San José State University
College of Social Sciences/Psychology Department
PSYC 112 (Psychology of Adolescence) Sec 01 & 02

Fall 2020

Course and Contact Information

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

- Please write “PSYC 112” and your class time (9am or 3pm) 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 9:00-10:15am (sec 01) & Mondays & Wednesdays 3:00-4:15pm (sec 02)

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) class lectures/class discussions. The following activities will be non-live: 1) tests and assignments will be done online and submitted on canvas by the due dates/times specified on the syllabus course schedule (tests) or as announced in class (assignments). Note: on test 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” (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/](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](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/](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 adolescents and young (emerging) adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Prerequisite: PSYC 001.

**Specific Course Description:** The purpose of this course is to provide information about a variety of important issues and possible challenges often faced during adolescence. There will be a few recurring themes throughout several portions of the course. One of the themes of the course (highlighted in the text) is the diversity of cultural practices and beliefs about adolescence. A second general theme is whether and how adolescence may serve as a “transitional” period between childhood and later development. Finally, a third general theme will involve a consideration of the importance of the adolescent years for the development of gender-related expectations and gender roles. The textbook 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. It is expected that you will have completed 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: Identify and describe major psychological theories and concepts relevant to the socioemotional, biological, and cognitive development of adolescents

CLO2: Demonstrate knowledge and appreciation of the historical, cultural, and gender-related expectations affecting societal perceptions of adolescence as a period of development

CLO3: Recognize and evaluate the potential impact of developmental changes (e.g., socioemotional, biological/pubertal, cognitive/brain) on adolescents’ perceptions of themselves and their relationships with others (e.g., parents, peers)

Theoretical frameworks will be introduced at the beginning of the course and elaborated on throughout the semester (CLO1); information on historical, cultural, and gender-related factors affecting adolescent development is distributed in the readings and lectures throughout the course (CLO2); information about developmental changes influencing adolescent perceptions and behaviors are organized topically and distributed throughout the course (CLO3). Course Learning Outcomes will be met through tests (CLOs 1, 2, & 3), research article essay (CLO 3), and short writing assignments (CLOs 2 & 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


- Revel: Revel is an online resource provided by Pearson. This online resource includes access to the textbook (eText) as well as supplementary materials. The textbook itself is required, but the supplementary materials are for your personal study purposes only and I will not require any assignments, quizzes, etc. that may be provided through Revel.

- If you would like to do so, Revel access to the textbook can be purchased in one of two ways: (1) through the University (Spartan) Bookstore where you can purchase an “access card with an access code” that you can use to register/redeem at Pearson to gain access to the eText; or (2) you can purchase Revel access to the eText directly from Pearson. You can access/register for Revel by following the steps below.

- Course Invitation Link & Instructions to access the eText through Revel:
1. Go to https://console.pearson.com/enrollment/4ofsla
2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access directly from Pearson online

- **Note:** For those of you who would like a print version of the textbook, Pearson explains that once you access the eText through Revel, that you will be offered an upgrade to buy a loose-leaf print version of the textbook at reduced cost.
- Once you purchase access to Revel, you can download the Pearson Revel app on your mobile device so that you can access the eText offline (you can go to your app store and search for “Pearson Revel”).
- If you have any issues accessing the textbook, please contact Pearson Tech Support at 855-875-1801.

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


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 = 200 points total (about 73% of the course grade)**

   You will be required to take 5 tests throughout the semester and worth about 73% 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 = 40 points** (20 multiple-choice questions; 2 points per question); **Time Limit: 35 minutes**
   - **Test 4 = 40 points** (20 multiple-choice questions; 2 points per question); **Time Limit: 35 minutes**
   - **Test 5 = 40 points** (20 multiple-choice questions; 2 points per question); **Time Limit: 35 minutes**

2. **ESSAY (on Casey & Caudle research article) = 35 points total (about 13% of the course grade)**

   You will be required to write a short essay worth about 13% of the course grade. The essay will be based on your reading of an assigned, **required journal article** (the research article is listed in the “Other Required Reading” subsection of the syllabus and is posted on Canvas). There will be a class mini-lecture and discussion of the assigned article prior to the essay assignment. **Before the date of the mini-lecture/discussion, it is expected and important that you prepare ahead of time by reading the article in advance** so that you can discuss specific issues learned from the article as well as to clearly and thoughtfully prepare to write your essay that will address a
specific question you will be asked to consider based on what you learned from the article. The article-based question will emphasize application of the information you learned from the article to a specific aspect of adolescent development. The article written by Casey & Caudle (2013) is on the subject of brain development during adolescence and the implications for the self-control capabilities of adolescents. Your essay will be between 150 to 200 words [double-spaced, 1-inch margins, 12 point, Times New Roman]. The essay assignment will be provided on CANVAS and a due date and time for the assignment to be submitted on CANVAS will also be provided.

