

Faculty of Health
Department of Psychology
PSYC 4010 6.0 Section B: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
DB 0015
Wednesday 11:30am-2:30pm
Fall 2019 – Winter 2020

Instructor Information

Instructor: Dr. Thanujeni (Jeni) Pathman
Office: BSB 283
Office Phone: x 66253 (please use email)
Office Hours: End of class and by appointment
Email: tpathman@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Course Credit Exclusions

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

Course website: [Moodle](#)

Course Description

This is a seminar-style course in which we will investigate classic and contemporary issues in Cognitive Development. We will discuss and analyze critically original works by influential developmental psychologists. There are no formal lectures; rather, presentations and group discussions will be led by the instructor or by students with guidance from the instructor.

As a seminar class, the principal activities will be the active discussion of readings. Thus, you should be prepared to do a significant amount of reading for every class and you are expected to read the material critically and carefully. This means that before coming to class, you should be able to summarize the readings, relate it to the course themes, and generate questions for discussion. If you are having trouble with any given reading, you should arrange to meet with the instructor prior to class (this does not mean right before class). It is quite possible that you will have to organize your schedule to do the readings well in advance of class so that you can ensure that you understand them appropriately.

*This is a blended class that will require either in person attendance in our designated classroom at the scheduled time, or participation online via Moodle. See weekly schedule for whether you are required to attend in person or if material will be on Moodle instead.

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge in developmental psychology.
2. Critically evaluate, synthesize and resolve conflicting results in developmental psychology.
3. Articulate trends in developmental psychology.
4. Locate research articles and show critical thinking about research findings in developmental psychology.
5. Express knowledge of developmental psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

Students will learn about classic and cutting-edge studies in cognitive development, learn how to read and write scientific papers, present and discuss research in a group setting, and provide feedback on peer writing.

Required Text

There are no textbooks. Weekly readings will be provided to students via Moodle, consisting of journal articles, book chapters or online media.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance and Participation (Fall term)	Weekly (instructor feedback given end of Fall term)	10%
Research Paper Outline Assignment and Meeting	Outline due Saturday November 23rd at noon. (Instructor feedback during scheduled meeting)	10%
Group Presentation #1	Varies (instructor feedback given end of Fall term)	15%
Attendance and Participation (Winter term)	Weekly (instructor feedback given end of Winter term)	10%
Peer Feedback on Paper Drafts	March 2019 (instructor feedback given end of Winter term)	5%
Group Presentation #2	Varies (instructor feedback given end of Winter term)	15%
Final Research Paper	April 5th at 11pm (instructor feedback given end of Winter term)	35%
Total		100%

Description of Assignments

1. Attendance/Quizzes and Participation:

Active participation is critical for a seminar-style course. Thus students will be graded on attendance (for *in person* weeks), short online quizzes (for *Moodle* weeks) and participation (both in class and on Moodle discussion boards).

It is your responsibility to meet with me if you want feedback on your participation during the term. While some students find it very natural to be involved in class discussions, others find it very challenging (myself included). I have worked with many students in an effort to increase the quantity and quality of participation. Successful strategies include:

- (a) Writing down points of interest as you do the reading for the next class and when you listen to the presentations. Bring up these points up in class.
- (b) Relating the research findings in the videos/articles to your own observations outside of class.
- (c) If you have a point to make but the discussion isn't on that topic, feel free to jump on in and change topics. If the timing is not appropriate, I'll let you know and get back to you when it is appropriate.
- (d) A common reason for not participating is that some students believe that their ideas are not important enough. Let me assure you, this is not the case. One of my roles as the instructor is to take your idea and help you expand on it by asking follow-up probe questions. You will quickly see that all contributions to the discussion are valuable.

2. Group Presentations:

Each student will participate in two group presentations during the year. Presentations consist of summarizing a research article and leading a discussion with the class. By the third week of class, students will be divided randomly into groups, if possible, and each group will choose their preferred presentation topic. Group membership and topic may be changed at the discretion of the instructor. Additional information on the presentations and their grading will be provided in a separate document.

