Course Prerequisite: PSY 2301 General Psychology


Course Description: This course focuses on the physical, cognitive, and psychosocial development of humans from conception through death. The course will examine important developmental theories and research. Furthermore, the course will encourage students to think critically about developmental psychology research and theory and apply their knowledge of developmental psychology to everyday experiences and observations.

Course Objectives:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Learn fundamental principles, generalizations, or theories
3. Learn to apply course material (to improve thinking, problem solving, and decisions)

Student Learning Outcomes:
By the end of the semester you should be able to:
1. Assess the biological, cognitive, cultural, environmental and psychosocial factors that influence human development.
2. Evaluate current and past research guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life.
4. Detect myths and misconceptions regarding human development.
5. Describe methodological approaches used to study human development.
6. Assess and critically analyze theories, research methodologies, findings (outcomes), and applications found within developmental psychology.

Course Policies:
1. Attendance is mandatory and will be taken periodically with unannounced classroom activities and quizzes.
2. Use of cell phones and laptops for anything other than taking notes or participating in class activities is restricted to before and after class. You will be asked during class to shut down your electronics if you are observed using them for anything but class-related notes and activities. If you are waiting for an important call, please inform the instructor before class begins.
3. Cheating on an exam, plagiarism, and misrepresenting yourself or another student will not be tolerated. Familiarize yourself with the ASU academic honesty regulations at http://www.angelo.edu/content/files/17358-university-honor-code
4. Material from class will be posted to Blackboard. However, some of this material will be intentionally incomplete or inaccurate.
5. You are responsible for taking your own notes during class. If you miss a regular class, you should get notes from your classmates.
6. The syllabus is tentative and is subject to revision during class.
7. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.

Course Requirements:
Readings: Much of this course’s lectures and discussions will revolve around the readings. You will be expected to be familiar enough with the assigned material that you can actively engage in discussion.

Activities and Quizzes (Attendance, Participation, & Knowledge): There will be 10 activities and/or quizzes throughout the semester. All activities will be in-class and unannounced. All but one of the quizzes will be in-class and unannounced. One quiz will be on Blackboard. You will receive points for completing each activity/quiz. The activities and quizzes will not be graded. They will be awarded a ‘10’ (demonstrated thought within the activity or completed quiz) or a ‘0’ (limited engagement of the activity; incomplete). Please do them to the best of your ability and turn them in with your name on them in order to receive full points for completing them in class. Many of these activities/quizzes will be conducted at the beginning of class, so please be on time. If you miss an activity or quiz because you did not attend class, you will receive a 0 for that quiz or activity unless you provide reasonable documentation explaining your absence (e.g., doctor’s note). You cannot make up a quiz or activity.

Exams: There will be four multiple-choice in-class exams throughout the semester. Each exam will cover the chapters recently discussed in class. There are no cumulative exams in this course. The exam content will be based on in-class lectures and discussions, the textbook, and classroom activities. However, please note that questions will emphasize application of learned knowledge as much as possible. When studying, please familiarize yourself with all class and text material, paying special attention to emphasized topics (e.g., bold text) and how this knowledge can be applied to everyday life. There will be multiple versions of the exam to discourage cheating. The lowest exam grade will be dropped.

If you are unable to attend an exam session, you must notify me at least 72 hours prior to the class and arrange for an alternative testing time. Failure to do so will result in a ‘0’ for the exam, unless you provide reasonable documentation explaining your absence (e.g., doctor’s note). If you receive a ‘0’ on one exam, it will be considered the lowest grade and dropped. Receiving a ‘0’ for two or more exams will significantly lower your grade.

