Welcome to PSYC 2110!

This course will be delivered in person, with online assignment components. Attendance is strongly encouraged and will enhance the course experience, however course materials and assignments will be made available online via eClass and LaunchPad. There will also be opportunities to engage with the instructor and classmates via online Discussion Forums as well as in person. This course requires 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; course time will also be made available for questions/meeting
Email: ljpierce@yorku.ca

<table>
<thead>
<tr>
<th>T.A.</th>
<th>Last names A to L</th>
<th>Last names M to Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Chau</td>
<td></td>
<td>Carly Goodman</td>
</tr>
</tbody>
</table>

Email: ivychau@yorku.ca goodmanc@yorku.ca
Office Hours: By appointment

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 on 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 B)
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 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 forums, 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 Forum 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, lecture recordings, 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 MacMillian 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

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**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 in person, with online assignment components. Course materials will be uploaded to eClass at the beginning of the week (each Monday – please see Course Schedule below) for review prior to Friday’s class. 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). Participation in in-person sessions is anticipated to enrich the course experience. Recordings and slides will also 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


Students have three options for purchase:
1. Loose Leaf text plus Launchpad (includes e-book).
2. Launchpad only (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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>OPENS on eClass: Oct. 17, 2022 at 9:00 AM</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>DUE on eClass: Oct. 23, 2022 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td>OPENS on eClass: Nov. 14, 2022 at 9:00 AM</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>DUE on eClass: Nov. 20, 2022 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>Test 3</td>
<td>Scheduled during Final Exam Period</td>
<td>20%</td>
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<tr>
<td>Tests Total</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>LaunchPad Learning Curves</td>
<td>Varied (see Course Schedule)</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly test question posts</td>
<td>Varied (see Course Schedule)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Article Assignment</td>
<td>DUE: Dec. 2, 2022 by 11:59 PM</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments Total</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

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 “take-home”
style and 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 course materials. The test will be released on eClass on Monday, Oct. 18th, 2022 at 9:00 AM and you will have until Sunday, October 23rd, 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 course materials. The test will be released on eClass on Monday, November 14th, 2022 at 9:00 AM and you will have until Sunday, November 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 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 9:00AM). 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: December 2nd, 2022, by 11:59 PM**

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**CLASS FORMAT AND ATTENDANCE POLICY**

The course consists of in-person sessions as well as online activities. In-person sessions are designed to maximize the course experience, and will include Q&A and activities in addition to lecture material. Attendance is not mandatory and recordings and lecture slides will be posted to eClass. While we will do our best to make all in-person resources available, please note that some content may not translate well to the recording (e.g., small group activities).

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**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 2022-23](#)

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**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 accommodations 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 2022-23 Important Dates](#)

<table>
<thead>
<tr>
<th>Last date to add a course <strong>without permission</strong> of instructor (also see Financial Deadlines)</th>
<th>Fall (Term F)</th>
<th>Year (Term Y)</th>
<th>Winter (Term W)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept. 20</td>
<td>Sept. 20</td>
<td>Jan. 22</td>
</tr>
<tr>
<td>Last date to add a course <strong>with permission</strong> of instructor (also see Financial Deadlines)</td>
<td>Oct. 4</td>
<td>Oct. 25</td>
<td>Feb. 6</td>
</tr>
<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>Nov. 11</td>
<td>Feb. 10</td>
<td>Mar. 17</td>
</tr>
<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 12 - Dec. 7</td>
<td>Feb. 11 - April 11</td>
<td>March 18 - April 11</td>
</tr>
</tbody>
</table>

**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

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** supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- **Peer-Assisted Study Sessions (PASS)** involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- **Peer Tutoring** offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
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 or volunteer.

For additional resources/information about Calumet and Stong Colleges’ Student Success Programs, please consult our websites (Calumet College; Stong College), email scchelp@yorku.ca, and/or follow us on Instagram (Calumet College; Stong College), Facebook (Calumet College; Stong College) and LinkedIn.

Are you receiving our weekly email (Subject: “Calumet and Stong Colleges - Upcoming events”? If not, please check your Inbox and Junk folders, and if it’s not there then please contact ccscadmn@yorku.ca, and request to be added to the listserv. Also, make sure to add your ‘preferred email’ to your Passport York personal profile to make sure you receive important news and information.

COURSE SCHEDULE

Please note that there are both online activities and in-person 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 Forum or reach out to Dr. Pierce or the TAs.

ONLINE ACTIVITIES

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

- Links to readings for the upcoming week as well as a list of specific learning objectives for the material covered
- 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 online materials will be available for your review for the duration of the Fall term.

Please note that all assignments and tests will also be completed and submitted online, via eClass and LaunchPad

IN-PERSON

- In-person course meetings will be held during the allocated class time Fridays from 11:30-2:30 EST in LAS B. Lecture recordings and slides will be uploaded to eClass after course meetings. Please note that some activities (e.g., small group discussions) cannot be posted, however details about supplementary activities will be made available whenever possible.
To foster the best learning outcomes, an optimal schedule would look something like the following:

- Each week online content is released on Monday mornings. It is ideal for readings to be completed before each lecture. Therefore, over the course of each week, it is recommended that you:
  a. read the required chapter and complete the associated Learning Curve activities. Then...
  b. attend the in-person session. And finally...
  c. submit your sample test question for that chapter via eClass. That cycle will continue throughout the semester.

