Instructor: Steffany J. Homolka, Ph.D.
Office: 204H, Academic Building
Office Hours: M 1:30 pm – 3:30 pm, T 10:30 am – 3:00 pm, W 9:30 am – 11:30 am, Th. 10:30 – 12:00 pm
Email: stefanny.homolka@angelo.edu
Phone: 325-486-6167
Graduate Assistant (GA): Stephanie Crank
GA Email: scrank@angelo.edu

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. 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.
2. 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
3. Material from class will be posted to Blackboard. However, some of this material will be intentionally incomplete or inaccurate.
4. You are responsible for taking your own notes during class. If you miss a regular class, you should get notes from your classmates.
5. The syllabus is tentative and is subject to revision during class.
6. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.

Communication
- The best way to communicate with me is to schedule office hours to meet with me. The second best way to communicate with me is email.
- When meeting with me, please introduce yourself.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.

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. There is a copy of the textbook on reserve at the library and students can check it out for 30 minutes at a time.

Pop 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).

Syllabus Quiz: Complete a multiple-choice Blackboard exam regarding the syllabus. You will have unlimited attempts to complete it accurately. You may refer to the syllabus as you complete the quiz. You do not have to use the Respondus system while taking the quiz. Given that you have several weeks to complete the exam and multiple attempts to complete it accurately, students will not be able to make up this quiz.

Practice Respondus Quizzes: There are two practice Respondus system quizzes that are designed to familiarize yourself with the technology associated with Respondus System testing. Students are required to go through these practice quizzes in advance of taking a graded exam. In order to take the practice quizzes and exams, you must have the following: (1) a computer with Mac or Windows Operating System, (2) access to high speed internet via (3) an Ethernet cable, and (4) webcam. You will be graded based on whether you attempted to complete these quizzes, not how you answer the quizzes.

Exams: There will be four multiple-choice Blackboard exams throughout the semester. All exams will be available on Blackboard using the Respondus system. You will have 5 days to complete exams 1, 2, and 3 and 7 days for exam 4. Each exam must be completed by the beginning of the assigned class (9:30 am). Once you open the exam, you will have to complete it in that sitting. You will have 1 hour and 15 minutes to complete the exam. Exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor.

If you lose connection to the internet while taking the exam, you will be unable to continue taking the exam once you reconnect. 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,
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. Students who read the text and attend class regularly are more likely to perform better on the test. Please be aware that simply re-reading the text and class material is insufficient when studying for exams. If you need help figuring out how to best study for exams, please schedule a time to speak with Dr. Homolka. The lowest exam grade will be dropped.

Since the exam is online, available for at least 5 days, and all students are required to complete two practice quizzes to ensure the technology works, failure to complete the exam on time (9:30 am of the assigned day) 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 Paper: Choose ONE. Submit a typed, brief description to Dr. Homolka detailing which assignments you are choosing by the due date listed at the end of the syllabus. Two outlines and works cited page of your paper will be due at earlier dates. You must turn in your paper by the assigned due date at 9:30 am. Your papers will be returned to you after being lightly graded. You must then revise and resubmit your paper based on the grading and complete the paper feedback reflection form (to be provided via Blackboard). Failure to submit an outline, bibliography, and first draft will result in loss of points.

• Critical Analysis Option: From the course’s Blackboard site, choose one story in public press that describes the findings of a scholarly published research study relevant to developmental psychology. Read both the story and the article provided in Blackboard. Critique the reporter’s description, conclusions, and applications of the study in a 3-5 page paper.

• Media and Psychological Development Option: 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. Read the section in your textbook associated with the age of the child, adolescent, or adult and review the class material for that age. Write a 3-5 page 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.

• Art Option: 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).

• Create-Your-Own-Assignment Option: 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 Observation or Interview: Choose ONE option. Submit a typed, brief description to Dr. Homolka detailing which assignment you are choosing by the due date listed at the end of the syllabus. For both interview options, list the person you will be interviewing, their age and gender, how you know this individual, and the questions you will be asking him or her. For the personal development interview, also list your age. For the journaling option, describe the child’s age and gender, how you know the child, the context in
which you will be observing the child, and provide a copy of the parent’s signed consent (if you are not the child’s parent).

