

Faculty of Health
Department of Psychology
PSYC 2110 3.0 O: DEVELOPMENTAL PSYCHOLOGY
Fridays/11:30-14:30PM/ Online via Zoom
Winter/2022

Welcome to PSYC 2110!

All aspects of this course will be online. There will be both *asynchronous AND synchronous components*. Lectures will be prerecorded and the majority of class activities can be completed asynchronously within time periods outlined in the **Course Schedule** below. There will also be synchronous class activities delivered via Zoom once every 2-3 weeks, and optional Q&A sessions delivered via Zoom each week (all during scheduled class times). Synchronous content is designed to enrich the course experience, and we hope you can attend! However, we recognize barriers to participating in classes in real time, and so recordings of synchronous meetings will be posted for those who are unable to attend. There will also be opportunities to engage with the instructor, TAs, and your classmates via online Discussion Boards. While this course has been designed to minimize reliance on high bandwidth, stable internet, it does require an internet connection to access course materials. ***If you have barriers to accessing dependable internet please contact Dr. Pierce.***

INSTRUCTOR AND TA INFORMATION

Instructor: Dr. Lara Pierce

Office Hours: By appointment (over Zoom)

Email: ljpierce@yorku.ca

	Last names A to L	Last names M to Z
T.A.	Sara Jasim	Paolina Onorato
Email	sjasim@yorku.ca	onoratop@yorku.ca
Office Hours	By appointment (via Zoom)	By appointment (via Zoom)

Individual assistance is always available by appointment – we look forward to seeing you!

EMAIL/DISCUSSION FORUM POLICY

If you have a question, we are always happy to help! If you cannot find your answer on the syllabus or on the course website(s) (eClass or LaunchPad) the best next step is to post to one of the course Discussion Boards where it can be answered by Dr. Pierce, the TAs, or one of your classmates.

Discussion Forums will be posted in [eClass](#). ***Discussion Forums can be used to seek answers to questions about course logistics and content.*** They will be organized into the following topics (with additional topics added as needed):

- 1) [General course logistics](#)
- 2) [Questions about assignments](#)
- 3) [Questions about tests](#)
- 4) [Questions about course content](#) (organized by chapter/topic)

Dr. Pierce and the TAs will be monitoring these threads during business hours (Monday – Friday, 8:30 AM – 5:30 PM). ***For the most efficient response to your questions please post them on the Discussion Forums (as opposed to relying on email)! Often students have the same or similar questions and posting here allows us to respond to all of you at once. If your question is specific to you (i.e., no one else in the course would benefit from the answer), and/or sensitive in nature, please send us an email, as per the following guidelines:***

To ensure that your email does not end up in our SPAM folders, all emails to Dr. Pierce and TAs MUST:

- 1) Include your course number in the subject line (PSYCH 2110 A)
- 2) Be sent from your York email address and include your full name and student number at the end of the email

We are happy to help you with any questions you have about the online course. To enable us to help all students most efficiently, before emailing please make sure to check: a) the syllabus, b) the course webpage, c) the course discussion boards, d) LaunchPad to see if the answer to your question exists in these materials.

We will make every effort to respond to your email within 24 hours of receiving it, or faster. But please keep in mind that during busy times (i.e., before an assignment or test) the wait times for a response may be longer. Please be patient as we try to help everyone as efficiently as possible!

*****Note that the TAs and Dr. Pierce will not read or respond to emails or Discussion Board posts OUTSIDE of business hours (i.e., 8:30 AM – 5:30 PM, Mondays through Fridays). You will not receive a response to your email/post until *the next business day*, at the earliest (i.e., if you email on a Friday night at 8:00PM, you will not hear back until Monday at the earliest).***

COURSE PREREQUISITE(S): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

COURSE CREDIT EXCLUSIONS

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

COURSE WEBSITE(S): [eClass](#) and [LaunchPad](#)

All course announcements, documents, lectures (i.e. pre-recorded lectures), tests, assignments, and online discussions will be housed on [eClass](#).