Assignment 1 (Due November 11): Choose ONE
• OPTION A: Critical Analysis: Find ONE story in popular press (e.g., newspaper or magazine) or social media (e.g., click bait) that describes the findings of a published research study (in a peer-reviewed journal) relevant to developmental psychology. Obtain the research article that the popular press article described and read it. Critique the reporter’s description, conclusions, and applications of the study in a 3-5 page paper.
• OPTION B: Cross-Cultural Application: Identify an aspect of developmental psychology that differs significantly cross-culturally. Write a 3-5 page paper about this, citing at least TWO articles from peer-reviewed journals. Describe why this developmental aspect differs between cultures. How might this impact other aspects of people’s lives? Why is it important to be aware of this?
• OPTION C: Media and Psychological Development: Pick a feature length film or novel that demonstrates the development of a child, adolescent, or adult. The person should be the main character or a frequently recurring character in the film or book. See the end of the syllabus for suggested films and books. If you would like to watch a film or read a book other than those listed, please get your chosen film or novel
approved by the instructor in advance. Write a 3-5 pages paper critiquing how well the film/book is consistent with our knowledge about human development. What did the film or book portray that was inconsistent with developmental psychology knowledge? Include any other observations relevant to what you have learned about human development.

• OPTION D: Group PSA: As a group of 2 to 4 students, pick a developmental psychology issue from the course that you believe needs to be addressed by society. Create a 3-6 minute long Public Service Announcement (PSA) video that will increase awareness of what the concern is, why it is important to be aware of the issue, and how to address it. Each student must provide a half- to one-page description of why you chose this developmental psychology topic. In a half page or more each student must describe what your contribution consisted of when creating the PSA. The video must NOT be simply one person talking into the camera. Each student must clearly participate in the creation of the video.

• OPTION E: Intervention Plan: Identify an issue in your hometown community related to developmental psychology. Create a detailed plan on how you would conduct an intervention in your hometown to address this issue. Describe the details of your plan in 2-3 pages. In an additional 1-2 pages, support your plan based on what you learned in the course and scholarly peer-reviewed research, why this intervention is important, and what you hope the intervention will accomplish.

• OPTION F: Art: Create a work of art (e.g., comic strip, song, painting, drawing, spoken word, poem, etc.) demonstrating an important aspect of developmental psychology from the course. Write a 2-4 page paper (double-spaced, 12-point Times New Roman font, 1 inch margins, APA format) describing the piece, why you chose this developmental psychology topic, and the basic details of the developmental concept. The art should be done well (i.e., demonstrate effort).

• OPTION G: Create-Your-Own-Assignment: If you have an idea for an assignment, you are welcome to see if it would meet my qualifications for this assignment. You must submit your idea well in advance of the deadline with as many details about your idea as possible. There is no guarantee that the idea will be approved but I welcome your curiosity and creativity.

Assignment 2 (Due December 1): Choose ONE

• OPTION 1: Journaling: Keep a weekly journal of your unobtrusive observations of a child ages 1 day to 12 years old. Describe your observations (e.g., who, what, where, why, when, how, etc.) and how this is related to developmental concepts from the course. You should have at least one observation per week for at least 10 weeks of the course. The entries can be written. However, they must be printed neatly. Illegibility of entries will result in loss of points. If you are not the child’s parent, please get a parent’s written permission to do this project. It is strongly encouraged that you get the child’s verbal permission as well.

• OPTION 2: Interview/Observation: Interview/observe someone who is from a developmental stage that is different from your own and is age 13 or older. You will spend 30 min. to 1 hour observing/interviewing the individual. You must get permission from the person to observe or interview them. If the person is under the age of 18, you will need to get their permission along with consent from their legal guardian or parent. Afterwards, you will write a 3-4 page paper that depicts developmental milestones learned from class that you observed from the person. You will need to address the physical, cognitive (i.e., Piaget), and social/emotional (i.e., Erickson) descriptors of the individual interviewed/observed and some marker for that developmental stage. Also note what it was like for you to interview/observe him or her.

