



**HDE 100B – Middle Childhood & Adolescence**  
**University of California - Davis**  
**Winter Quarter 2024**

Class Times: MW: 5:10 – 7:00 pm  
Location: Giedt 1001

*A characteristic of the normal child is he doesn't act that way very often.*  
~Author Unknown

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	<b>E-mail:</b>	<b>Office Hours:</b>	<b>Location:</b>
<b>Instructor:</b> Lisa L. Rapalyea, Ph.D., AT Ret.	llrapalyea@ucdavis.edu	Wed/Thur 12:00 – 2:00pm or by appt	2314 Hart
<b>TAs:</b> Andrea Cordero	alcordero@ucdavis.edu	Tues 10:00am – 12:00 pm or by appt	Zoom
Brandon Hayes	bkhayes@ucdavis.edu	Mon 2:30 – 4:30 pm or by appt	2314 Hart
Jasmine Kaur	jajkaur@ucdavis.edu	Fri 9:00 – 11:00am or by appt	Zoom

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**Office Hours:** Highly encourage you all to use this time to get course materials clarified, ask questions about assignments, and keep track of your progress in the course. Any grading issues is handled only during office hours (or by appointment) with Dr. Rapalyea, not by email.

To request an appointment if office hours conflicts with your schedule, please email us with a **FEW** options (not just one) of days/times you have open for us to try to set a time. Please also read email policy.

### **REQUIRED TEXT/MATERIALS**

#### **Equitable Access\* Course Materials:**

- 1) Berger, Kathleen S. (2021). *The Developing Person: Through Childhood and Adolescence*, 12<sup>th</sup> Edition. New York, NY: Worth Publishers.
- 2) Achieve (Worth/Macmillan Learning) platform for ebook and related online assignments – via Canvas course page
- 3) REEF app (or iClicker remote)
- 4) Packback Deep Dives (writing/researching assistance platform) – via Canvas course page
- 5) UCD Scantron 2000 (red form) & No. 2 Pencil (for exams)
- 6) Other course materials will be posted on canvas depending on topic – check each lecture modules for these

Course materials #1 and 2 are combined as one platform, and the access code for this is provided through the bookshelf on Canvas. Equitable access fees cover materials (#1-4) for this and your other courses. **Before opting out of Equitable Access** please read the additional information in the “**Course Information**” section on the Canvas course site regarding Equitable Access and read the email from the bookstore. If still uncertain about what to do, please check with Dr. Rapalyea.

#### **Required to use regularly:**

- 1) Canvas course website (canvas.ucdavis.edu) to check announcements, assignments, and other postings **especially** if you turn notifications off (**not recommended to turn off notifications**).
- 2) Ability to log onto Zoom for appointments and/or office hours as an alternate option for in person meetings with instructor / TAs.
- 3) UC Davis e-mail account – class emails are directed to this account only (**email instructor directly – do not use Canvas messaging**)
- 4) REEF app / browser or the iClicker remote device - will be used in class **every day** for participation component of course grade. Computer/tablet/phone will be necessary to log in using the REEF app or web browser.

### **COURSE DESCRIPTION**

Middle Childhood (MC) & Adolescence is designed to be an undergraduate **upper-division college level** course that will be hopefully enjoyable and informative, so take advantage of the learning opportunity being provided. You will be asked to reflect on your own MC and adolescent experiences / issues as well as increase understanding of diversity of the MC / adolescent developmental processes. One of the goals of this course is to encourage students to reflect on similarities as well as differences of context surrounding MC / adolescent development. This is to encourage **critical thinking** and understanding how developmental processes affects individuals during these phases and possible influences on adulthood and aging (HDE-100C).

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The material covers a multidisciplinary (biopsychosocial) approach to understanding topics and issues related to MC / adolescent phases of development. The interaction of diverse factors on growth and development will be explored to help you achieve a better understanding of individual as well as cultural differences regarding MC and adolescent development. Not only will this course provide an overview of many topics, but it is designed to present practical as well as scientifically based information - the latter is important in helping you develop critical evaluation skills.

As part of this course, a review / refresher of basic research concepts and evaluating data will be included to emphasize an empirically based discussion of MC/Adolescence related topics and contexts.