All Learning Curve activities will be through [LaunchPad](#), and you must register using the following link below:

<https://www.macmillanhighered.com/launchpad/siegler6ecanadian/18788080>

You must register for LaunchPad with your York University email address and ID.

To obtain instructions on how to register and use LaunchPad visit the website below which was created by MacMillan Publishing for this course.

<https://sites.google.com/macmillan.com/psyc2110-w22-pierce/home>

Please read through the different sections of this website carefully because it will help you register and use the tools appropriately. There is also information on how to reach LaunchPad customer service support. ***Instructors and TAs cannot help with technical issues related to Launchpad – please contact customer support.*

The Launchpad website for our course is:

<https://www.macmillanhighered.com/launchpad/siegler6ecanadian/18788080>

COURSE DESCRIPTION

This online course will survey aspects of physical, cognitive, language, emotional, and social development from birth through adolescence. By examining leading theoretical positions and current and historical research, we will explore factors that influence development, including biological and sociocultural variables, the active role of the child, and interactions between different developmental domains. Essentially, we will be exploring the process that got you from the crib to the York student you are today! We will also talk about *how* developmental research is able to answer these questions.

This course will be delivered completely online. Pre-recorded lectures and other asynchronous course materials will be uploaded to eClass at the beginning of the week (each Monday – please see **Course Schedule** below). To facilitate active learning of the material, students will be expected to complete short weekly online activities and assignments (LaunchPad Learning Curves) via the online platform, LaunchPad (see below for more information). Student knowledge of course material will be assessed using online tests and assignments that will be delivered on [eClass](#) (see Assessment section below). Synchronous meetings will be held via **Zoom** every 2-3 weeks following the Course Schedule below (when synchronous meetings are held they will be Fridays 11:30AM-1:00PM). Participation in synchronous sessions is anticipated to enrich the course experience, however we recognize that there are barriers to online

attendance and synchronous recordings and materials will be posted to eClass after each session.

PROGRAM LEARNING OUTCOMES

Upon completion of this course, students should be able to:

1. Demonstrate broad knowledge of psycho-social determinants of development.
2. Describe and evaluate current theory and research in developmental psychology.
3. Understand and interpret principles of developmental psychology in everyday life.
4. Define causes of human development from different perspectives.

SPECIFIC LEARNING OBJECTIVES

Program learning outcomes will be achieved by exploring classic and cutting-edge studies in developmental psychology and engaging in course activities. Each chapter/topic will have a set of specific learning objectives that are connected to the Program Learning Outcomes outlined above. These will be posted on eClass each week along with the rest of the week's content.

Throughout the semester students will have the opportunity to engage with a variety of course materials (e.g., textbook, lectures, videos, readings, activities) and will demonstrate their knowledge of specific learning objectives via online tools, tests, and assignments.

REQUIRED TEXT

Siegler, R., Saffran, J.R., Graham, S., Gershoff, E.T., & Eisenberg, N., (2020). *How Children Develop. Canadian 6th Edition*. Worth Publishers: New York.

Students have three options for purchase:

1. Loose Leaf text plus Launchpad (includes e-book).
2. Launchpad only (includes e-book).
3. Hardcover textbook plus Launchpad (includes e-book).

Launchpad is necessary and is included in each of the three bundles. ISBNs for each of the above can be found via the York University bookstore website (textbook search tool). Note that other editions of this Siegler text cannot be used. ****Note: Please contact Dr. Pierce if you have financial barriers to accessing a copy of the textbook.**

COURSE REQUIREMENTS AND ASSESSMENT:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	OPENS on eClass: Feb. 7, 2022 at 9:00 AM DUE on eClass: Feb. 13, 2022 at 11:59 PM	20%
Test 2	OPENS on eClass: Mar. 14, 2022 at 9:00 AM DUE on eClass: Mar. 20, 2022 at 11:59 PM	20%
Test 3	Scheduled during Final Exam Period	20%

