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

Fall 2020

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
• 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: MW 4:30-5:30pm – I am able to schedule a Zoom office hour during these days & times and please email me in advance to schedule a meeting. 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. Please contact me to discuss any concerns you may have regarding our class as soon as possible and/or before a test date.

Class Days/Time: Mondays & Wednesdays 12:00-1:15pm (section 01)  
Our class is a HYBRID online course with both “asynchronous” (not live) and “synchronous” (live – occurring during our designated class time) activities. Therefore, you will need to be available during our designated class time. See the “Course Modality” section below for more details.

Classroom: N/A

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

Course Modality

This is a hybrid course – some activities will be “live” and others will be “non-live”. The following activities will take place during our designated class time and be live: 1) selected 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 the syllabus course schedule (tests/quiz) or as announced in class (assignments). Note: on test and quiz dates, we will NOT have a live lecture.
Course Canvas Site

The course will use Canvas as its primary online resource. Use of this site and the information provided is the main way you will “attend” and participate in this class. The site will be updated regularly and as needed throughout the semester. This site is organized into Modules and will contain the following course materials:

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

Important Reminders:

1- Check our Canvas page regularly for class announcements or updates. When new material (e.g., test review sheets, assignments) has been posted on the site, I will send our class a Canvas Announcement.

2- It is your responsibility to know all due dates for Assignments and Tests. Therefore, I encourage you to keep track of all Test Dates and Assignment Due Dates.

3- See the “Course Schedule” section at the end of the Syllabus: all Test Dates and information about the material that will be covered on each test is indicated in this section of the syllabus.

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 SISUOne 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 for a topic before a 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: 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 (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 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.
- For those of you who want to use the supplementary Connect learning system resource that is offered by the publisher and that comes with your loose-leaf textbook purchased from the bookstore, you will need to register to use Connect. You can access/register to use Connect starting August 10th until December 18th. Here is the web address to go to so that you can register and redeem the access code you purchased and then be able to access the supplementary resources:
  [https://connect.mheducation.com/class/m-alvarez-fall-2020-section-1](https://connect.mheducation.com/class/m-alvarez-fall-2020-section-1)
- If you want to use Connect, here is a “How To Register” video: Student Registration – Connect (No Integration): [http://video.mhhe.com/watch/s6TpaoS7po9i3osq1FzUkg](http://video.mhhe.com/watch/s6TpaoS7po9i3osq1FzUkg)
• If you have any issues registering and accessing your supplementary Connect resources, please contact the McGraw-Hill Tech Support Team at 800-331-5094.

Other Required Reading – [Note: The research article is available on Canvas (see the “Course Information & Materials” Module)]

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 accessing the article 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 (article is 24 pages long)

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 65% of the course grade)

You will be required to take 4 tests throughout the semester and worth about 65% 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 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: 25 minutes
• Test 2 = 50 points (25 multiple-choice questions; 2 points per question); Time Limit: 35 minutes
• Test 3 = 50 points (25 multiple-choice questions; 2 points per question); Time Limit: 35 minutes
• Test 4 = 50 points (25 multiple-choice questions; 2 points per question); Time Limit: 35 minutes

(2) Research Article Quiz (RAQ) = 40 points total (about 15% of the course grade)

You will be required to take a quiz on an assigned research article that is worth about 15% 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 “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 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) **Scholarly Reflection Comments (SRC) = 45 points total (about 16% of the course grade)**

During the semester, you will be required to write **three (3)** “scholarly reflection comments” (SRC) worth about 16% of the course grade. Each SRC is worth 15 points and will consist of your written response to an assigned question based on a topic discussed in the textbook and/or lectures. Your written response will be between 100 to 150 words for each SRC [double-spaced, 1-inch margins, 12 point, Times New Roman]. Each SRC assignment will be provided on CANVAS and a due date and time for your assignment to be submitted on CANVAS will also be provided.

