HDFS 3113.001: Infant and Child Development

Instructor Contact

Name: Letta Cato, M.Ed
Office Location: Matthews Hall 322
Office Hours: Tuesdays/Thursdays 1-2 pm, 3:20–5:20 pm or by appointment
Email: Letta.Cato@unt.edu
Communication Expectations: You may email me or message me via Canvas. Students can expect to hear back from the instructor within 24 hours *(excluding weekends)* of sending an email/message.

Course Meets: Tuesdays and Thursdays | 2:00-3:20 PM
Class Meeting Place: WH 116

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Growth and development of the child from conception through middle childhood, including the influence of the family and environment. Basic principles of physical, cognitive and socio-emotional development will be covered.

Course Structure

This course will be 100% face-to-face instruction. Students are responsible for attending class consistently on Tuesdays and Thursdays from 2:00-3:20 PM, keeping up with assigned readings and course assignments, and participating in in-class discussions and activities. **You must consistently attend class to be successful in this course; if you are unable to attend and participate in class on our scheduled days and times, you should not take this course.**

Course Prerequisites

This course has no prerequisites.

Course Objectives

At the end of the course the student will be able to:

1. Explore the basic developmental theories and key issues related to infants, toddlers, and early childhood.
2. Recognize complementary connections between developmental domains that enable growth and development.
3. Realize how parents, parenting, and the family system affect children's development.
4. Demonstrate an understanding of appropriate developmental expectations for infants and children.

5. Integrate research and theory to inform practice when working with infants and children.
6. Use critical thinking and reflection to assess information, examine personal assumptions, and gain skills essential for learning and development.

Required Text:

Santrock, J., Deater-Deckard, L., & Lansford, J. E. (2024). *Child development: An introduction* (16th ed.).

McGraw-Hill Education.

Course Technology & Skills

Minimum Technology Requirements
Please visit http://lis.unt.edu/technology-requirements to gain a clear understanding of the technology requirements you will need for most all online Canvas-based courses, including this one.

To be successful in this course, you will need to have access to the following technology:

- Computer
- Reliable internet access
- Speakers

Computer Skills & Digital Literacy
Students should be able to comfortably implement basic computer operations, including using email, navigating an internet browser, and attaching and downloading files. Students who cannot comfortably do these things should not take this course, or their final grade will likely suffer. Students are specifically referred to Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements).

If you would like to improve basic computer skills on your own time, the resource below is a free tool available to you at your own discretion. This is not required for this course, but the skills presented here will be helpful in completing this course successfully: http://www.gcflearnfree.org/computers

Be aware that Canvas is known to have issues when opened in Internet Explorer. Using Mozilla Firefox is a reliable alternative to use when taking quizzes and exams.

Do not anticipate an extension for computer problems (e.g., hard drive crashes, disc errors, printer problems, etc.). Be sure to leave yourself extra time in the event you experience computer problems. Ample time to complete assignments has been provided. Begin today. Do not wait until the night before, encounter an unexpected problem, and expect more time to be provided.

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

Course Requirements

1. Course Engagement Activities (10 x 10 points = 100 points): Students are expected to fully participate in the course. Appropriate participation consists of engaging in class discussions and activities, as well as exhibiting respectful behavior at all times. A variety of activities will assess student learning (including learning checks, brief homework assignments, small group activities, and paired discussions). You must be present in class during the time the CEA is administered to earn points. If you are late and are not present for the CEA you will not receive credit. If you leave early and are not present for the CEA you will not receive credit. No make-ups will be permitted for any activity. **Course Engagement Activities are due in-class on the days they are assigned.**

2. Module Quizzes (5 x 10 points = 50 points): You will take quizzes to measure your understanding of the course content based on required reading and course participation. Quizzes may include multiple choice, matching, true/false, and short answer questions. Each quiz is timed so relying on your textbook and course notes to complete each quiz will not be the most effective strategy. You can only take each quiz once. The quizzes are not cumulative. Each quiz will be available at the end of each module. There will be no make-up quizzes. PowerPoint slides for each chapter can be found in each module; but please note that the notes are to be used to accompany the required reading and not as a replacement to the textbook.
Reading assignments and due dates for each quiz:
3. Quiz 1: Chapters 1,3,4 and all supplemental module materials (due 2/1)
4. Quiz 2: Chapters 5,6,7 and all supplemental module materials (due 2/22)
5. Quiz 3: Chapters 8,9,10 and all supplemental module materials (due 3/22)
6. Quiz 4: Chapters 11,12,13 and all supplemental module materials (due 4/12)
7. Quiz 5: Chapters 14,15,16 and all supplemental module materials (due 5/3)