Assessment	Date of Evaluation (if known)	Weighting
Tests Total		60%
LaunchPad Learning Curves	Varied (see Course Schedule)	10%
Weekly test question posts	Varied (see Course Schedule)	10%
Research Article Assignment	DUE: April 8, 2022 by 11:59 PM	20%
Assignments Total		40%
Total		100%

DESCRIPTION OF ASSIGNMENTS

Tests

Tests are designed to assess your mastery of core concepts covered in course materials (lectures and other asynchronous materials, activities, and assigned readings) and will be centered around the specific learning objectives posted on eClass for each chapter/topic. You will take 3 tests, which together account for 60% of your final grade. Tests will be open-book, meaning you can choose to use course materials to assist you in your responses. Please note that you are expected to complete each test independently (i.e., without help from others). All tests will consist of a mix of MULTIPLE CHOICE and SHORT-ANSWER questions.

- A) Test 1 will cover material from Chapters 1, 2, and 3, and all associated asynchronous and synchronous course materials. The test will be **released on eClass on Monday, February 7th, 2022 at 9:00 AM and you will have until Sunday, February 13th, 2022 at 11:59 PM to submit your answers on eClass.**
- B) Test 2 will cover material from Chapters 4, 5, and 6, and all associated asynchronous and synchronous course materials. The test will be **released on eClass on Monday, March 14th, 2022 at 9:00 AM and you will have until Sunday, March 20th, 2022 at 11:59 PM to submit your answers on eClass.**
- C) Test 3 will cover material from Chapter 10, 11, and 12, and all associated asynchronous and synchronous course materials. Test 3 will be scheduled during the Final Exam period and will be determined by York University's Final Exam Schedule.

LaunchPad Learning Curve Activities: You will complete weekly Learning Curve Activities through LaunchPad. These activities will guide your reading of the assigned chapter and include simple quiz questions. These assessments will be released weekly when there is a chapter for that week (usually Mondays at 8:30AM). ***You will not be graded on the learning curve activities.*** You simply get a participation mark for each Learning Curve Activity you complete. ***There are a total of 18 learning curve activities (2 learning curves per chapter), and you will have to complete 14 in total for full marks.*** The optimal schedule will be for you to complete the weekly chapter's Learning Curve each week (i.e., to keep on track with the readings), however each set of Learning Curve activities will not be due until the end of each "unit" (i.e., prior to the Test that includes those chapters). See **Course Schedule** for due dates.

Weekly Test Questions: Full instructions will be located on [eClass](#). For each week with an assigned chapter, you will be responsible for creating ONE test question based on the specific learning objectives for that chapter/topic and posting them to a small-group Discussion Forum (to which you will be assigned). Your question can be either MULTIPLE CHOICE or SHORT-ANSWER. Writing test questions is intended as an exercise to help consolidate the important ideas from that week and to link what you've learned back to the specific learning objectives. It will also help me to see where gaps in understanding might be happening so I can adjust the lectures and clarify as needed. **Questions will not be graded.** You will get a participation mark by posting and responding to questions on the discussion board . **There are 9 chapters and you will need to complete 7 sets of question posts for full marks.** Prior to tests I will create a summary document with examples of student-created questions that best reflect specific learning objectives. I will post this document on eClass and a portion of the questions on your actual tests will be based on these examples. In this way tests (and study guides!) will be co-created with your input.

Research Article Assignment: Full instructions will be located on [eClass](#) and will be discussed in synchronous sessions. The goal of this assignment is to practice reading and interpreting research articles that report on topics in Developmental Psychology, and to understand how developmental research is disseminated in the popular media. For this assignment you will find an article, podcast, or newsclip online or in a newspaper or magazine that discusses research relevant to child-rearing. You will also find the full report (i.e., research article) of the investigation. You will read/watch/listen to both and then write a brief report, create a short podcast or video, OR create a brief presentation in which you respond to a set of questions and compare the popular account with the original report. This assignment can be completed alone or in groups of up to 3. **DUE on eClass: April 8th, 2022, by 11:59 PM**

CLASS FORMAT AND ATTENDANCE POLICY

The majority of the course (lectures, assignments, tests) will be conducted asynchronously. There will be synchronous sessions held via Zoom every 2-3 weeks during the scheduled class time (Fridays 11:30AM-2:30PM, *note that we will end the synchronous portion by 1:00PM*), as outlined in the **Course Schedule** below. Synchronous sessions will include Q&A, discussion, and activities designed to enrich the course experience. Attendance is not mandatory, and recordings will be posted to eClass. While we will do our best to make all synchronous resources available, please note that some content may not translate well to the recording (e.g., breakout room activities). Optional drop-in Q&A sessions will be held on weeks that no formal synchronous session is scheduled.