(3) **Scholarly Reflection Comments** (SRC) = 30 points total (about 11% of the course grade)

During the semester, you will be required to write **two (2)** “scholarly reflection comments” (SRC) worth about 11% 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 3% of the course grade)

You will be required to write **five (5)** short “reaction statements” (RS) worth about 3% 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 5** will be the course Final Exam. The date and time of the final exam (Test 5) 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 5 Tests, 1 Essay, 2 Scholarly Reflection Comments, and 5 Reaction Statements. Overall, there is a total of 275 points to be earned in the course (200 from tests, 35 from the research article essay, 30 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:**

- **5 Tests:** 200 points (~73% of the course grade)
- **Essay (research article):** 35 points (~13% of the course grade)
- **2 Scholarly Reflection Comments:** 30 points (~11% of the course grade)
- **5 Reaction Statements:** 10 points (~3% 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.
Grade Scale:

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

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 outlines, review sheets/study guides, or test questions without instructor consent.

All course material (including video lectures) are intended to aid you in your work in our class and are for your personal/private study purposes only.

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 any “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](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](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](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](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 five modules:

- **Module 1 – History, Theories, Biology/Puberty (~weeks 1-5)**
- **Module 2 – Cognition, Brain, Culture & Gender (~weeks 6-8)**
- **Module 3 – Identity, Parent Relations (~weeks 9-11)**
- **Module 4 – Friends, Peers, Love & Sexuality (~weeks 12-14)**
- **Module 5 – Expanding World (School, Work, Media) (~weeks 15-end)**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Reading Assignments, Test Dates &amp; Details</th>
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<tbody>
<tr>
<td>1</td>
<td>8/19</td>
<td>Course Introduction</td>
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<tr>
<td>2</td>
<td>8/24 &amp; 8/26</td>
<td>Historical &amp; Theoretical Issues (Chap. 1)</td>
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<tr>
<td>3</td>
<td>8/31 &amp; 9/2</td>
<td>Historical &amp; Theoretical Issues (cont.)</td>
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<td>4</td>
<td>9/9</td>
<td>Biological &amp; Pubertal Development (Chap. 2)</td>
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<td><strong>Note: No class on Monday 9/7 – Labor Day</strong></td>
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<td>5</td>
<td>9/14 &amp; 9/16</td>
<td>Monday, 9/14: Biological &amp; Pubertal Development (cont.)</td>
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<td>9/16; Test 1</td>
<td><strong>Wednesday, 9/16: Test 1 (on chapters 1 &amp; 2 and related lectures. Specific content of Test 1 will be confirmed in class before the test date)</strong></td>
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<td>6</td>
<td>9/21 &amp; 9/23</td>
<td>Cognitive &amp; Social-Cognitive Development (Chap. 3)</td>
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<td>7</td>
<td>9/28 &amp; 9/30</td>
<td>Monday, 9/28: Cognitive &amp; Social-Cognitive Development (cont.)</td>
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<td></td>
<td><strong>Wednesday, 9/30: Mini lecture &amp; discussion on Casey &amp; Caudle (2013) article</strong></td>
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<tr>
<td>8</td>
<td>10/5 &amp; 10/7</td>
<td>Cultural Beliefs &amp; Gender Socialization (Chaps 4 &amp; 5)</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Reading Assignments, Test Dates &amp; Details</td>
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| 9    | 10/12 & 10/14 | Monday, 10/12: Development of the Self *(Chap. 6)* [Highlight of Selected Issues]  
**Wednesday, 10/14: Test 2** (on chapters 3, 4, & 5 and related lectures. Specific content of Test 2 will be confirmed in class before the test date).  
**10/14: Test 2** |
| Module 3 | 10/19 & 10/21 | Parent-Adolescent Relations *(Chap. 7)*  
**Wednesday, 10/21: Essay on Casey & Caudle article due.**  
**10/21: Essay due** |
| 10   | 10/26 & 10/28 | Parent-Adolescent Relations (cont.) |
| Module 3 | 11/2 & 11/4 | Friendship, Peer Relations, Love & Sexuality *(Chaps. 8 & 9)*  
**Wednesday, 11/4: Test 3** (on chapters 6 & 7 and related lectures. Specific content of Test 3 will be confirmed in class before the test date)  
**11/4: Test 3** |
| 12   | 11/9 | Monday, 11/9: Friendship, Peer Relations, Love & Sexuality (cont.)  
**Note: No class on Wednesday 11/11 – Veteran’s Day** |
| Module 4 | 11/16 & 11/18 | Friendship, Peer Relations, Love & Sexuality (cont.)  
**Wednesday, 11/18: Test 4** (on chapters 8 & 9 and related lectures. Specific content of Test 4 will be confirmed in class before the test date)  
**11/18: Test 4** |
| 15   | 11/23 | The Expanding World of the Adolescent: School, Work and Media *(Focus on School)*  
- **Chap. 10** *(School – specified subsections only)*  
  1) In the section titled, *What Works? The Characteristics of Effective Schools*: read subsection *School Climate*  
  3) In the section titled, *Academic Achievement in High School: Individual Differences*: read subsections *(a) Ethnic Differences*, *(b) Gender Differences*, and *(c) High School Dropouts*  
  4) In the section titled, *Tertiary Education: College and University*: read subsections *(a) Characteristics of College Students*, *(b) Educational Success in College*, *(c) Students’ College Learning Experiences: Four Student Subcultures*, and *(d) Is College Worth It? Short Term Experiences and Long-Term Effects* |
• **Chap. 11 [Work – specified subsections only]**
  1) In the section titled, *Adolescent Work Today*: read **subsections** (a) *Work and Psychological Functioning*, (b) *Work and Problem Behavior*, and (c) *The Case in Favor of Adolescent Work*
  2) In the section titled, *From School and Part-Time Work to a ‘Real Job’*: read **subsections** (a) *Preparing for the Post-High School Transition to Work* and (b) *Educating Adolescents for the 21st Century Economy*
  3) In the section titled, *Occupational Choice*: read **subsections** (a) *The Development of Occupational Goals* and (b) *Influences on Occupational Goals*