3. Research Paper:

Each student will turn in an APA-style research paper. This paper will describe a novel experiment, and will include a title page, abstract, Introduction, Method, Analytic Plan and Predicted Results, and References. Figures, tables and appendices are optional. Your paper must conform to APA guidelines. Your paper must include at least 5 references from reputable journals and must be

double-spaced in MS Word with 12 pt. Times New Roman font and 1” margins on all 4 sides. Your paper must be at least 8 pages long (this may include your title page, abstract, tables, and figures, references, etc.).

The research outline assignment, drafts and instructor/peer feedback throughout the year will help you revise and improve your paper. More information about the assignments related to the research paper and their grading will be provided in a separate document.

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 2019-20](#)

Additional information on grade calculations: All assessment types will be entered with 2 decimal places and then summed to obtain the final grade percentage (also with 2 decimal places). Mathematical rounding will be used to obtain the final letter grade, such that 0.50 and above will be rounded up to the next whole number and below 0.50 will be rounded down. Thus, for example, a final percentage grade of 79.50 will be given a letter grade A, whereas a 79.49 will be given a letter grade B+. To be fair to all students no deviations or requests for ‘bump ups’ to next letter grade will be considered.

Late Work/Missed Presentations

For any missed required classes, meetings, quizzes/participation, and late assignments (i.e., paper related assignments), students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[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 or late work.

In addition, to the online form, students documented reason for missed or late work such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#)).

Missed presentations:

- Students who miss their presentation without a documented and approved reason will receive a 0 for the presentation.
- The accommodation for students who do have a documented/approved reason for missing their presentation, will consist of uploading an individual presentation video (using a new research article) and posting discussion questions on Moodle. Due date for this accommodation will be discussed with the instructor.

Late Assignments:

- Assignments are due before the specified time on the specified due date. Printers not working, computers crashing, misreading the assignment deadlines, etc. are not acceptable reasons to hand in an assignment late. Regularly back up your work.
- If you turn in an assignment 10 min to 24 hours late, 20% will be taken off; 24 to 72 hours late, 30%; up to one week late, 40%; up to two weeks late, 60%. As soon as they are completed, please turn in the late assignment electronically (Moodle or email). I will use time stamps to discern when an assignment was submitted.

It is your responsibility to begin working on assignments prior to the deadline. Non-penalized extensions related to illness or family emergencies will only be granted if the situation warrants an extension, at the sole discretion of the instructor. If you wish to avoid a late assignment penalty, the delay must be documented. Late assignments due to medical circumstances must be supported by an Attending Physician's Statement (see above for link). Late assignments due to non-medical circumstances must also be supported by appropriate documentation—death certificates, obituary notices, automobile accident reports, airline/train/bus tickets/receipts for emergency travel, etc. Airline/train/bus tickets/receipts must indicate destination, departure, and return dates. Please provide documentation as soon as possible, and within 48 hours of assignment due date.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***Note:** *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

Turnitin Software will be used to detect plagiarism.

Plagiarism and cheating are very serious offenses, and we will treat them as such in this course. The penalty will range from a '0' on the assignment, to an automatic 'F' in the course. In some cases there are further consequences. See 'Academic Integrity for Students' section below and university academic honesty policy.

Ignorance is not an excuse. "Unintentional" or "accidental" plagiarism is not an excuse. If you do not know what constitutes plagiarism or cheating, then you must read the student code of conduct. If you are unsure of any aspect of this code or how it applies to the different assignments/tests in this class, then you must ask your instructor to clarify. If you are unsure, it is your responsibility to check with your instructor about whether you have adequately paraphrased and cited another source, well in advance of when the assignment is due.

