Instructor: Matthew R. Capriotti, PhD
Office Location: Virtual for Spring 2021
Telephone: N/A for Fall Spring 2021
Email: matthew.capriotti@sjsu.edu
By appointment only during the following windows:
Office Hours: TBD
Signup at: https://matthewcapriotti.youcanbook.me/

First meeting Th 1/28 12 PM
Weekly live meetings via Zoom Tues 12:00-1:15 PM
Class Days/Time: Occasional optional sessions Th 12:00-1:15 PM
See schedule for details
Classroom: Online. See Canvas for Zoom link
Prerequisites: PSYC1

MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System (http://sjsu.instructure.com). You are responsible for regularly checking Canvas regularly to learn of any updates.

Course Description
Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout; the course focuses on DSM5 classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models.

Course Learning Objectives (CLOs)
Upon successful completion of this course:

CLO1 – Critical thinking development: Abnormality in Historical Context. Students will be able to describe a contemporary approach to defining psychopathology in children and adolescents, and they will be aware of the historical context around defining psychopathology.
CLO2 – Knowledge based and application development: Understanding paradigms. Students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems in children and adolescents.

CLO3 – Research Methods development: Clinical science. Students will be able to describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior in children and adolescents.

CLO4 – Critical thinking and application: Classification. Students will be able to identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology, with emphasis on application to problems commonly seen in children and adolescents.

CLO5 – Critical thinking and application: Assessment. Students will be able to name different purposes of assessment of abnormal behavior in children and adolescents, and to identify different modalities appropriate to these purposes.

CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development. Students will be able to identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

**Program Learning Outcomes (PLOs)**

Upon successful completion of the psychology major requirement:

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 Skills 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, and Materials**

**Textbook.** We will be using the 3rd edition of Weis’ textbook (citation below). This is available at the SJSU bookstore or online via various retailers.

In recent semesters, many students have also reported succeeding in this course using the 2nd edition of this textbook, which can be found used for a fraction of the cost of the third textbook. The two editions are very highly overlapping, so this seems reasonable to me. That said, the 3rd edition is our version of reference.

**Supplemental Readings.** Supplemental required readings may be assigned throughout the semester. These will be posted on Canvas at least one week before they are due.

**Course Requirements and Assignments**

**Course Structure and Weekly Schedule**

This is an online class that involves a mix of synchronous (live) activities and asynchronous (on your own time). You must do both the synchronous and asynchronous components of the course to pass this class.

We will cover 17 topics, broken into 4 units (about 4 topics per unit). The structure of each unit is as follows:

- **Thursday-Monday (on your own time, ~ 4 hours/week)**
  - Watch lecture, read textbook, read/watch/listen to other materials (3 hours)
  - Complete pre-discussion reflection assignment (1 hour)

- **Tuesday (live, 1.5 hours)**
  - 3-4:15 Class meeting on Zoom
    - 12:00-12:10- Announcements and checkin
    - 12:10-1:05- Small group discussion
    - 1:05-1:15- Whole-group wrapup

Due by Tuesday night- complete post-discussion reflection assignment (0.5 hours)

Projects and Studying for Exams (on your own time; 3 hours/week on average)
Grading Information

Instead of a traditional grading rubric, this class uses a grading contract. Please review the below information about grading contracts and how our specific course grading will work.

How is a grading contract different from a traditional grading scheme? With a grading contract, students complete a set of core activities and achievements to earn a “baseline” grade in the class, and can raise their grade further by completing other achievements. Grades can also be lowered beyond the baseline grade if students fail to complete the core achievements. In a grading contract, a single low score will not irreversibly lower your course grade. Also, because grading contracts do not rely on mathematical averaging, students who earn low-but-passing scores on assignments and exams in the beginning of the course will find it easier to raise their course grade with strong performance in the middle and end portions of the course.

Why use grading contracts? Grading contracts are intended to be more equitable to students by: a) giving students more control over what assignments they choose to put the strongest effort into; b) reducing pressure around assignment deadlines; c) allowing performance in the middle and end of semester to “redeem” low-but-passing scores from earlier in the semester; and, (d) providing pathways for students to earn high course grades (including As) when they excel on other kinds of assignments (e.g., projects) instead of exams.

I’m worried this will lower my motivation and just settle for the “baseline” grade. This contract is an invitation to get excited about the parts of the class that speak to you most and best fit your strengths as a student. Please plan out how you will excel in this class by playing to your strengths, interests, and goals for this class. As you look over the course assignments, identify the ones that appeal to you most, and plan on doing them to the very best of your ability. For many of you, this means that you should figure out a timeline for completing multiple projects by the project due date. Dr. Capriotti will help keep up the motivation by encouraging you to check in with yourself and your group members about your progress throughout the semester.