8. Discussion Boards (5 x 20 points = 100 points): There are five discussion boards for the course. The discussion questions are located within each of the five modules. Each discussion requires you to watch assigned video clips before responding. Once you are ready to participate, please reply to the prompt question and respond to at least two other participant's posts. You will not be able to see others' posts until you reply to the prompt.

Late Work Policy for discussion posts

Please pay attention to due dates around initial post times and responses to peers as these dates differ. The dates for participation can be found below in the course syllabus. All Discussion Board posts and replies are due on Thursdays throughout the semester. You must participate within the assigned dates to earn credit. Discussions cannot be made up after the closing date. ***Late postings*** for discussions will not earn any credit (i.e. posting after the assigned due dates; for example, initial posts after [1/22] or peer replies after [1/29] for DQ #1). The bottom line is that discussions cannot be made up later. Please see "Rules of Engagement" on page 3 of the Syllabus for more details on discussion guidelines.

Criteria for earning full credits on each discussion are available on Canvas. For guidance on what is expected for full credit, please click the three dots on the upper right corner of each discussion form and click "show rubric".

Dates assigned for each discussion:

- Discussion Question #1: Initial Post (due 1/22); Peer Replies (due 1/29)
- Discussion Question #2: Initial Post (due 2/12); Peer Replies (due 2/19)
- Discussion Question #3: Initial Post (due 3/5); Peer Replies (3/19)
- Discussion Question #4: Initial Post (due 4/2); Peer Replies (due 4/9)
- Discussion Question #5: Initial Post (due 4/23); Peer Replies (due 4/30)

9. Mini Research Project (10 + 15 + 50 + 40 points = 115 points):

Part 1: Develop Your Research Question (10 points; due 2/22 by 11:59 PM)
Take a look through your textbook, review the syllabus, and think about why you enrolled in this course. Then develop a specific research question (RQ) related to infant or child development. When writing your question, consider interrelationships among the various developmental domains we will study this semester (i.e., physical, motor, social, emotional, cognitive, moral, language). In addition, consider the age(s) of the children you are interested in understanding. Focus on infancy through middle childhood for the purposes of this assignment. Examples of specific research questions I might ask if I were to complete this assignment include: *How does early childcare relate to infant-parent attachment security? How does participation in gifted and talented education in elementary school relate to children's social development? How does father involvement during early childhood relate to the development of children's behavior problems?*

- Post your specific research question to the discussion board by February 22nd at 11:59 pm. Then, take a few minutes to read your peers' RQ posts and get a sense of others' research interests.

Part 2: Conduct Your Library Research & Start Reading Your Articles (15 points; due 3/22 by 11:59 PM)
Locate 3 empirical research studies, published in peer-reviewed journals during the last 10 years (2016-2026), that address your specific topic. The articles selected for this project should include an Abstract, Methods, and Results section. Do not include book chapters, meta-analyses, or literature review articles. The Psycinfo database at UNT may be very helpful to you (this database is my personal favorite). But there are many other databases that will work as well. We will review how to search for articles in class.

- Complete and submit the Article Check worksheet on Canvas by March 22nd at 11:59 PM. You will provide APA citations for each of your articles, and a brief statement about how each article relates to your research question.

Part 3: Summarize & Synthesize – Discussion Board Post (50 points; due 4/12 by 11:59 PM)

(Note: for guidance on what is expected for full credit, please click the three dots on the upper right corner of each discussion form and click "Show Rubric".)

- Start your post by stating your specific Research Question (RQ) at the top.
- Then, list the key findings from the 3 articles you read. **Use your own words to summarize the research, rather than using quotations from the article (you will not earn full points for using quotations).** Use APA citation format when referring to specific studies.
- Next, briefly summarize what you learned across the 3 studies.
- Generate some questions that could help guide next steps for researchers.
- Conclude by suggesting at least 1 way these findings could be used in practice by parents, educators, and/or practitioners.
- List your references, following APA-style (note that APA indentation on subsequent lines in References may not work for you in a Canvas Discussion Board –that is ok!)