(4) **Reaction Statements (RS) = 10 points total (about 4% of the course grade)**

You will be required to write **five (5)** short “reaction statements” (RS) worth about 4% of the course grade. Each RS is worth 2 points and will consist of your short, written response/reaction (about 25-30 words) to a specified issue with an emphasis on real-world implications for youth. Each RS assignment will be provided on CANVAS and a due date and time for your assignment to be submitted on CANVAS will also 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**

Grading is based on your performance on the 4 Tests, 1 Research Article Quiz, 3 Scholarly Reflection Comments, and 5 Reaction Statements. Overall, there is a total of 275 points to be earned in the course (180 from tests, 40 from the research article quiz, 45 from scholarly reflection comments, and 10 from reaction statements). **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:**

- **4 Tests:** 180 points (~65% of the course grade)
- **Research Article Quiz:** 40 points (~15% of the course grade)
- **3 Scholarly Reflection Comments:** 45 points (~16% of the course grade)
- **5 Reaction Statements:** 10 points (~4% of the course grade)

**Total possible points:** 275

Final grades will be based on the total points you earn as reflected in the **Grade Scale** shown in the following section.
Psychology of Childhood, PSYC 102, Fall 2020

Grade Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>266-275 (~97-100%)</td>
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<tr>
<td>A</td>
<td>255-265 (~93-96%)</td>
</tr>
<tr>
<td>A-</td>
<td>246-254 (~90-92%)</td>
</tr>
<tr>
<td>B+</td>
<td>238-245 (~87-89%)</td>
</tr>
<tr>
<td>B</td>
<td>227-237 (~83-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>219-226 (~80-82%)</td>
</tr>
<tr>
<td>C+</td>
<td>211-218 (~77-79%)</td>
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<tr>
<td>C</td>
<td>200-210 (~73-76%)</td>
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<tr>
<td>C-</td>
<td>191-199 (~70-72%)</td>
</tr>
<tr>
<td>D+</td>
<td>183-190 (~67-69%)</td>
</tr>
<tr>
<td>D</td>
<td>172-182 (~63-66%)</td>
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<tr>
<td>D-</td>
<td>164-171 (~60-62%)</td>
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<tr>
<td>F</td>
<td>163 or less (~59% or less)</td>
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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 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

Attendance at class meetings: You are responsible for all class content and your presence at “live” class meetings 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.

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, 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. You may not publicly share or upload any instructor-generated material for this course such as lectures, lecture recordings, lecture outlines, review sheets/study guides, or test questions without instructor consent. Course materials are the intellectual property of the instructor and are protected by copyright.

Note: I plan to record the “live” class lectures and post them on Canvas for your convenience. You are permitted to only view the recordings as needed, but you are not permitted to download the videos. All course material (including recorded lectures) are intended to aid you in your course work and are for your personal/private study purposes only.

Finally, the lecture recordings will only be shared with students enrolled in the class through Canvas and they will be deleted at the end of the semester. 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, prior to recording – please contact eCampus@sjsu.edu if you need help with this process. Please note that I will not ask for any 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 any “live” Zoom class meetings.
This is the structure we will follow for any “live” class meetings: Because it can be difficult for an instructor to focus on presenting a lecture and also monitoring class questions, etc. in a “live” online format and for a large class, I ask that you please allow me uninterrupted time to complete a lecture. At the end of any “live” lecture, I will reserve time for discussion/questions/comments from the class. While listening to questions and comments from members of the class, please be respectful of the views and opinions of others even if you do not agree with them. Here are a few additional Zoom tips and protocol during “live” class meetings:

1. Be on time for your classes: plan to join any “live” 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 whole class
3. You can turn your video off during lecture. If you wish, you can enable video when asking a question

Questions about using Zoom: The necessary shift to an online format presents challenges when many of us (myself included) are learning and adapting to technologies that are unfamiliar for our teaching styles. 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 Zoom’s 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, the office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, dropping and adding policies and procedures, 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. 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.

(Note: You need to have a QR Reader to scan this code.)

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.

Test Dates and the expected content of each test are indicated below in the course schedule. The due dates of all other assignments will be announced in class and you will have a one-week advance notice before each assignment due date.

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)

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Reading Assignments, Test Dates &amp; Details</th>
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<tbody>
<tr>
<td>1 Module 1</td>
<td>8/19</td>
<td>Course Introduction</td>
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| 2 Module 1 | 8/24 & 8/26 | Developmental Principles & Concepts  
The Context of Development; Theories & Theoretical Issues  
READING: Chap 1 |
| 3 Module 1 | 8/31 & 9/2 | Monday, 8/31: Theories, Research Methods & Challenges (Chap 1)  
Wednesday, 9/2: BEGINNINGS  
Lecture Focus: Discussion of how “Family Studies” (Twin studies) illustrate the interplay of nature and nurture  
READING: Chap 1  
(2) Physical Development in Infancy (Chap 5) |
| 4 Module 1 | 9/9 | Interplay of nature and nurture (cont.)  
Note: No class on Monday 9/7 – Labor Day |
| 5 Module 2 | 9/14 & 9/16 | INFANCY  
Lecture Focus: Newborn/Infant sensory and perceptual preferences/abilities  
READING: (1) Newborn Transitions (Chap 4: pp. 106-115)  
(2) Physical Development in Infancy (Chap 5) |
| 6 Module 2 | 9/21 & 9/23 | Monday, 9/21: TEST 1 (on chapters 1 & 2 and related lectures. Specific content of this test will be confirmed in class before the test date)  
Wednesday, 9/23: Newborn/infant sensory and perceptual development (cont.) |