OK, sounds interesting, but way complicated! How the heck will I keep track of all of this? You are encouraged to use the [142 Student Grade Calculator](#) to keep track of where you stand in the class throughout the semester. You will enter your earned and expected grades for each assignment, and the calculator will tell you what your final grade would be.
Grading Contract Details

Core Class Achievements
You will earn a course grade of B- if you pass* ALL of the following core class achievements.

- Welcome Assignment
- 14 of 16 Starting Point Assignments
- 14 of 16 Pre-Discussion Reflections
- 14 of 16 Post-Discussion Reflections
- Everyday Parenting Project
- Exams 1-4 (65.00% or higher is passing)
- Final Reflection Paper

Grade Boosters
You will earn an additional third of a-letter grade (e.g., B- vs. B) for completing EACH of the following achievements:

- Score 87.00% or higher on an exam (4 boosts available total, 1 for each exam)
- Complete and pass an additional project (3 boosts available total, 3 available projects, 1 required)

Grade Sinkers
You will lose half a letter grade for each instance where your course performance does not meet expected minimum standards. These are:

- Score < 65.00% on an exam (including a 0 for failing to take an exam; each exam < 65% lowers course grade by half a letter)
- Completing fewer than 14 of 16 Starting Point assignments (one half grade decrease, regardless of how many fewer than 14 completed, e.g., 2 vs. 13)
- Completing fewer than 14 of 16 Pre-Discussion Reflections (one half grade decrease, regardless of how many fewer than 14 completed, e.g., 2 vs. 13)
- Completing fewer than 14 of 16 Post-Discussion Reflections (one half grade decrease, regardless of how many fewer than 14 completed, e.g., 2 vs. 13)
- Not turning in any passing project (i.e., you turn in ZERO of the 3 possible)

*A note on what’s considered “passing” in this class

- For exams, a passing score is 65.00% or higher.
- For ungraded assignments, you must follow instructions specified in the assignment to pass. Each assignment’s description lays out what is required to pass.
- Assignments must be completed on time to be considered passing, unless a student arranges an extension as described in the class policies.

How you can use the grading contract to your advantage.

Want to earn an A and not sure what path best suits you?
The best path to ensuring an A is to complete all assignments on time, perform well on exams, and completing one project by Spring Break. From there, you can see if you need to complete another project to achieve your desired final grade.

*Feel like traditional exams and assignments capture your knowledge well?*
You could earn an A in the course by...
- Completing all core activities, and….
- Scoring 87% or better on all 4 exams

*Feel like written assignments and project-based learning shows your knowledge better than traditional exams?*
You could earn an A in the course for...
- Completing and passing 4 projects (the Everyday Parenting project and 3 others), and...
- Scoring 87% or better on one exam and passing the other exams

**Course Assignments**

**Welcome Assignment.** This is a relatively informal writing assignment to get you thinking about the course topic, what experience and perspective you bring to our class, and what will help you succeed.

**Weekly Assignments.** For each of the 16 topics covered, you will complete three assignments. Two of these must be completed before the start of the class period in which the content is discussed and the third must be completed shortly after the class period.

- **Starting Point (due BEFORE class discussion weekly).** Before you engage with class lectures, readings, etc., you will write 100-150 words on your knowledge of the topic. You will also pose three things you want to learn about the topic at hand. The idea of this is to guide you to self-assess how your own lived experience, knowledge from other courses, and (if relevant) work/volunteer experience have formed a foundation of knowledge for you already. To pass these assignments you must: (1) write at least 100 words about what you already know on the topic, and (2) write 2 or more questions you have about the topic.

- **Pre-Discussion Reflections (due BEFORE class discussion weekly).** After you engage with course content for each chapter, you will summarize and reflect on your learning and self-assess how competence with the learning objectives for the topic at hand. You will write about 250-300 words (1-1.5 double-spaced pages) total on the concepts you found most significant. Essentially, you will pass these assignments by completing them as instructed, on time, and without plagiarism. The assignment descriptions in Canvas contain more explicit detail about what is required to pass.