- **Journaling Option**: Keep a 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 10 observations total spanning at least 5 weeks (at least one entry per week). 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. At the end of the journal, include a 1-2 page self-reflection on this learning experience.

- **Personal Development Interview Option**: Interview someone who is from a developmental stage that is different from your own (see p. 14). This person must be (A) at least 10 years older or younger than you AND (B) age 13 or older, AND (C) in a different developmental stage as you. To determine your developmental stage and the stage in which your potential subject is, check Figure 7 on page 14 of your textbook. If you submit an interview that does not follow A, B, and C, you will receive a 0 for the assignment. You will spend 30 min. to 1 hour interviewing the individual. You must get permission from the person to interview them. Afterwards, you will write a 3-5 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. At the end of the paper, include a self-reflection section on this learning experience, including what it was like for you to interview him or her.

- **Daycare Provider Interview Option**: Interview a daycare provider for a 3-5 page paper. The paper should discuss (A) developmental differences and challenges in their experience of working with children in infancy, early childhood, middle childhood, and early adolescence (the provider does not need to have worked with all of these ages), (B) effective vs ineffective practices in working with each age range, (C) factors they have observed that contribute to a child’s resiliency, and (D) recommendations they have for families and schools. At the end of the paper, include a self-reflection section on this learning experience, including what it was like for you to interview him or her. Please note that you CANNOT choose this option if you have been a daycare provider for more than 6 months. If you have been a daycare provider for less than 6 months, you CANNOT interview yourself.

**Requirements and Details for Assignments**

- Submit a typed, brief description to Dr. Homolka detailing which assignments you are choosing by the due date listed at the end of the syllabus.
- All papers should be submitted via BlackBoard by 9:30 am of the date the assignment is due. An assignment paper is considered incomplete until you turn in a hardcopy of the paper. Late submissions will not be penalized if they are received in a timely manner (at the professor’s discretion). Please email professor with a message that the paper will be late if this happens (and sign your name to the email). 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).
- 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.
- 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**
Timeliness & Professionalism

- Point deductions for late papers are at Dr. Homolka’s discretion.
- Plagiarism, including self-plagiarism, will result in a 0 for the paper.
- Failure to submit a bibliography, outline, or 1st draft will result in 5 point deduction each.

Critical Analysis & Participation 35 pts

- Did you respond thoughtfully?
- Did you demonstrate critical thinking?
- Did you fully engage in the assignment?
- Did you provide evidence that you participated in the assignment and associated activities (e.g., interview or observation details, artwork, attached notes)?
- Did you thoroughly and thoughtfully 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)?

Required Components 25 pts

- Did you follow the directions for the assignment?
- Is the paper of adequate length?
- Did you address all of the components listed in the syllabus for the assignment?

Knowledge 25 pts

- Did you accurately identify developmental concepts exhibited within the assignment?
- Did you thoroughly discuss relevant developmental concepts exhibited within the assignment?

Writing Mechanics 15 points

- 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
- Organization of thought
- No contractions
- No colloquial terms
- Followed all tips provided on the UG-Level Guidelines for Papers provided on Blackboard
- Any outside info is from scholarly, peer-reviewed sources for information.

Total: 100

Grade Points Distribution:

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<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>2.5 ea.</td>
<td>7.6% (0.38% ea.)</td>
<td>50</td>
</tr>
<tr>
<td>Syllabus quiz</td>
<td>10</td>
<td>1.5%</td>
<td>10</td>
</tr>
<tr>
<td>10 Pop Activities/Quizzes</td>
<td>10 ea.</td>
<td>15.2% (1.5% ea.)</td>
<td>100</td>
</tr>
<tr>
<td>2 Assignments</td>
<td>100 ea.</td>
<td>30.3% (15.2% ea.)</td>
<td>200</td>
</tr>
<tr>
<td>3 Exams*</td>
<td>100 ea.</td>
<td>45.5% (15.2% ea.)</td>
<td>300</td>
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</table>

Total Possible Points: 660

*Worst grade out of 4 exams is dropped. Failure to complete both Respondus quizzes prior to the first exam will result in a deduction of 10 points from your final grade.