Part 4: Learning from Our Peers – Discussion Board Replies (40 points; due 5/7 by 11:59 PM)

(Note: for guidance on what is expected for full credit, please click the three dots on the upper right corner of each discussion form and click "Show Rubric".)

- Reflect on what you learned from other students' Mini Research Project posts.
- How might you apply this new knowledge in your own life and work? Reply with your insights and questions via the Discussion Board.
- Reply to at least 3 peers

Summary of Course Requirements:

Course Engagement Activities	100 points
Discussion Boards	100 points
Module Quizzes	50 points
Mini Research Project	115 points
Total Possible Points:	**365 points**

Grading:

The following grading scale will be used:
A = 328 - 365 points
B = 292 – 327 points
C = 255 – 291 points
D = 219 – 254 points
F = Below 218 points

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. **SPOT Evaluations will be open from April 14th – April 30th.**

Course Policies

Attendance Policy

Students are expected to attend class as scheduled. If you think you will need to miss a lot of classes or you are just not interested in attending class, it is suggested that you drop this class as soon as possible.

This course does not have a graded attendance requirement, but you must be present in class to receive credit for Course Engagement Activities at the time they are given.

Class Participation

Students are expected to fully participate in the course. Appropriate participation consists of keeping up with readings, engaging in class discussions and activities, and always exhibiting respectful behavior.

Course Technology Policy

Refrain from using cell phones during class. Except for students who require audio recordings of course lectures due to documented learning differences, students are not permitted to audio record class without prior approval from the instructor. To maximize in-class learning, students are encouraged to use a pen/pencil and paper for note-taking. If you choose to use your laptop in class and are using it for non-course purposes that detract from the integrity of the learning environment (social media; watching movies, etc.), you will not be permitted to use your computer for the remainder of the semester. Staying focused will help you succeed!

Respect for Others in Class

The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution, responsive leadership and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success.

It is expected that students listen to and respect each other's insights during class. During class sessions, students may be asked to work in pairs or small groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

Communications Policy

- **Check for announcements often**
- Contact your instructor (by email at letta.cato@unt.edu or via message on Canvas) for questions about the course that cannot be answered by reading the syllabus or Canvas (i.e., requirements, assignments, exams, or grades).
- During the week you will receive a response to questions within 24 hours. On the weekends, expect to wait 48 hours for a response.

Late Work Policy for Mini Research Project ONLY

Late work is not acceptable. You must keep up with your work and turn it in on time. If you need to submit an assignment late, you MUST communicate with the instructor *BEFORE the assignment is due* to request an extension. The instructor reserves the right to reject your request for an extension on assignments. There will be a point penalty for any late submitted work on the Mini Research Project Assignments:

Late Work Point Penalties:
Immediately after due time – 24 hours late: 20%-point deduction
24 hours – 48 hours late: 40%-point deduction
48 hours – 72 hours late: 60%-point deduction
72 hours – 96 hours late: 80%-point deduction
More than 96 hours late: assignment will not be accepted; automatic zero.

Examination Policy

DO NOT under any circumstances copy test or quiz items, even if you want to ask me about them later (just write down the question number) -- this is an honor code violation and can result in course- and university-level consequences.

You will take quizzes throughout the semester on Canvas (see the dates on the course calendar). Quizzes may include a variety of question types including all or some of the following: multiple choice, true/false, matching, fill-in-the-blanks, and short answer/essay. Legitimate reasons for missing a quiz include medical, judicial, or serious personal events that truly do not allow you to take the quiz. If you miss a quiz, you will be asked to provide documentation to support the reason for missing the quiz. The makeup quiz may be different from the original quiz given on Canvas and may include different question types.

Assignment Policy

All assignments will be submitted to Canvas unless completed in-class. Assignments should be submitted prior to the due date to avoid any technical issues that may arise. Employment, time management, and computer problems are examples of excuses that are not valid. Follow instructions on Canvas and/or call the student IT help line if a technical problem arises. A windstorm and lack of electric power is an example of a verifiable excuse for lack of computer access.