- **Post-Discussion Reflections (due AFTER class discussion by 1159 PM that night).** After each small-group class on Monday, you will complete another assessment designed to (a) guide you to reflect on what you gained from the small-group discussion with your peers (b) evaluate what steps you need to take to succeed on the upcoming quiz, and (c) reflect on the “take-away” messages most significant to you from this Unit. You will also include your notes from your small-group discussion here, to document your active engagement and participation in these integral class activities. These will be verified against attendance records from the Zoom meeting for that day.

**Required Project:** [Everyday Parenting Project](https://www.coursera.org/learn/everyday-parenting). You will complete an online, self-paced Coursera class entitled “Everyday Parenting” by Dr. Alan Kazdin, world-
renowned parent training expert (and SJSU alumnus!). This 15-hour course highlights how the principles of evidence-based treatment for disruptive behavior disorders can be put into practice by parents. This is not intended to train you to deliver this as a psychotherapeutic intervention, nor is it intended as psychological intervention for any children in your life. You will complete the course and then write a paper in which discuss (a) what stood out to you the most from the class, (b) your thoughts on how the strategies could be applied in specific applied scenarios, (c) contextual and cultural fit of the strategies for various kinds of individuals

**Optional Projects.** Two optional projects are available in this class. You are expected to complete the Everyday Parenting project as part of the “Course Class Achievements”, and you may do one or more of the other projects to boost your grade. Each project provides an in-depth look at the application of course concepts. For each project, you will complete some significant research or applied experience and then write a paper that showcases what you learned. Please see the Projects module on Canvas or the embedded links below for comprehensive project descriptions and rubrics. Brief descriptions of the projects are as follows:

**Book Project.** This project provides you an in-depth, complementary, evidence-based point of view on some topic within child psychopathology. You will read a book from a list and then write a ~10-15 page (depending on book length, see descriptions) paper in which you, (a) provide a chapter-by-chapter summary of the book, (b) reflect on the book overall, and © integrate what you learned from the book with your existing knowledge base about mental health. *If you wish, you may do this project twice, on two separate books.*

**Sampler Platter Project.** The project requires you to engage with a variety of briefer works related to different topics in child mental health, and clinical/applied psychology broadly. Works include research-related talks at SJSU, documentaries, podcasts, and TED talks. The idea here is that you are getting briefer and shallower exposure to a larger number of outside perspectives, compared to the book project. That is, if the books in the book projects are “entrees”, then the short works in this project come together to form a “sampler platter” for you to enjoy. There is a large “menu” of works listed, and you can pick works that appeal to your interests and preferences the most. You will write a ~10-15 page paper (again, length will vary depending on the number of different works) that is similar to that for the book project in that you will: (a) provide a chapter-by-chapter summary of the book, (b) reflect on the book overall, and © integrate what you learned from the book with your existing knowledge base about mental health.

**Unit Exams (4 total, 1 per Unit. Always due Thurs 1159 PM).** About once per month, you will complete a unit exam designed to assess the specific competencies (learning objectives) listed for each chapter. The questions will revolve very heavily around the learning objectives. Question types will include multiple choice, fill-in-the-blank, and short-answer. Almost all of the questions will require you to apply concepts to real-world situations, rather than to simply match terms to definitions. Each exam will have 25-30 questions. You will have one, 50-minute attempt to complete it. You may use notes, the textbook, and other online resources but you may not work with other students on this.

**Final Reflection Paper.** This is the culminating experience for the course. You will write a ~5-page paper reflecting on how your views on child psychopathology, the broader fields of psychology and child development, public policy related to children and families, and online learning have (or have not) changed through this course. The idea of this assignment is for you to assess where this course has fit in the broader journey of your education and life experience. This is not a research paper or technical report. You will be successful on this assignment if you respond to the prompts and write professionally. A detailed assignment description and rubric will be available at least halfway through the course.
**Final Examination or Evaluation**

The culminating experience for this class is the End-of-Course Reflection paper. Final exams are governed by University Policy S06-4 (http://www.sjsu.edu/senate/docs/S06-4.pdf) which states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” Consistent with this policy, exams will only be given at alternative times if (a) there are verifiable emergency circumstances or (b) if a student has more than two exams scheduled within a 24-hour period, in which case the student must contact the instructor at least three weeks before the last regular class meeting to schedule an alternative exam time.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Over the fifteen-week semester, students are expected to dedicate 135 hours to a three-unit course, inclusive of attending lectures, reading course materials, etc. In other words, students are expected to dedicate 9 hours a week to this course, inclusive of all course activities.

**Determination of Grades/Grading Contract Details**

See above info on use of the grading contract to determine course grades.