Final Grades:
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<th>Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>598-660</td>
<td>91-100%</td>
</tr>
<tr>
<td>B</td>
<td>532-597</td>
<td>81-90%</td>
</tr>
<tr>
<td>C</td>
<td>466-531</td>
<td>71-80%</td>
</tr>
<tr>
<td>D</td>
<td>397-465</td>
<td>60.1-70%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 396</td>
<td>≤ 60 %</td>
</tr>
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</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 \((3 \times 8 = 24)\).
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. 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).

**Struggling Students Extra Credit Opportunity (SSECO):**

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 the date listed at the end of the syllabus (you can schedule this meeting at any point prior to this date) 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. By chapter: Using the PQ4R method, submit copies of questions and detailed notes of the assigned chapters
3. By chapter: Create 10 or more flash cards per chapter 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: In-person, brief scheduled meetings with Dr. Homolka

You can earn up to 61 extra credit points (9% 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 12 chapters = 67% of 10 points = 5 extra credit points).

**Struggling Students Extra Credit Point Distribution:**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Enrollment in SSECO</td>
<td>Meet w/ Dr. H to enroll</td>
</tr>
<tr>
<td>Weekly class notes</td>
<td>≥ 8 weeks or ≥ 9 chapters</td>
</tr>
<tr>
<td>PQ4R notes</td>
<td>≥ 12 chapters of notes</td>
</tr>
<tr>
<td>Flashcards</td>
<td>≥ 120 (10 per chapter)</td>
</tr>
<tr>
<td>Mnemonic devices</td>
<td>≥ 36 (3 per ch.)</td>
</tr>
<tr>
<td>Active learning proof</td>
<td>≥ 8 weeks (1 per week)</td>
</tr>
<tr>
<td>Weekly meeting</td>
<td>≥ 8 meetings</td>
</tr>
</tbody>
</table>

Total Possible EC Points: 61

**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. If you are struggling in class, please arrange to talk with me. Please be aware that in order to ensure students’ success, I submit early alert reports for all students who receive a D or lower on their first or subsequent exams or assignments.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

*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.

*Student athletes* who have ASU commitments over the semester (e.g., games) are also encouraged to set up a time to meet with me so we can discuss how to best help you keep up with the course and be successful when you are unable to attend or struggling to juggle coursework and your athletic commitments.

*Parents:*
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

*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. Students struggling to understand the material or keep up with class are also encouraged to contact me. I am happy to offer whatever support I can provide within reason.
Title IX: Angelo State University is committed to the safety and security of 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. Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject to 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/. 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."

Writing Support & Plagiarism
Plagiarism and self-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. Self-plagiarism is when you submit part or all of your own work (e.g., a paper) that you have previously submitted for a different assignment without proper citation and my expression permission. In your assignments, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Plagiarism and self-plagiarism will NOT be tolerated in this course and will result in a 0 for the assignment in question. Further actions may be taken if such behavior appears to be blatant or repetitive.

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_center/academic_honesty.php. Tips for writing and a description of how to cite sources using APA style are also available on Blackboard. You are also welcome to ask me or my Graduate Assistant for help along these lines.