It is a goal that the diversity of research-based information, personal experiences, and opinions presented in this class by participants will broaden everyone's perspectives. **This kind of learning environment presumes and requires mutual respect for all participants.** Respect for self and others include preparation, participation, attendance, adherence to the academic honor code and respect for the opinions of others (**especially** when you do not agree with those opinions). **Mutual respect creates an environment in which it is safe to learn.**

### **COURSE OBJECTIVES**

- To expand *understanding* of major developmental theories as related to MC and/or adolescent phases of human development.
- To understand *developmental contexts* during MC and/or adolescence including influence of environments on the biological, cognitive, and social-emotional domains.
- To *identify, examine, and understand* (apply) diverse influences on personal and/or others' MC and/or adolescent development.
- To apply *critical thinking* by exploring personal MC and/or adolescent experiences with empirically based information learned in the course.
- To develop more *focused writing skills* on biopsychosocial development issues related to middle childhood and adolescence.
- To *appreciate* individual and cultural diversity as well as similarities with newfound insight.

### **PUBLIC HEALTH (COVID / MASKING)**

It will take all of us working together to keep each other healthy and safe! As such, **you are expected to follow university public health requirements** and engage in recommended personal protection practices to protect yourself and others around you.

- **Please check the following links for current information and requirements:**
  - <https://campusready.ucdavis.edu/>
  - <https://campusready.ucdavis.edu/public-health-policies-requirements#face-coverings-all>

### **SPECIAL/ALTERNATIVE ACCOMODATION NEEDS:**

- **For ALL students:**
  - Review the course syllabus / schedule **ASAP** and discuss conflicts / issues with Dr. Rapalyea during office hours or make an appointment **within the first two weeks of the course if you need alternative accommodations** and/or will miss class.
  - **DO NOT WAIT until last minute before class session or exams (unless in emergency situations), or later in the course to address issues with assignments, exams, participation, etc.**
    - *If you don't address issues in a timely and reasonable manner, it is possible you will not be able to get accommodations.*
- **Specifically for:**
  - **Students with Disabilities:** This applies to students with accommodation requests verified by the campus Students with Disability Center (SDC). For SDC students, you are **strongly encouraged to meet with Dr. Rapalyea (as advised in your accommodation letter) within the first two weeks of the course** to ensure the most optimal learning experience for you. **DO NOT RELY ON NOTIFICATION BY SDC and DO NOT WAIT** until later in the course to address accommodation issues with assignments, exams, participation, etc. Confidentiality and cooperation are assured.
  - **Student-Athletes:** This applies to student-athletes that have competition conflicts with the course. You **must** meet with instructor and provide a **completed and accurately filled** out academic accommodation form **with** a copy of the athletic competition schedule to Dr. Rapalyea **within the first two weeks of the course** for consideration of accommodation requests. **DO NOT EMAIL THE FORMS and DO NOT WAIT** until later in the course to address issues with assignments, exams, participation, etc.

### **BEHAVIORAL EXPECTATIONS**

- **Respect, Respect, Respect...** Please respect your fellow students and teaching staff, and acknowledge the fact that many of the topics being discussed in this course are very personal, controversial and sometimes uncomfortable. There may be a difference of opinions so be mature and respectful in listening, discussing, and responding to comments / questions.

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- **Discrimination, Harassment, and Retaliation** in any form are not tolerated. All instructors are **mandated reporters** and therefore required to report any information given to them regarding alleged acts of sexual discrimination, sexual harassment, sexual violence and/or any other forms of discrimination.

If you prefer to share information about any of these alleged violations to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <https://care.ucdavis.edu>