GRADING AS PER SENATE POLICY

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

MISSED TESTS/MIDTERM EXAMS/LATE ASSIGNMENT

Because unforeseen challenges sometimes arise, deadline windows, as opposed to strict due dates, have been provided for the completion of tests (see **Course Schedule**).

In addition, while the expectation is that assignments will be submitted by the posted deadlines, there will be a built-in buffer of 5 days for assignment deadlines (i.e., if an assignment is due Jan. 30 by 11:59 PM it will be accepted on eClass without penalty until Feb. 4 at 11:59 PM).

In the unlikely event that there is an extended illness or extenuating circumstances (i.e., for a time frame that exceeds the submission window) please do the following:

For any missed test or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed test, activity, or late assignment.

Any accommodation made will be at the discretion of the instructor. These could involve a make-up test (if it can be accommodated before feedback has been released to the rest of the class) or will more likely involve a re-weighting of other Tests/Assignments.

ADD/DROP DEADLINES

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar

Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10
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Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

INFORMATION ON PLAGIARISM DETECTION

Academic integrity is critical to the success of all students. Students are required to hand their own work and use proper citations and references where appropriate. When required, please use APA format for all in text citations and reference lists.

Turn It In (or similar software) may be used to detect plagiarism or assignments that are similar to other students.

ELECTRONIC DEVICE POLICY

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

ACADEMIC INTEGRITY FOR STUDENTS

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

TEST BANKS

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

COURSE MATERIALS COPYRIGHT INFORMATION

These course materials are designed for use as part of the PSYC 2110 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

CALUMET AND STONG COLLEGES' STUDENT SUCCESS PROGRAMMING

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- **Orientation** helps new students transition into university, discover campus resources, and establish social and academic networks.
- **Peer Mentoring** connects well-trained upper-year students with first year and transfer students to help them transition into university.
- **Course Representative Program** aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- **Peer Assisted Study Sessions (P.A.S.S.)** involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- **Peer Tutoring** offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work](#) and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please visit our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

COURSE SCHEDULE

Please note that there are both **asynchronous** and **synchronous** components to this course. Each component is outlined below. If you have any questions about the layout of the course please post on the Discussion board or reach out to Dr. Pierce or the TAs.

ASYNCHRONOUS

Every Monday (by 9:00 AM) the following asynchronous course materials will be posted on eClass:

- Pre-recorded lecture(s) and activities for each chapter. Note that lectures will be broken down into short (10-30 minute) videos and labeled by topic for easy reference (e.g., to help when you are studying for tests, completing assignments, etc.). ***This means there will be multiple videos posted each week.***

- Corresponding **LaunchPad Learning Curve** activities. Note that you will not see these activities as a “to-do” item on your LaunchPad until they have been released.
- All asynchronous materials, including lecture videos and supplementary content, will be available for your review for the duration of the Winter term.
- All Tests will be completed asynchronously.

SYNCHRONOUS

- Synchronous course meetings will be held during the allocated class time on ***SOME (but not all) weeks. The specific schedule and topics for synchronous sessions are outlined in the Course Schedule below. On weeks that synchronous sessions are scheduled, they will be held on Fridays from 11:30-1:00 EST*** (i.e., they will NOT take the full 3 hour duration). All synchronous meetings will be held on Zoom and the link will be available via eClass. You must use your Passport York ID to sign into the Zoom meeting. We will use synchronous meetings for Q&A, to review and discuss course material and assignments, and to engage in activities designed to enhance understanding of course material. To facilitate access for those who cannot attend the live sessions in real time, recordings and materials will be uploaded to eClass after course meetings. Please note that some activities (e.g., breakout rooms) cannot be posted, however breakout room output and supplementary activities will be posted whenever possible.
- On weeks with no formal synchronous course activities there will be an optional drop in Q&A session via Zoom (Fridays from 11:30-12:30 ET; see **Course Schedule** below).