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

- Akeelah and the Bee
- Alexander and the Terrible, Horrible, No Good, Very Bad Day
- Anne of Green Gables
- Anne with an “E”
- Atonement
- Atypical
- August Rush
- Au Revoir, les Enfants
- Beasts of the Southern Wild
- Because of Winn-Dixie
- Billy Elliott
- Charlie and the Chocolate Factory
- Charlie St. Cloud
- Cheaper by the Dozen
- Cinema Paradiso
- Corrina, Corrina
- Curly Sue
- Diary of a Wimpy Kid
- E.T.
- Empire of the Sun
- Extremely Loud & Incredibly Close
- Finding Neverland
- Forrest Gump
- Holes
- Home Alone
- Honey I Shrunk the Kids
- Hook
- 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
- 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
- Pride and Prejudice
- PS I Love You
- Queen of Katwe
- 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 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 Lovely Bones
- The Odd Life of Timothy Green
- The Pursuit of Happyness
- The Sandlot
- The Secret Garden
- The Secret Life of Bees
- Thirteen Going on Thirty
- To Kill a Mockingbird
- Trouble with the Curve
- Up
- We Bought a Zoo
- Where the Wild Things Are
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<thead>
<tr>
<th>Dates</th>
<th>Topic/Reading</th>
<th>Assignments Due</th>
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<td>1/16</td>
<td>Cancelled due to cold weather</td>
<td></td>
</tr>
<tr>
<td>1/18</td>
<td>Syllabus; Section 1: The Life-Span Perspective (Ch. 1)</td>
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<tr>
<td>1/23</td>
<td>Section 1: The Life-Span Perspective (Ch. 1)</td>
<td>BlackBoard quiz, 9:30 am</td>
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<td>1/25</td>
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<td>Section 2: Biological Beginnings (Ch. 2-3)</td>
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<td>2/1</td>
<td>Section 2: Biological Beginnings (Ch. 2-3)</td>
<td>Assignment 1: Works Cited Page Due</td>
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<td>Section 2: Biological Beginnings (Ch. 2-3)</td>
<td>Practice Quiz 1</td>
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<td>2/8</td>
<td>Section 3: Infancy (Ch. 4-6)</td>
<td>Assignment 1: 1st Paper Outline Due</td>
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<td>2/13</td>
<td>Section 3: Infancy (Ch. 4-6)</td>
<td>Practice Quiz 2</td>
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<td>Section 3: Infancy (Ch. 4-6)</td>
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<td>Section 4: Early Childhood (Ch. 7-8)</td>
<td>Exam 1 (Ch. 1-6), 9:30 am</td>
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<td>2/22</td>
<td>Section 4: Early Childhood (Ch. 7-8)</td>
<td>Assignment 1: 2nd Paper Outline Due</td>
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<td>Section 4: Early Childhood (Ch. 7-8)</td>
<td>Struggling student EC enrollment deadline</td>
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<td>Section 4: Early Childhood (Ch. 7-8)</td>
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<td>Section 5: Middle and Late Childhood (Ch. 9-10)</td>
<td>Assignment 1: First Paper Submission Due</td>
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<td>3/13</td>
<td>Spring Break</td>
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<td>3/15</td>
<td>Spring Break</td>
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<td>3/20</td>
<td>Section 6: Adolescence (Ch. 11-12)</td>
<td>Exam 2 (Ch. 7-10)</td>
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<td>Section 6: Adolescence (Ch. 11-12)</td>
<td>Assignment 2 Due</td>
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<td>3/29</td>
<td>Section 7: Early Adulthood (Ch. 13-14)</td>
<td>Assignment 1 Returned</td>
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<td>Section 7: Early Adulthood (Ch. 13-14)</td>
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<td>Section 8: Middle Adulthood (Ch. 15-16)</td>
<td>Exam 3 (Ch. 11-14)</td>
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<td>Section 8: Middle Adulthood (Ch. 15-16)</td>
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Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14
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<thead>
<tr>
<th>Date</th>
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<tr>
<td>4/19</td>
<td>Section 9: Late Adulthood (Ch. 17-19)</td>
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<td>4/26</td>
<td>Section 9: Late Adulthood (Ch. 17-19)</td>
<td>Assignment 1: Final Draft &amp; Feedback Reflection Form Due</td>
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<td>5/1</td>
<td>Section 10: Endings (Ch. 20)</td>
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<td>5/3</td>
<td>Section 10: Endings (Ch. 20)</td>
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<td>5/10 (Thurs.) 8:00 – 10:00 am</td>
<td>Exam 4 (Ch. 15-20)</td>
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* Please note that this syllabus is subject to change throughout the semester.