Plagiarism includes, but is not limited to, the following examples:

- Plagiarism includes the literal repetition without acknowledgment of the writings of another author. All significant phrases, clauses, or passages taken directly from source material without quotation marks *and* acknowledgement are instances of plagiarism. However, in scientific writing, direct quotes are rarely ever appropriate; instead, students should both paraphrase the original source AND cite where the ideas/information came from.
- Plagiarism includes inadequate paraphrasing (even if source is cited)
- Plagiarism includes not citing any materials (e.g., surveys, questionnaires) created by others
- Plagiarism includes borrowing without acknowledgment another writer's general plan in the creation of one's own plan.
- Plagiarism includes borrowing another's ideas and representing them as one's own. To paraphrase the thought of another writer without acknowledgment is to plagiarize.
- Plagiarism includes allowing any other person or organization to prepare work that one then submits as his or her own work.
- Plagiarism includes recycling your own work ('self-plagiarism')

You should summarize the research in your own words, giving credit for other authors' ideas, theories, paradigms, data, and terminology. If you are unsure how to summarize, a good first step is to ask yourself, "What does this research show?"

Direct quotations are usually not appropriate in scientific writing. Thus, avoid using direct quotes. You should summarize the research from other scientists, giving them credit for their work, but using your own words to describe their methodology and findings. Do not copy sentence structure, paragraph structure, or paper structure. "Writing" *your* paper means reading, understanding, and relaying

back what you have learned in your own words.

It is not the responsibility of your instructor to detect plagiarism during the reading of draft versions of your paper. Again, if you are not sure if you paraphrased adequately, ask your instructor before the assignment is due.

***To prevent self-plagiarism, you will not be allowed to choose a paper topic that you have used in another class. It is your responsibility to see me if you have questions about this policy.

Electronic Device Policy

Electronic devices (e.g., laptops, tablets) may be used for class purposes (e.g., looking up new articles, reading articles, taking notes). Students who inappropriately use cell phones, computers or other devices will be asked to leave the class and counted as absent.

Attendance Policy

Attendance is expected for every in person class (see schedule below). Arriving late to class is disruptive to other students and the instructor. If you cannot regularly make it to class on time, you should withdraw from the course immediately. Any student arriving late will receive a warning the first time; however, for every instance thereafter, students who are not present when attendance is taken will be marked absent. Students who are disruptive during class will be asked to leave and counted as absent.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

Course materials are designed for use as part of the Psyc 4010 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](#).

Class Announcements

Announcements can be made **in class, on Moodle, or by e-mail**. You are responsible for all three types of announcements, and the onus is upon you to ensure that you receive them.

E-mail Etiquette Policy

You are encouraged to e-mail me at any time, however please ensure that you: (a) Check the syllabus and Moodle *first* to see if your question can be answered there. If you ask a question that has already been answered, you will receive an automated reply telling you to look up the answer yourself. (b) In the subject line of the email type the course name (PSYC 4010), otherwise your email may end up in my spam folder. (c) Use appropriate etiquette when you e-mail and I will do the same in return: (i) begin with a greeting; (ii) state who you are and which class you are in; (iii) end with an appropriate signature. Don't forget to use spell-check! If you fail to adhere to these guidelines, you will receive an automated reply that instructs you to consult these guidelines and to re-send your e-mail. Example of appropriate e-mail format:

Hi Dr. Pathman,

My name is [YOUR FULL NAME] and I am in your Developmental Seminar class. I have a question about...

Thanks,

[YOUR NAME]

Course Schedule

Note that any aspect of this schedule can change at the discretion of the Instructor.

Date	Class Topic and Activities	Readings To be Completed Before Class and Deadlines
September 4, 2019 Moodle	Course Introduction 1. Syllabus 2. Course organization 3. Preview of weekly topics 4. Themes	Syllabus & http://nobaproject.com/modules/cognitive-development-in-childhood Moodle Activities: -Watch my powerpoint video -Quiz (based on powerpoint); due before Sept. 11 -Participation Opportunity: post on the noba project article/resources; due before Sept. 11
September 11, 2019 In person	Review of Concepts and Plan for Success 1. Research Methods course review; Research ethics 2. Journal articles: search and structure 3. Group presentations organization 4. How to write a research proposal paper	Read: http://nobaproject.com/modules/research-methods-in-developmental-psychology
September 18, 2019 In person	Cognitive Development and Theories 1. Piaget, Vgotsky, others. Developmental cognitive neuroscience. 2. Class discussion. 3. Group work time.	No assigned reading, but think about this question before class, for discussion: Why are theories and models important?