To foster the best learning outcomes, an optimal schedule would look something like the following (see image following Course Schedule for a visual depiction):

- Each week asynchronous content is released on Monday mornings. Just like in traditional classes it is best for readings to be completed before each lecture. Therefore, over the course of each week, it is optimal to first read the required chapter and complete the associated Learning Curve activities. Then, a) watch the lecture video(s) for that chapter and engage with the associated content, and b) submit your sample test question for that chapter via eClass. That cycle will continue throughout the semester.
- On weeks with a synchronous session or test, we will do our best to reduce the quantity of asynchronous content in order to ensure a relatively consistent balance over the semester. Synchronous sessions are intended to enrich course material and provide a consistent point of contact with the Instructor. We want them to be helpful! And will be checking in with you over the course of the semester to optimize their utility in this remote learning context.

Please see complete schedule of course activities on next page

Week	Date Range	Topic	Chapter	Synchronous Meetings
1	Jan. 10 – 16	Introduction to Child Development	1	Fri. Jan. 14 11:30-1:00 EST Intro to course, logistics, using LaunchPad
2	Jan. 17 – 23	Prenatal Development and the Newborn Period	2	Fri. Jan. 21 11:30-12:30 EST Optional Drop-in Zoom Q&A
3	Jan. 24 – 30	Biology and Behaviour Learning curves and weekly test questions for chapters 1, 2, & 3 DUE: Jan. 30, 2022 by 11:59 PM	3	Fri. Jan. 28 11:30-1:00 EST Q&A, “Unit 1” Summary, & Test 1 review session
4	Jan. 31 – Feb. 6	Theories of Cognitive Development	4	Fri. Feb. 4 11:30-12:30 EST Optional Drop-in Zoom Q&A
5	Feb. 7 – Feb. 13	TEST 1 (Chapters 1, 2, 3 + lecture material) Opens: Feb. 7, 2022 9:00AM Ends: Feb. 13, 2022 11:59PM	N/A	
6	Feb. 14 – Feb. 20	Seeing, Thinking, and Doing in Infancy	5	Fri. Feb. 18 11:30-1:00 EST How to read research articles & info about research article assignment Part 1
7	Feb. 21 – Feb. 27	READING WEEK	N/A	No synchronous meeting
8	Feb. 28 – Mar. 6	Development of Language and Symbol Use Learning curves and weekly test questions for chapters 4, 5, & 6 DUE: Mar. 6, 2022 by 11:59 PM	6	Fri. Mar. 4 11:30-1:00 EST Q&A, “Unit 2” Summary, & Test 2 review session
9	Mar. 7 – Mar. 13	Emotional Development	10	
10	Mar. 14 – Mar. 20	TEST 2 (Chapters 4, 5, 6 + lecture material) Opens: Mar. 14, 2022 9:00AM Ends: Mar. 20, 2022 11:59PM	N/A	
11	Mar. 21 – Mar. 27	Attachment to Others and Development of Self	11	Fri. Mar. 25 11:30-1:00 EST

				How to read research articles & questions about research article assignment Part 2
12	Mar. 28 – Apr. 3	The Family and Socioeconomic Context Learning curves and weekly test questions for chapters 10, 11, & 12 DUE: Apr. 3, 2022 by 11:59 PM	12	
13	Apr. 4 – Apr. 10	RESEARCH ARTICLE ASSIGNMENT DUE APR. 8, 2022 BY 11:59 PM	N/A	Fri. Apr. 8 11:30-1:00 EST Q&A, “Unit 3” Summary & Test 3 review session
Final Exam Period	to be scheduled	TEST 3 (Chapters 10, 11, 12 + lecture material)		

