31:</strong> Reflection Comment (RC) #1 Due</td>
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<td>4</td>
<td>9/7 &amp; 9/9</td>
<td>Interplay of nature and nurture (cont.)</td>
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<td>5</td>
<td>9/14 &amp; 9/16</td>
<td>INFANCY</td>
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<td><strong>9/16:</strong> Test 1</td>
<td>Lecture Focus: Newborn/Infant sensory and perceptual preferences/abilities&lt;br&gt;READING: (1) Newborn Transitions <em>(Chap 4: pp. 105-114)</em>&lt;br&gt;(2) Physical Development in Infancy <em>(Chap 5)</em></td>
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<td><strong>Thursday, 9/16:</strong> TEST 1 is 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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<tr>
<td>6</td>
<td>9/21 &amp; 9/23</td>
<td>Newborn/infant sensory and perceptual development (cont.)</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>Dates</td>
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<tr>
<td>7</td>
<td>Module 2</td>
<td>9/28 &amp; 9/30</td>
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<td>8</td>
<td>Module 2</td>
<td>10/5 &amp; 10/7</td>
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<td>9</td>
<td>Module 3</td>
<td>10/12 &amp; 10/14</td>
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<td>10</td>
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<td>Module 3</td>
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<td>Module 3</td>
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<td>13</td>
<td>Module 4</td>
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<td>14</td>
<td>Module 4</td>
<td>11/16 &amp; 11/18</td>
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<td>Module 4</td>
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<td>Module 4</td>
<td>11/30 &amp; 12/2</td>
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**TEST 4 (FINAL EXAM)**

Test 4 is on chapters 10 (pp. 285-287), 11 (pp. 314-324), 12, and 13 and related lectures. Specific content of Test 4 will be confirmed in class before the test date.

*For Section 80 (9:00am class):

- Test 4 will be available on Canvas on: **Friday, December 10th from 7:15am until 9:30am. The test will close (lock) at 9:30am.**
- Test 4 is **timed** and once you start the test, you will have **40 minutes** to complete it.

*For Section 81 (12:30 class):

- Test 4 will be available on Canvas on: **Wednesday, December 8th from 12:15pm until 2:30pm. The test will close (lock) at 2:30pm.**
- Test 4 is **timed** and once you start the test, you will have **40 minutes** to complete it.

**Note:** You must take the Final Exam with your class section. Final exam dates and times are determined by the University.