Requirements and Details for Assignments

• Submit a typed, brief description to Dr. Homolka detailing which assignments you are choosing by 9/15.
• All papers should be submitted via BlackBoard.
• Papers should address any topics or concerns specifically listed in the syllabus for the relevant assignment. See the rubric for how each assignment will be graded.
• Late papers will be penalized 10 points for each day they are late.
I strongly encourage you to submit your assignments before their due dates. Doing so may earn you extra credit points (see extra credit section below).

- I strongly encourage you to utilize the writing center for any typed papers.
- Remember, your assignment can include reflections on development that will be covered later in the course (i.e., read ahead)

**Assignment Rubric**

**Participation**

- Evidence that the student fully engaged in the assignment and associated activities (e.g., interview or observation details, artwork, attached notes)

**Knowledge**

- Identify and thoroughly discuss relevant developmental concepts exhibited within the assignment
- Answer or respond to any prompts or questions provided in the syllabus for the specific assignment

**Critical Analysis**

- Reflect on the assignment experience (e.g., what it was like for you to do the assignment, how it is relevant, how it impacted how you think, feel, or act now or in the future)

**APA Format, Spelling, Punctuation, and Grammar**

- Follow APA guidelines
- Typed (except for Journaling assignment)
- 12-point font
- Arial or Times New Roman Font
- 1-inch margins
- Within page limits
- Correct Spelling
- Proper punctuation
- Correct grammar
- Clarity of thought

**Grade Points Distribution:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Grade Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Activities/Quizzes</td>
<td>10 ea.</td>
<td>17% (1.7% ea.)</td>
<td>100</td>
</tr>
<tr>
<td>2 Assignments</td>
<td>100 ea.</td>
<td>33% (17% ea.)</td>
<td>200</td>
</tr>
<tr>
<td>3 Exams</td>
<td>100 ea.</td>
<td>50% (17% ea.)</td>
<td>300</td>
</tr>
</tbody>
</table>

Total Possible Points: 600
Final Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>546-600</td>
<td>91-100%</td>
</tr>
<tr>
<td>B</td>
<td>486-545</td>
<td>81-90%</td>
</tr>
<tr>
<td>C</td>
<td>426-485</td>
<td>71-80%</td>
</tr>
<tr>
<td>D</td>
<td>366-425</td>
<td>61-70%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 365</td>
<td>≤ 60%</td>
</tr>
</tbody>
</table>

Extra Credit:

*For All Students:*

1. For every day that you turn in your assignment early, you will receive 3 extra credit points. Students can earn a max of 30 extra credit points altogether by turning their assignment in up to 10 days early. For example, if you turn in the assignment eight days before the due date, you will receive 24 extra credit points (3 x 8 = 24).

2. Students who submit their paper to the writing center for help and can provide reasonable proof of this will receive 20 extra credit points on their assignment.

3. Students may choose to complete up to six research credits for extra credit in this course. Each credit is worth 2 points (12 points total). Studies may be worth 0.5-2 credits each. These studies must be assigned to this class. Research credits assigned to other classes will not be accepted. You cannot switch research credits from different classes and have them count for both classes. You must register for these activities through the following website: http://angelostate.sona-systems.com/.

4. Other extra credit opportunities may be announced at the professor’s discretion. Such opportunities will be available to all students (i.e., no individual student can earn extra credit opportunities exclusive to them).

*For Struggling Students:*

Extra credit is offered on a case-by-case basis for any student who is significantly struggling with the course (e.g., failing or in danger of failing). In order to qualify for this extra credit, you must schedule a formal meeting with Dr. Homolka by **October 23, 2017** (following Exam 2 grades release) and you must demonstrate effort in completing the extra credit tasks on a regular basis. Last minute submission of extra credits materials will *not* be awarded extra credit. Extra credit tasks for struggling students include the following:

1. Weekly: Submit detailed, well-organized, and highlighted copies of your class notes
2. Weekly, by chapter: Using the PQ4R method, submit copies of questions and detailed notes of the assigned chapters
3. Weekly: Create 15 or more flash cards based on the text and class
4. By chapter: Generate at least 3 specific mnemonic devices for each chapter
5. Weekly: Provide reasonable documentation of engaging in other forms of active learning (e.g., ASU Tutoring Center)
6. Weekly or bi-weekly: In-person, brief scheduled meetings with Dr. Homolka

You can earn up to 60 extra credit points (10% of your grade) for completing these tasks. Extra credit points will be calculated based on the percentage of the requirement a student met (e.g., PQ4R for 6 out of 9 chapters = 67% of 10 points = 6.7 extra credit points).
### Struggling Students Extra Credit Point Distribution:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly class notes</td>
<td>10</td>
</tr>
<tr>
<td>PQ4R notes</td>
<td>10</td>
</tr>
<tr>
<td>Flashcards</td>
<td>10</td>
</tr>
<tr>
<td>Mnemonic devices</td>
<td>10</td>
</tr>
<tr>
<td>Active learning proof</td>
<td>10</td>
</tr>
<tr>
<td>Bi-weekly meeting</td>
<td>10</td>
</tr>
<tr>
<td>Total Possible EC Points:</td>
<td>60</td>
</tr>
</tbody>
</table>

**Student Support:**

Throughout the semester I am available to meet with students for both further exploration of the class’ topics and academic support for those who may struggle with the class’ requirements or topics. If there is a particular developmental psychology topic not covered in class that interests you, please let me know. I would be happy to help you further explore different developmental psychology topics outside of class and may even consider incorporating such topics into the course. I encourage you to speak with me before or after class or set up a time to meet with me.

Students registered with the Office of Disability Services are especially encouraged to set up a time to meet with me so we can discuss any needs for additional individual arrangements.

**Tutoring:** The ASU Writing Center and ASU Tutor Center are available and I strongly encourage you to take advantage of these resources. These services are likely to increase students’ grades and future academic performance. The ASU Tutor Center (C301) and ASU Writing Center (C305; 942-2093) are located on the third floor of the ASU Library. Writing Center and Tutor Center can work with students in any discipline and at any skill level. Both centers are free to all ASU students.

**Title IX:** Angelo State University is committed to the safety and security off all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357.

**Student Absence for Observance of Religious Holy Days:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**Academic Honesty & Honor Code:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf). Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2017-2018) [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."
Plagiarism
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_centeracademic_honesty.php.

Students with Disabilities
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Persons with disabilities which may warrant academic accommodations and any student who feels they may need an accommodation based on the impact of a disability must contact the Office of Student Affairs in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Movie & Book Suggestions

- 13 Reasons Why
- Akeelah and the Bee
- Alexander and the Terrible, Horrible, No Good, Very Bad Day
- Anne of Green Gables
- Anne with an “E”
- Atonement
- Atypical
- Au Revoir, les Enfants
- Babies
- Barry
- Beasts of the Southern Wild
- Because of Winn-Dixie
- Billy Elliott
- Carter High
- Charlie and the Chocolate Factory
- Charlie St. Cloud
- Cheaper by the Dozen
- Cinema Paradiso
- Cloud Atlas
- Corrina, Corrina
- Curly Sue
- Daughters of Destiny
- Dear Frankie
- Diary of a Wimpy Kid
- Difret
- E.T.
- Empire of the Sun
- Ender’s Game
- Extremely Loud & Incredibly Close
- Finding Neverland
- Forrest Gump
- Holes
- Home Alone
- Honey I Shrunk the Kids
- Hook
- Hounddog
- I am Sam
• I Know Why the Caged Bird Sings
• Inside Out
• Jungle 2 Jungle
• Keith
• Kite Runner
• Lars and the Real Girl
• Les Miserables
• Life is Beautiful
• Lilo & Stitch
• Lion
• Little Women
• Look Who’s Talking
• Marley and Me
• Martian Child
• Mary Poppins
• Matilda
• Mona Lisa Smile
• Monsters Inc.
• Mrs. Doubtfire
• My Girl
• My Life as a Dog
• Nanny McPhee
• On Golden Pond