- **Regarding Discord:** This course does not have a discord channel set up, nor does the teaching staff monitor or is responsible for any discord channel created by students. This said, be sure to be respectful of one another and be aware of the UCD sexual harassment policy when using discord if you create one for this course.
- **Take Personal Responsibility**
  - Read this syllabus and other course materials thoroughly and if not clear on the course expectations and/or structures, it is **your responsibility** to follow up with Dr. Rapalyea **early** in the course for clarifications.
  - If you are unable to attend class for ANY reason, you are responsible for all announcements made in class and to follow guidelines outlined in syllabus and on canvas course site. **Please page 5 regarding missed lectures, assignments, and/or exams.** Do not e-mail Dr. Rapalyea or TAs to ask “what did I miss?”
  - **Read ALL announcements sent through Canvas** – in past courses, too many were not reading announcements / information etc. With large classes, it is important that **you** stay on top of instructions, course materials, clarifications, and/or possible changes. **Opting out of Canvas notifications is not recommended.**
- **ACADEMIC INTEGRITY - submit honest and original content / work on all assignments**
  - No cheating on exams.
  - No cheating on or plagiarizing of assignments.
  - Do not use ANY artificial intelligence (AI) tools (e.g. ChatGPT) for any academic related work unless otherwise specified and/or permitted by instructor.
  - Do not use phones/devices or chat apps to aid academic dishonesty.
  - Do not attend class for another student or log into their Canvas, Zoom and/or REEF / iClicker device. Doing so will be a violation of academic integrity policies and referral to Student Judicial Affairs will be made.
  - Do not attempt to gain participation points when actually not in class (e.g. remote access via REEF)
  - **Review SJA Policies provided by Student Judicial Affairs ([sja.ucdavis.edu](http://sja.ucdavis.edu))**
  - It is your responsibility to know and follow all course policies of the university. If it is discovered that academic dishonesty has occurred (see above bullet points in this section), immediate referral to Campus Student Judicial Affairs will be made for appropriate disciplinary action.
- **E-Mailing Instructor and TAs (DO NOT USE CANVAS MESSAGING)**
  - **Before emailing:**
    - If you have course-related questions about content, assignments, etc → please use the Canvas discussion board instead so the entire class can benefit from follow up information.
    - If questions about grades, points etc ... **all grading issues are handled during office hours or by appointment, not by email**
  - For other questions, include TAs on emails (unless highly sensitive) and **put HDE-100B in the subject line** followed by topic or question. If you have questions that require a more extensive response, come to office hours, or make an appointment instead.
  - Do not expect to receive a response immediately, but should get one within 48 hours of receipt of the e-mail. *If you don't hear back within this time frame, **resend to bump your message up***
  - You **must** use your UCD e-mail address when sending us e-mails.
  - Use proper e-mail etiquette and good communications skills. Be polite, clear, precise and use proper English grammar. **Do not use shorthand or text messaging style.**
  - **Do not assume TA or instructor will remember past email messages – be sure to reference specific information to what the issue / reason for contacting us.**

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- **Regularly Check Canvas and UCD E-Mail Account**

- Canvas will provide access to the class course website if you are enrolled or waitlisted in the class. You must access this website on a regular basis for announcements to be posted there, to access class materials and to review grades.

## **COURSE FORMAT & POLICIES**

The following course format is expected to be followed for the entirety of the Fall 2023 term. However, do understand that the situation with the coronavirus pandemic is still ongoing and evolving with new variants. As a result, relevant UC Davis policies are also in flux. Depending on UC Davis communications regarding the pandemic and/or other possible issues that could arise during the quarter, there is a possibility that some changes to the current course format will have to be made (which is permitted under UC policy).

Some possible changes could include: 1) return to online teaching, 2) assignments, 3) exams, and 4) grading. Please know that it is understood that such changes can be stressful, so every effort will be made to minimize changes and to give you advance notice if possible. Any possible changes that are made will be designed to maximize the quality, fairness, and inclusiveness of this course.

## ***COURSE CONTENT COPYRIGHT POLICY***

*All lectures and course materials, including video/audio recordings, PowerPoint presentations, tests, outlines, assignments, and similar materials, are protected by U.S. copyright law and by University policy. Dr. Rapalyea (and any possible guest lecturer) is the exclusive owner of the copyright of those materials created.*

***You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.***

***You may not reproduce, copy, distribute, or display (post/upload) lecture notes, recordings and/or other course materials in any other way, on any other websites (e.g. Course Hero and similar sites) — whether or not a fee is charged — without Dr. Rapalyea's (or other creators) express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Davis Code of Academic Conduct.*** (see UC Davis Standards of Conduct for Students 102.23 for more information: <https://ossja.ucdavis.edu/social-conduct-standards>)

*Similarly, you own the copyright to your original papers and exam essays. If we are interested in posting your answers or other work on the course web site, we will ask for your written permission.*

## **LECTURES**

- Lectures for this course will be ***in person during our scheduled class time (synchronous)***
- ***Lectures will be live captured (recorded)***, and these videos will be posted the next day after lecture. Be aware that technology does sometimes fail, so ***do not rely on the videos as a substitution for attending class.*** **Note:** In-person class participation is expected for each lecture (see *Class Participation* below) and is a graded component.
- Lecture notes/outlines will be posted for you so that you may follow along and ***add additional notes*** during lectures. These lecture notes / outlines are ***not comprehensive*** and should not be relied upon if you miss class.
- Other materials such as additional readings, media clips, video, etc. will be posted at the discretion of Dr. Rapalyea. You are responsible for familiarizing yourself with any material posted in the course – meaning, ***everything in the course site is fair game for exams.***