Extra credit opportunities are not given for this class. Note that the “Outside Learning” project is similar to extra credit opportunities for other classes, in that you can raise your grade by attending and reflecting on research presentations, etc..

Late work: I recognize that we are living in difficult and sometimes chaotic times that require flexibility.  

If you are going to miss an assignment due to circumstances beyond your control (e.g., you are ill; a family member is ill and requires your help; an unexpected situation emerges where you need to help a family member or friend), please let me know ASAP, and I will work with you to arrange an extension. Generally, you will be expected to submit the work within 5 days of the original due date.  

I will not exercise this flexibility for students missing assignments/class due to personal travel, conflicts of your work schedule with class meetings, or other foreseeable conflicts that are within your control. Also, if a student makes repeated requests for extensions on many assignments, I reserve the right to set limits on this flexibility.  

If you do not contact me within 24 hours of a missed assignment or class meeting, I reserve the right to assign you a grade of 0 for the relevant assignment(s). Please honor this policy by being truthful and doing your best to proactively manage your time.

Academic dishonesty will not be tolerated in this class. Students can use notes, textbooks, and online resources for assignments and exams. Working together with other students on exams is considered an academic honesty violation. Downloading, distributing, or publicly posting exams or other course materials is still academic dishonesty. All written work and short-answer or essay exam items will be checked for plagiarism using TurnItIn. Please remember plagiarism is not only copying an entire paper. Copying whole sentences or long phrases from source articles/websites also constitutes plagiarism. As a minimum penalty, if you plagiarize part or all of an assignment, you will not receive credit for the plagiarized work. I will not allow revisions of plagiarized work. Penalties may also be larger (up to and including failing the class), depending on the severity
of the infraction. Additionally, I will follow University policies regarding academic dishonesty, which indicate that I must report all incidents to the University.

**Class Protocols and Procedures**

This class requires reliable internet access. You are strongly encouraged to complete course activities from a laptop or desktop computer and, if feasible, to install Zoom and Canvas on your smartphone so you have a backup plan in case your internet goes out.

**Zoom meetings.** The class will meet at the Zoom link emailed to you before the first day of class. This link is also provided on Canvas (see course Home Page). You will need to pre-register for our Zoom meeting before the first day of class. You only need to do this once. For each class session, you must be signed in to your SJSU account to access the Zoom meeting.

**Do I need to turn my camera on during class meetings?** During whole-class sessions, students will generally have their cameras off and be on mute. You may ask questions using the chat function, and then unmute yourself if called on.

During small-group peer discussions you must turn your audio on in order to participate. You are also very, very strongly encouraged to turn your video on, to establish a more natural connection between your group members. I will circulate between discussion groups to sit-in for a portion of each discussion. If a student is logged in but not responsive (i.e., they are logged in but there is no indication that they are actually participating), they will be considered “not participating.”

**What if I have a temporary internet outage during a class meeting?** You are strongly encouraged to download the Zoom app on your smartphone and use this as a backup. You will be able to log in using your SJSU credentials and join the meeting this way. If you are concerned about data usage, please know that there is an option within the app to dial in, rather than to use cell data.

**What if I don’t have internet access at home?** If you need help getting connected at your home, there are several companies providing time-limited free internet access (www.sjsu.edu/healthadvisories/faq/index.php).

**Expectations for Behavior**

You are expected to arrive on time to each class meeting and attend to what is going on. You are expected to behave in a respectful manner toward your peers and instructor. When differing opinions emerge in class discussions, I expect you to maintain a civil tone. You can expect me (the instructor) to do the same. If you engage in behavior that is overtly disrespectful, disruptive to the class, threatening, racist, bigoted, or otherwise harmful toward others, you may be removed from the class for the day and we will discuss paths forward for you to engage appropriately in the class.

You are expected to check Canvas and email regularly, and to communicate professionally through this means. You may message me through Canvas, or email me at my SJSU email address. If you use a non-SJSU email address, please make sure your email includes your full name, as it appears on Canvas. I expect you to communicate professionally via Canvas, just as in class.

**Some Practical Asks on Sending Emails**

- Please use YouCanBookMe for booking meetings with me, if possible.
- If you need to email me asking for a 1-1 meeting outside of the times available on YouCanBookMe, please include all of your available times to meet within the next week during normal business hours.
(M-F 9-5). I will reply with a calendar invitation (with a Zoom link included) for a time that works with your schedule and mine.

- If you email me and do not hear back from me within 48 business hours, please send me a brief followup if you still need a reply.