• Pan’s Labyrinth
• Parent Trap
• Peter Pan
• Ponette
• Pride and Prejudice
• PS I Love You
• Queen of Katwe
• Sand Storm
• Sandlot
• Saving Sarah Cain
• Searching for Bobby Fischer
• Secondhand Lions
• Snowflower and the Secret Fan
• Somethings Gotta Give
• Southside with You
• Steel Magnolias
• Step Mom
• Stepmom
• The Blind Side
• The Book Thief
• The Boy in the Striped Pajamas
• The Boys are Back
• The Color of Fear
• The Color Purple
• The Diary of Anne Frank
• The Fault in Our Stars
• The Freedom Writers
• The Giver
• The Goonies
• The Great Gilly Hopkins
• The Incredibles
• The Kite Runner
• The Lion King
• The Lovely Bones
• The Odd Life of Timothy Green
• The Pursuit of Happyness
• The Sandlot
• The Secret Garden
• The Secret Life of Bees
• The War
• Thirteen Going on Thirty
• To Kill a Mockingbird
• Tomboy
• Trouble with the Curve
• Up
• We Bought a Zoo
• Where the Wild Things Are
• You’re Not You
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Section 1: The Life-Span Perspective</td>
<td></td>
</tr>
<tr>
<td>9/1</td>
<td>Section 1: The Life-Span Perspective</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>Biological Beginnings</td>
<td></td>
</tr>
<tr>
<td>9/8</td>
<td>Prenatal Development and Birth</td>
<td>BlackBoard quiz due 9 am</td>
</tr>
<tr>
<td>9/11</td>
<td>Prenatal Development and Birth</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Infancy: Physical Development</td>
<td></td>
</tr>
<tr>
<td>9/15</td>
<td>Infancy: Physical Development</td>
<td>Assignment choices</td>
</tr>
<tr>
<td>9/18</td>
<td>Infancy: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Infancy: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>9/22</td>
<td>Infancy: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Infancy: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>---</td>
<td>Exam 1 (Ch. 1-6)</td>
</tr>
<tr>
<td>9/29</td>
<td>Early Childhood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>Early Childhood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>Early Childhood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td>Early Childhood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Middle and Late Childhood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td>Middle and Late Childhood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>10/13</td>
<td>Middle and Late Childhood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Middle and Late Childhood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td>---</td>
<td>Exam 2 (Ch. 7-10)</td>
</tr>
<tr>
<td>10/20</td>
<td>Adolescence: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Adolescence: Physical and Cognitive Development</td>
<td>Struggling student EC enrollment deadline</td>
</tr>
<tr>
<td>10/25</td>
<td>Adolescence: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>Adolescence: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>Early Adulthood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>11/1</td>
<td>Early Adulthood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td>Early Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Early Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Early Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>11/8</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>Middle Adulthood: Physical and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 12</strong></td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Middle Adulthood: Physical and Cognitive Development</td>
<td><strong>Assignment 1 Due</strong></td>
</tr>
<tr>
<td>11/15</td>
<td>Middle Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Middle Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 13</strong></td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Late Adulthood: Physical Development</td>
<td></td>
</tr>
<tr>
<td>11/22</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>11/24</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 14</strong></td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Late Adulthood: Physical Development</td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>Late Adulthood: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>Late Adulthood: Cognitive Development</td>
<td><strong>Assignment 2 Due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Week 15</strong></td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>Late Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>12/6</td>
<td>Late Adulthood: Socioemotional Development</td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td>Endings: Death, Dying, and Grieving</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finals Week</strong></td>
<td></td>
</tr>
<tr>
<td>12/13</td>
<td>8-10 AM</td>
<td><strong>Exam 4 (Ch. 15-20)</strong></td>
</tr>
</tbody>
</table>