## **RECORDING OF LECTURES**

- If you want to record lectures, you ***need the permission of Dr. Rapalyea first.*** All lectures are the intellectual property of Dr. Rapalyea and any guest speakers. Due to the sensitive topics of the class any permitted recordings that are made, may not be: edited, shared, sold, put on the internet, or otherwise distributed in any form. *Any unauthorized recording (audio/video/photos) and/or distribution of lectures in any form on any platform will be referred to Student Judicial Affairs. (Refer to the course content copyright policy outlined above)*

## **EXAMS AND ASSIGNMENTS**

- \* **NOTE:** ***Do not rely on Canvas to calculate or estimate your grades.*** Due to how this class has component grades with different weights, Canvas will not accurately calculate your grades. If you have any questions or concerns, see Dr. Rapalyea to review your grades.

## **IF YOU MISS ASSIGNMENT DEADLINES, CLASS (PARTICIPATION POINTS) AND OR EXAMS:**

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- There will be **NO MAKE UPS** for any missed exams, missed assignment deadlines, or lost participation points for missing class (*please note if have technical issues under “class participation” next page*) except in cases of **extenuating documented reasons** (e.g. dated doctor’s note if ill).
  - *If you anticipate absences due to known upcoming conflicts, **be proactive** and discuss alternatives ASAP with Dr. Rapalyea*
- You will need to discuss any issues **within a week after deadlines** with Dr. Rapalyea **at office hours**. **Do not put off** to later or especially late in the course.
- **For EXAMS:** You must contact Dr. Rapalyea **at least 2 hours** before the exam unless extreme emergency. **If a make-up exam is approved**, you will be able to take an exam that is different from the original and must be scheduled ASAP (to be made up within 1 week of originally scheduled exam) with Dr. Rapalyea otherwise you risk receiving zero points.

## 1) COURSE INTRODUCTION ASSIGNMENTS

- Component grade worth approximately **4% of course grade (27 component points)**. This is an easy course requirement to fulfill.
  - a) Syllabus quiz: covers syllabus and course information (see module on Canvas course page)
  - b) E-Book/Achieve orientation assignment
  - c) Packback orientation assignment
- Each of these assignments will have variable raw scores. Once the due dates for all three have passed, the combined raw scores will be converted to the course introduction component grade.

*For example:* if you get 40 raw points out of 50 total raw score, then:  $40 / 50 = 80\% \times 27 = 21.6$  points (component score) out of 27 possible

## 2) CLASS PARTICIPATION VIA REEF / ICLICKER (*an app or browser / remote device that record class participation by transmitting responses and student ID*)

- Component grade worth approximately **8% of course grade (54 component points)**. This is an easy course requirement to fulfill, however, poor participation / attention **will negatively** affect overall course grade. If have **extenuating documented reasons** (e.g. dated doctor’s note if ill) for missing class, please follow up with Dr. Rapalyea **at office hours** as soon as possible, **do not put off** to later and especially late in the course.
- **In-class polls / quizzes** will be given randomly during lectures to engage students, encourage keeping up with material, and to reflect about influences on sexuality. This will be assessed by the use of the REEF app / platform or iClicker handheld remote.
- A **geofence will be activated** for REEF which means that you **actually need to be present in the classroom** for your responses to in-class polls / quizzes to be recorded.
- The number of questions asked varies across lectures. **Each question asked is worth 1 raw score point, and quiz questions are worth an additional 1 raw score points if answered correctly.** The total raw score points will be converted to the participation course component grade (out of 54 points) at the end of the quarter. The number of questions asked, and raw score is **variable** across lectures, so for example, if total possible raw score points during the quarter was 60, and you earned 48, then:
 
$$48 / 60 = 80\% \times 54 \text{ (course points possible)} = 43.2 \text{ (participation grade) out of 54 possible.}$$
- Each session is reviewed, and points adjusted if necessary. Review the session description (under assignments) and your points on Canvas. Do not review your points in the REEF account.
- You are expected to use REEF / ICLICKER **during all** class meetings. Make sure your **app is activated or browser opened** for the entire lecture. If using the iClicker remote device, make sure it is on the correct setting (AA) for the course before lecture starts. **If you are late to class or leave early, you may miss questions and respective points.**
- **If you have technical problems with your device during lecture, be sure to follow up with the instructor and/or TAs at the end of lecture only** (*see Participation Information/Instructions in Course Information on Canvas for more instructions*).