<p>September 25, 2019</p> <p>In person</p>	<p>Prenatal Development and Genes</p> <ol style="list-style-type: none"> 1. Prenatal development and birth 2. Hereditary Influences on Development; Gene-Environment Interactions. 3. Assigned reading discussion. 4. Group work time. 	<p>Day, J., Savani, S., Krempley, B. D., Nguyen, M., & Kitlinska, J. B. (2016). Influence of paternal preconception exposures on their offspring: through epigenetics to phenotype. <i>American Journal of Stem Cells</i>, 5(1), 11–18.</p>
<p>October 2, 2019</p> <p>Moodle</p>	<p>Infants and the physical world</p> <ol style="list-style-type: none"> 1. Methods and capabilities, perception, memory 2. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Watch film, <i>Babies</i> (available via York libraries; https://www.library.yorku.ca/find/Record/3506151 - click on ‘Click to access this resource’ link)</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the film, <i>Babies</i>
<p>October 9, 2019</p> <p>In person</p>	<p>Infants and the physical world (cont’d)</p> <ol style="list-style-type: none"> 1. Group A Presentation and Discussion 2. Group B Presentation and Discussion 3. Meetings with peers and instructor on individual research paper. 	<p>See Moodle for readings selected by groups.</p>
<p>October 16, 2019</p>	<p>No class</p> <p>Reading Week</p>	

<p>October 23, 2019</p> <p>Moodle</p>	<p>Infancy and the psychological world</p> <ol style="list-style-type: none"> 1. Early social cognition 2. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Shultz, S., Klin, A., & Jones, W. (2018). Neonatal Transitions in Social Behavior and Their Implications for Autism. <i>Trends in Cognitive Sciences</i>, 22, Issue 5, 452-469.</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the Shultz et al. reading
<p>October 30, 2019</p> <p>In person</p>	<p>Infancy and the psychological world</p> <ol style="list-style-type: none"> 1. Group C Presentation and Discussion 2. Group D Presentation and Discussion 3. Meetings with peers and instructor on individual research paper. 	<p>See Moodle for readings selected by groups.</p>
<p>November 6, 2019</p> <p>Moodle</p>	<p>Concepts and Reasoning</p> <ol style="list-style-type: none"> 1. Conceptual development 2. Casual reasoning 	<p>Inagaki, K., & Hatano, G. (2006). Young children's conception of the biological world. <i>Current Directions in Psychological Science</i>, 15, 177-180.</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the Inagaki & Hatano paper

<p>November 13, 2019</p> <p>Moodle</p>	<p>Language Development</p> <ol style="list-style-type: none"> 1. Language acquisition 2. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Watch video Human Brain Development: https://yorku.kanopy.com/video/human-brain-development-nature-and-nurture</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the Human Brain Development video
<p>November 20, 2019</p> <p>In person</p>	<p>Language Development (cont'd)</p> <ol style="list-style-type: none"> 1. Group E Presentation and Discussion 2. Group F Presentation and Discussion 3. Meetings with peers and instructor on individual research proposal. 	<p>See Moodle for readings selected by groups.</p> <p><i>***Research Paper Outline Assignment submitted via Moodle by Saturday November 23rd at noon.</i></p>
<p>November 27, 2019</p> <p>In person (attendance not required/graded)</p>	<p>Individual meeting with instructor about research outline and planned paper. Individual meetings scheduled.</p> <p>(With instructor permission, student may have this meeting at the end of a previous class instead.)</p>	