**Note:** No class on Wednesday 11/25 – Thanksgiving Holiday

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<td><strong>16</strong></td>
<td><strong>11/30 &amp; 12/2</strong></td>
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<tr>
<td><strong>Module 5</strong></td>
<td>The Expanding World of the Adolescent (cont.)</td>
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<td><strong>Chap. 12 [Media]</strong></td>
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<td><strong>Chap. 13 [Problems and Resilience]</strong></td>
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<td></td>
<td>&gt;Chapter 13 is strongly recommended, but it is not required.</td>
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| **17** | **12/7** |
| **Module 5** | Conclusion |

**Final Exam**

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<thead>
<tr>
<th><strong>Module 5</strong></th>
<th><em>See your class section number for the date &amp; time of your final exam.</em></th>
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<tbody>
<tr>
<td><strong>TEST 5 (Final Exam)</strong></td>
<td>Test 5 is on chapters 10, 11, and 12 &amp; related lectures. Note that you are responsible for reading only the specified subsections of chapters 10 and 11. You are responsible for reading all of chapter 12.</td>
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<tr>
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<td><strong>For Section 01 (the 9:00am class):</strong></td>
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<td>- Test 5 will be available on Canvas on <strong>Tuesday, December 15th from 8:00am until 9:30am. The test will close (lock) at 9:30am</strong></td>
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<td>- Test 5 is timed and once you start the test, you will have <strong>35 minutes</strong> to complete it.</td>
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<td><strong>For Section 02 (the 3:00pm class):</strong></td>
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<td>- Test 5 will be available on Canvas on <strong>Thursday, December 10th from 1:00pm until 2:30pm. The test will close (lock) at 2:30pm</strong></td>
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<tr>
<td></td>
<td>- Test 5 is timed and once you start the test, you will have <strong>35 minutes</strong> to complete it.</td>
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**Note:** You must take the Final Exam with your class section. Final Exam dates and times are determined by the University.