*Do not ask about participation issues / points that happened during lecture through email, the next day, or later in the course / quarter – **you must come to office hours**. If quiz questions were asked and you were in class, only partial points will be restored.*

- **Policy:** REEF / ICLICKER will record participation via transmission of student ID and related answers to various assessments throughout the course. There will be a geofence activated to make sure students are in lecture and participating. Attempts to gain points without actually being in lecture is academic misconduct and will be referred to OSSJA if necessary.

Individual student responses will be converted into combined participation points at the end of the course. You will be able to review your participation for lectures before final participation grade is calculated (to be further explained). The individual information/actual responses recorded are for **academic use only** and will not be accessible by anyone except the instructor. **Confidentiality is assured.**

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### 3) ACHIEVE LEARNING ASSIGNMENTS (via Worth/Achieve Learning) + OTHER ASSIGNMENTS

- This platform has the textbook (ebook) integrated with *Achieve Learning* chapter assignments. These are “mastery” assignments which means that ***you will be able to improve your scores until you reach target points (may vary per assignment) up to the respective assignment deadlines.*** This is a relatively easy grade to earn if *you pay attention* to the assignment. Be sure to do the *E-book/Achieve orientation* assignment first to learn how to navigate the chapter assignments (see course introduction assignments on Canvas).
- The purpose of these assignments is to help you learn the material and keep up with the assigned chapter readings and other course materials. You may access the e-book at any time during the course to review for exams even when assignments have been completed.
- Component grade worth approximately **8% of course grade (54 component points)**. There are 8 chapters that are assigned readings for this platform. Number of assignments varies per chapter due to how the platform is designed. It looks like a lot, but its really comparable to other e-book mastery assignments (to be explained in class). Be sure to check both Canvas and your Achieve accounts for these and due dates. **Each assignment has raw scores points that will be combined** into a total raw score points. This will be converted into the course component grade at the end of the quarter (see above example of conversion to component score).
- The assignments will be released ~ 5+ days before the assigned due date. **The last day to submit answers will be by 11:59pm on the assigned due date** (see assignment and respective lecture modules on Canvas) unless modified by the instructor.
- **Do not wait until the last minute to do the assignments.** If you encounter technical issues when doing assignments last minute, your score may be compromised. It is your responsibility to do the assignment in a timely manner and to make sure the correct score is recorded.
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- Included in this component grade may be other assignments such as **video activities, short review quizzes (open notes) for assigned articles, etc** for materials that does not have an assigned chapter from the textbook. (see assignments and respective lecture modules on Canvas in syllabus)

### 4) PACKBACK QUESTIONS & DEEP DIVES WRITING ASSIGNMENTS

- The Packback platform is platform for individual and peer interaction writing assignments. HDE-100B is a writing intensive course, so this platform will assist you with the mechanics of writing, which you will need to correct when prompted by the AI. If mechanics are not corrected as prompted, it will affect your overall score. **The final grade for each assignment will be adjusted based on quality of content and ideas.**
- Writing assignments will include:
  - Discussion questions (combined about 5%)
  - Reflection assignments (combined about 5%)
  - Final Paper (combined about 25.6%)
- Component grade worth approximately **35.6% of course grade (240 course points)**. The assignments will vary in weight (will be made clearer with specific assignments), and will be combined into the Packback component grade at the end of the quarter (see above example of conversion to component score).

### 5) EXAMS

- There will be **3 non-cumulative exams**, each covering ~ 1/3 of the course material. All materials presented / posted are relevant to the exams. These include: assigned readings (textbook and additional articles), lectures, discussions, videos, guest speakers, assignments, and in-class activities.
- Each exam is worth approximately 100 pts (**combined** approximately **44.4% of course grade**). Check course schedule for scheduled dates.

### 6) EXTRA CREDIT

- Any extra credit assignment given is at the sole discretion of the instructor. Extra credit may only be offered as an opportunity for the entire class - it is not an option given on an individual basis.