9/21: Test 1
| 7 | Module 2 | 9/28 & 9/30 | Lecture Focus: *Evaluating Piaget’s sensorimotor period  
*Controversial views on infant imitation capabilities  
READING: (1) Cognitive Development in Infancy (Chap 6: pp. 157-172) |
|---|---|---|---|
| 8 | Module 2 | 10/5 & 10/7 | Lecture Focus: Attachment  
READING: (1) Socioemotional Development in Infancy (Chap 7) |
| 9 | Module 3 | 10/12 & 10/14  
10/12: Test 2 | Monday, 10/12: TEST 2 (on chapters 3, 4 (pp. 106-115), 5, 6 (pp. 157-172), & 7 and related lectures. Specific content of this test will be confirmed in class before the test date)  
Wednesday, 10/14: EARLY CHILDHOOD  
Lecture Focus: *Language Development & Symbolic Representation  
*Highlights: Piaget’s preoperational period (general concepts)  
READING: (1) Chap 6: pp. 173-182  
(2) Physical Development in Early Childhood (Chap 8: pp. 223-229; 232-236)  
(3) Cognitive Development in Early Childhood (Chap 9) |
| 10 | Module 3 | 10/19 & 10/21 | (1) Language Development & Symbolic Representation (cont.)  
(2) Highlights: Piaget’s preoperational period |
| 11 | Module 3 | 10/26 & 10/28  
10/26: Research Article Quiz | Monday 10/26: Research Article QUIZ (on Pfeifer, et al. (2007) article posted on Canvas)  
Wednesday, 10/28:  
Lecture Focus: Early Childhood Socialization & Discipline Issues; Child Maltreatment  
READING: Socioemotional Development in Early Childhood (Chap 10: pp. 277-285; 289-308) |
| 12 | Module 3 | 11/2 & 11/4 | Monday, 11/2: Early Childhood Socialization & Discipline Issues; Child Maltreatment (cont.)  
Wednesday, 11/4: MIDDLE AND LATE CHILDHOOD  
Lecture Focus: Gender & Ethnic Role Development  
READING: (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. 393-397) |
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<tr>
<td>13</td>
<td>Module 4</td>
<td>11/9</td>
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<td><strong>11/9: Test 3</strong></td>
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<td>Monday, 11/9: 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>
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<td><strong>Note: No class on Wednesday 11/11 – Veteran’s Day</strong></td>
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<td>14</td>
<td>Module 4</td>
<td>11/16 &amp; 11/18</td>
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<td>Gender &amp; Ethnic Role Development (cont.)</td>
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<td>15</td>
<td>Module 4</td>
<td>11/23</td>
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<td>Lecture Focus: Intelligence &amp; Achievement</td>
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<td>READING: Cognitive Development in Middle &amp; Late Childhood (Chap 12)</td>
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<td><strong>Note: No class on Wednesday 11/25 – Thanksgiving Break</strong></td>
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<td>16</td>
<td>Module 4</td>
<td>11/30 &amp; 12/2</td>
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<td>Lecture Focus: Peer and Friend Relationships</td>
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<td>READING: Socioemotional Development in Middle &amp; Late Childhood (Chap 13)</td>
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<td>17</td>
<td>Module 4</td>
<td>12/7</td>
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<td>Conclusion</td>
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<td>Final Exam</td>
<td>Wednesday Dec. 9th</td>
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<td><strong>TEST 4 (FINAL EXAM)</strong></td>
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<td>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).</td>
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<td>- Test 4 will be available on Canvas on Wednesday, December 9th from 10:00am until 11:30am. The test will close (lock) at 11:30am.</td>
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<td></td>
<td>- Test 4 is timed and once you start the test, you will have 35 minutes to complete it.</td>
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<td><strong>Note: You must take the Final Exam with your class section. Final exam dates and times are determined by the University.</strong></td>
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