Please see complete schedule of course activities on next page
<table>
<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Topic(s)</th>
<th>Chapter</th>
<th>In-Person Meeting Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep. 7 – 11</td>
<td>• Introduction to Child Development&lt;br&gt;• Intro to course, logistics, using eClass and LaunchPad</td>
<td>1</td>
<td>Fri. Sep. 9 11:30-2:30 EST</td>
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<tr>
<td>2</td>
<td>Sep. 12 – 18</td>
<td>• Prenatal Development and the Newborn Period</td>
<td>2</td>
<td>Fri. Sep. 16 11:30-2:30 EST</td>
</tr>
<tr>
<td>3</td>
<td>Sep. 19 – 25</td>
<td>• Biology and Behaviour</td>
<td>3</td>
<td>Fri. Sep. 23 11:30-2:30 EST</td>
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<tr>
<td>4</td>
<td>Sep. 26 – Oct. 2</td>
<td>• Theories of Cognitive Development&lt;br&gt;• Q&amp;A, “Unit 1” Summary, &amp; Test 1 review session&lt;br&gt;<strong>Learning curves and weekly test questions for chapters 1, 2, &amp; 3 DUE: Oct. 2, 2022 by 11:59 PM</strong></td>
<td>4</td>
<td>Fri. Sep. 30 11:30-2:30 EST</td>
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<tr>
<td>5</td>
<td>Oct. 3 – 9</td>
<td>• Seeing, Thinking, and Doing in Infancy</td>
<td>5</td>
<td>Fri. Oct. 7 11:30-2:30 EST</td>
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<tr>
<td>6</td>
<td>Oct. 10 – 16</td>
<td><strong>READING WEEK</strong></td>
<td>N/A</td>
<td></td>
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<td>7</td>
<td>Oct. 17 – 23</td>
<td>• How to read research articles &amp; info about research article assignment Part 1&lt;br&gt;&lt;br&gt;<strong>TEST 1</strong> (Chapters 1, 2, 3 + lecture material)&lt;br&gt;&lt;br&gt;<strong>Opens: Oct. 17, 2022 9:00AM&lt;br&gt;Ends: Oct. 23, 2022 11:59PM</strong></td>
<td>5</td>
<td>Fri. Oct. 21 11:30-2:30 EST</td>
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<td>8</td>
<td>Oct. 24 – 30</td>
<td>• Development of Language and Symbol Use</td>
<td>6</td>
<td>Fri. Oct. 28 11:30-2:30 EST</td>
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<td>9</td>
<td>Oct. 31 – Nov. 6</td>
<td>• Emotional Development</td>
<td>10</td>
<td>Fri. Nov. 4 11:30-2:30 EST</td>
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<td></td>
<td><strong>Q&amp;A, “Unit 2” Summary, &amp; Test 2 review session</strong></td>
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<td></td>
<td></td>
<td><strong>Learning curves and weekly test questions for chapters 4, 5, &amp; 6 DUE: Nov. 6, 2022 by 11:59 PM</strong></td>
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<tr>
<td>10</td>
<td>Nov. 7 – 13</td>
<td><strong>Attachment to Others and Development of Self</strong></td>
<td>11</td>
<td>Fri. Nov. 11 11:30-2:30 EST</td>
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<tr>
<td>11</td>
<td>Nov. 14 – 20</td>
<td><strong>How to read research articles &amp; questions about research article assignment Part 2</strong></td>
<td>N/A</td>
<td>Fri. Nov. 18 11:30-2:30 EST</td>
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<td></td>
<td><strong>TEST 2 (Chapters 4, 5, 6 + lecture material)</strong></td>
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<td><strong>Opens: Nov. 14, 2022 9:00AM</strong></td>
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<td></td>
<td><strong>Ends: Nov. 20, 2022 11:59PM</strong></td>
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<tr>
<td>12</td>
<td>Nov. 21 – Nov. 27</td>
<td><strong>The Family and Socioeconomic Context</strong></td>
<td>12</td>
<td>Fri. Nov. 25 11:30-2:30 EST</td>
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<tr>
<td>13</td>
<td>Nov. 28 – Dec. 4</td>
<td><strong>Q&amp;A, “Unit 3” Summary &amp; Test 3 review session</strong></td>
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<td>Fri. Dec. 2 11:30-2:30 EST</td>
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<tr>
<td></td>
<td></td>
<td><strong>RESEARCH ARTICLE ASSIGNMENT DUE Dec. 2, 2022 BY 11:59 PM</strong></td>
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<td><strong>Learning curves and weekly test questions for chapters 10, 11, &amp; 12 DUE: Dec. 4, 2022 by 11:59 PM</strong></td>
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<td><strong>TEST 3 (Chapters 10, 11, 12 + lecture material)</strong></td>
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**Final Exam Period** to be scheduled