### GRADING EVALUATION

- Grades will be posted on canvas for you to review

\* **NOTE: Do not rely on Canvas to calculate or estimate your grades.** Due to how this class has component grades with different weights, Canvas will not accurately calculate your grades. If you have any questions or concerns, see Dr. Rapalyea to review your grades.

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- There are **675 points** for this course. Your grade will be based on your performance on the following:

Course Introduction Assignments	<i>see canvas assignments</i>	27 points
Exam 1	Feb. 5, 2023	100 points
Exam 2	Feb. 26, 2023	100 points
Exam 3	Mar. 22, 2023 – <b>6:00 – 8:00 PM</b>	100 points
Achieve Learning	<i>see canvas assignments</i>	54 points
Packback	<i>see canvas assignments</i>	240 points
REEF Participation	<i>tied with class sessions</i>	54 points

**TOTAL POINTS: 675 points**

**Grading Scale:**

A+ 97-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F below 60%
A 93-96.9%	B 83-86.9%	C 73-76.9%	D 63-66.9%	
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	

**Grading Policy:**

- ALL** grading issues need to be resolved during office hours or by appointment, **NOT** by email.
- All grades earned on tests and assignments for this course are **non-negotiable**. To make sure you get the best possible grade on course assignments and/or exams, it is **your responsibility** to make sure you understand what is expected **BEFORE** the assignments are due and before taking the exams.
- You are responsible** for reviewing all class materials and checking to make sure your grade is entered correctly on Canvas. Once grades are posted for any given exam, assignments, or paper *You have 1 week from time of grade release to have possible grading errors re-evaluated. After this one-week period, the grade will not be changed.*
- For Final Grades:** There will be no “rounding” of grades for any reason. Your percentage is calculated based on the **points you earn** on the **work you do**. Any possible grade adjustments (e.g. adjustment of an exam grade due to throwing out a question) are done with the actual assignment or exam it applies to. They are not adjustments applied to your overall grade.
- Therefore, wherever your grade falls within the grading scale outlined in this syllabus is the exact grade you will receive... yes, even if you are only .01 points away from the next highest grade. The teaching staff will **NOT** respond to e-mails asking for grades to be adjusted up or “bumped” up.
- Grades are not curved for this course.**

**COURSE SCHEDULE**

**NOTE: This course syllabus and schedule may be subject to changes during the quarter. However, exam dates will NOT change unless due to extenuating circumstances involving the teaching team and/or the campus.**

Typically, some topics are longer or shorter than others. The longer ones may run over into the following lectures, so be sure to stay up on the reading and assignments to be prepared for lectures and exams.

**Check Canvas course modules / pages for more specific information on topics, assignments due dates, additional reading /materials, schedule shifts and exam(s) information.**

Week	Date	Topic	Assigned Chapter(s)
1	Jan. 8 (M)	Course Information, Digital Access & Clicker Setup The Science of Development	Course Materials 1
	Jan. 10 (W)	↓	↓
2	Jan. 15 (M)	<b>NO CLASS – Martin Luther King Jr. Day</b>	
	Jan. 17 (W)	Understanding Theories	2
3	Jan. 22 (M)	↓	↓
	Jan. 24 (W)	Biosocial Development During Middle Childhood	11
4	Jan. 29 (M)	↓	↓
	Jan. 31 (W)	Cognitive Development During Middle Childhood	12
5	Feb. 5 (M)	<b>Exam #1</b>	
	Feb. 7 (W)	Cognitive Development During Middle Childhood (cont)	12

<b>6</b>	Feb. 12 (M)	Psychosocial Development During Middle Childhood	13
	Feb. 14 (W)	↓	↓
<b>7</b>	Feb. 19 (M)	<b>NO CLASS – Presidents’ Day</b>	
	Feb. 21 (W)	Biosocial Development During Adolescence <i>Paper Assignment Due</i>	14
<b>8</b>	Feb. 26 (M)	<b>Exam #2</b>	
	Feb. 28 (W)	Biosocial Development During Adolescence (cont)	14
<b>9</b>	Mar. 4 (M)	Cognitive Development During Adolescence	15
	Mar. 6 (W)	↓	↓
<b>10</b>	Mar. 11 (M)	Psychosocial Development During Adolescence	16
	Mar. 13 (W)	↓	↓
<b>Finals Week</b>	Mar. 22 (F)	<b>EXAM #3: 6:00 – 8:00 pm</b>	

**Scheduled day and time for final exam cannot be changed.**