**My Email and Office Hours Policies**

- I answer email within 24 business hours (Monday- Friday, 9 AM- 5 PM)
- I typically do not answer email in the evening or on weekends
- I try to keep emails short, especially when they are about scheduling, logistics, etc.. Please do not take my brevity for rudeness or a lack of interest in helping you.
- I do not review assignment drafts over email. We can discuss these in office hours and look at your work using the screen sharing function.

**Office Hours**

- Please come to office hours! I want to help you succeed as a student, both in my class and broadly. I like talking 1-1 with my students, and I find that students usually find these conversations helpful and enjoyable too.

- I am happy to talk to you about the following in office hours:
  - Course content that you have questions about (either things you’re “not quite getting”, or things that you understand but have “bigger picture” questions about)
  - Challenges you’re having with studying for the class, or otherwise getting what you want
  - Jobs in the field
  - Career plans
  - Graduate School
  - Your overall experiences as a student at SJSU (and ideas for ways to move forward if you’re feeling “stuck” in general as a student)
  - Resources at SJSU and in the community to help with personal challenges you might be facing

Because professionalism and boundaries are important to me, I do **not** do the following in office hours:

- Provide psychotherapy to students (though I can help answer questions about getting therapy at SJSU CAPS or elsewhere, if that would help you succeed as a student)
- Ask students questions about their personal lives that are unrelated to things they have come to office hours to discuss
- Talk about my own personal life in great detail
- Scold students for having struggled on exams or assignments

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)

**PSYC142, Child Psychopathology, Spring 2021 Schedule**

This is a tentative schedule of lecture topics, assignment due dates, and exam dates. Any changes in the content of assignments or exams will be given at least one week in advance of the date due date/exam date.
<table>
<thead>
<tr>
<th>Week</th>
<th>Required Live Meeting Date</th>
<th>Topics</th>
<th>Exam/Project Due dates</th>
<th>Thursday Optional Meeting Topics</th>
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<tbody>
<tr>
<td>0</td>
<td>Th 1/28</td>
<td>Class overview</td>
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<tr>
<td>1</td>
<td>T 2/2</td>
<td>Intro</td>
<td>Module 0 Assignments and Welcome Assignment due R 2/4 1159 PM</td>
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<td>2</td>
<td>T 2/9</td>
<td>Causes</td>
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<td>3</td>
<td>T 2/16</td>
<td>Assessment</td>
<td>Review of topics (by request; 40 mins); Overview of graduate school in applied psychology (Matt, 40 mins)</td>
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<td>4</td>
<td>T 2/23</td>
<td>Treatment &amp; Ethics</td>
<td>Unit 1 Exam due R 2/25 1159 PM</td>
<td>N/A</td>
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<tr>
<td>5</td>
<td>T 3/2</td>
<td>Clinical Science &amp; Pseudoscience</td>
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<td>TBD</td>
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<td>6</td>
<td>T 3/9</td>
<td>Intellectual and Developmental Disabilities</td>
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<td>TBD</td>
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<td>7</td>
<td>T 3/16</td>
<td>Autism Spectrum Disorders</td>
<td>Discover Hope (ABA in practice, ABA jobs for students); Review of Topics</td>
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<tr>
<td>8</td>
<td>T 3/23</td>
<td>Learning Disabilities</td>
<td>Unit 2 Exam due R 3/25 1159 PM</td>
<td>N/A</td>
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<td>Spring Break (woo!)-- No class</td>
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<td>T 4/6</td>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD)</td>
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<td>T 4/13</td>
<td>Oppositional Defiant Disorder &amp; Conduct Disorder</td>
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<td>11</td>
<td>T 4/20</td>
<td>Substance Use Disorder</td>
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<td>T 4/27</td>
<td>Anxiety Disorders</td>
<td>Unit 3 Exam due R 4/29 1159 PM</td>
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<td>13</td>
<td>T 5/4</td>
<td>Post-traumatic Stress Disorder (PTSD) and child maltreatment</td>
<td>All projects due <strong>R 5/6 1159 PM</strong></td>
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<td>N/A</td>
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<td>14</td>
<td>T 5/11</td>
<td>Depression, Self-Harm, &amp; Suicide</td>
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<td>15</td>
<td><strong>R 5/13</strong></td>
<td>Psychotic-Spectrum Disorders</td>
<td>Psychotic-Spectrum Disorders REQUIRED</td>
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<td>Unit 4 Exam due <strong>R 5/20 1159 PM</strong></td>
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<td>Final reflection paper due Fri 5/21 1159 PM</td>
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