<p>January 8, 2020</p> <p>Moodle</p>	<p>Social World</p> <ol style="list-style-type: none"> 1. Social cognition, mental representation, and theory of mind 2. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Lillard, A.S. (2017). Why Do the Children (Pretend) Play? <i>Trends in Cognitive Sciences</i>, 21, 826-834.</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the Human Brain Development video
<p>January 15, 2020</p> <p>In person</p>	<p>Social World (cont'd)</p> <ol style="list-style-type: none"> 1. Group A Presentation and Discussion 2. Group B Presentation and Discussion 3. Meetings with peers and instructor on individual research paper. 	<p>See Moodle for readings selected by groups.</p>
<p>January 22, 2020</p> <p>Moodle</p>	<p>Memory Development</p> <ol style="list-style-type: none"> 1. Episodic, semantic, autobiographical memory development. 2. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Memory http://nobaproject.com/modules/memory-encoding-storage-retrieval</p> <p>Eyewitness testimony and memory biases http://nobaproject.com/modules/eyewitness-testimony-and-memory-biases</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on one of the Nova Project articles

<p>January 29, 2020</p> <p>In person</p>	<p>Memory Development (cont'd)</p> <ol style="list-style-type: none"> 1. Group C Presentation and Discussion 2. Group D Presentation and Discussion 3. Meetings with peers and instructor on individual research paper. 	<p>See Moodle for readings selected by groups.</p>
<p>Feb 5, 2020</p> <p>Moodle</p>	<p>Metacognition and Executive Functions</p> <ol style="list-style-type: none"> 1. Metacognition, metamemory 2. Executive functions 3. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Bialystok, E. (2015). Bilingualism and the Development of Executive Function: The Role of Attention. <i>Child Development Perspectives</i>, 9, 117-121.</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the Bialystok article
<p>February 12, 2020</p> <p>In person</p>	<p>Metacognition and Executive Functions (cont'd)</p> <ol style="list-style-type: none"> 1. Group E Presentation and Discussion 2. Group F Presentation and Discussion 3. Meetings with peers and instructor on individual research paper. 	<p>See Moodle for readings selected by groups.</p>
<p>February 19, 2020</p>	<p>No Class</p> <p>Reading Week</p>	

<p>February 26, 2020</p> <p>In person</p>	<p>TBA</p> <p>Extra class built in for flexibility. This may be needed for inclement weather cancelations or will be used as a workshop based on student feedback of what will most help the class.</p>	
<p>March 4, 2020</p> <p>Moodle</p>	<p>Education</p> <ol style="list-style-type: none"> 1. Reading and mathematical development 2. Instructor meets with next class group presenters <u>on Moodle</u> during class time (11:30am & 11:45am). 	<p>Howard-Jones, P.A. (2014). Neuroscience and education: myths and messages. <i>Nature Reviews Neuroscience</i>, 15, 817-824.</p> <p>Moodle Activities:</p> <ul style="list-style-type: none"> -Watch my powerpoint video -Quiz (based on powerpoint) -Participation Opportunity: post on the Howard-Jones article
<p>March 11, 2020</p> <p>In person</p>	<p>Education (cont'd)</p> <ol style="list-style-type: none"> 1. Group G Presentation and Discussion 2. Group H Presentation and Discussion 3. Meetings with peers and instructor on individual research paper. 	<p>See Moodle for readings selected by groups.</p>
<p>March 18, 2020</p> <p>In person (attendance not required/graded)</p>	<p>Paper Feedback Instructor and Peer Meetings</p>	<p><i>***Upload electronic version of paper draft to Moodle by March 14th at noon. Peers will use this to provide feedback on Moodle.</i></p> <p><i>For those who also want to meet with the instructor for feedback, bring a printed copy of paper draft or laptop version to class.</i></p>

March 25, 2020	No Class Use class time to work on your paper.	
April 1, 2020 In person (attendance not required/graded)	Paper Feedback Instructor and Peer Meetings	<i>*** Bring a printed copy of paper draft or laptop version to class.</i>
		<i>***Final Paper Due on Moodle by April 5th at 7pm</i>