All written assignments should be professional in appearance and in APA formatting. Your work is expected to be written at the level of a professional in the field and well-edited. Written work should be spelling, grammar, and typographical error-free. Points will be deducted for any assignment not meeting these expectations. Be sure to follow the formatting guidelines provided for each assignment in this course.

Assignments must be submitted in Word (.doc/.docx) or PDF (.pdf) format, unless specifically otherwise noted in assignment instructions. Do not submit assignments in Pages (.pages) format. Do not submit assignments by providing a Google Doc or other link. Assignments submitted in an incorrect file format will be considered late until the proper file type is submitted.

Syllabus Change Policy

All dates/assignments are subject to change at discretion of instructor. Changes will be announced in class and on Canvas.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Subsequent academic integrity violations will result in harsher penalties, up to and including automatic failure of the course. Additionally, the incident will be reported to the Dean of Students/Office of Academic Integrity, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [April 14 – April 30, 2026] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Academic Support & Student Services

Student Support Services
Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Additional Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

Course Calendar

Module/Weeks	Dates of Class	Lecture Topics	Readings	Assignment/Quiz
Module 1 **Weeks 1-3** (1/12-2/1)	1/13 1/15 1/20 1/22 1/27 1/29	• Course Overview – How to Succeed in HDFS 3113 • The Nature of Child Development • Biological Beginnings • Prenatal Development and Birth	• Syllabus • Chapters 1, 3, and 4 • Supplemental Materials	• Student Information Form (In Class) • DB #1 – Initial Post (due 1/22); Peer Replies (due 1/29) • Quiz 1 (due 2/1) • Mini-Research Project: Develop Your Research Question
Module 2 **Weeks 4-6** (2/2– 2/22)	2/3 2/5 2/10 2/12 2/17 2/19	• Physical Development and Health • Motor, Sensory, and Perceptual Development • Cognitive Developmental Approaches	• Chapters 5, 6, and 7 • Supplemental Materials	• DB #2 – Initial Post (due 2/12); Peer Replies (due 2/19) • Quiz 2 (due 2/22) • Mini-Research Project: Submit Your Research Question (due 2/22)
Module 3 **Weeks 7-10** (2/23-3/22) *Note: (3/8-3/14) is Spring Break; NO CLASS*	2/24 2/26 3/3 3/5 3/17 3/19	• Information Processing • Intelligence • Language Development	• Chapters 8, 9, and 10 • Supplemental Materials	• DB #3 – Initial Post (due 3/5); Peer Replies (3/19) • Quiz 3 (due 3/22) • Mini-Research Project: Article Worksheet (due 3/22)
Module 4 **Weeks 10-12** (3/23-4/12)	3/24 3/26 3/31 4/2 4/7 4/9	• Emotional Development • The Self and Identity • Gender	• Chapters 11, 12, and 13 • Supplemental Materials	• DB #4 – Initial Post (due 4/2); Peer Replies (due 4/9) • Quiz 4 (due 4/12) • Mini-Research Project: Summarize & Synthesize Articles (Discussion Board Post) (due 4/12)
Module 5 **Weeks 13-15** (4/13-5/3)	4/14 4/16 4/21 4/23 4/28 4/30	• Moral Development • Families • Peers	• Chapters 14, 15, and 16 • Supplemental Materials	• DB #5 – Initial Post (due 4/23); Peer Replies (due 4/30) • Quiz 5 (due 5/3)
Finals Week **Week 16** (5/4-5/8)	**NO CLASS MEETINGS**			Mini Research Project: Learning from Our Peers (Discussion Board Replies) (due 5/7)

Syllabus Addendum

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever needed to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus. All the information you need regarding how to submit your papers is provided to you in each of the assignment documents.

2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you all is one way for me to do that.

3. **DO check your UNT email and Canvas. I will send class emails to your UNT account and post announcements to Canvas so you either need to access that email account regularly or forward your email to another account that you use. You will miss extremely important information if you do not check the emails I send.**

4. At the end of the semester, do NOT ask me to change your grade. That would be unethical and unfair to every student that has earned his/her given grade.

5. Submit your papers in a WORD OR PDF DOCUMENT (make sure it is a .doc, .docx, or .pdf format so that I can actually open it). If I cannot open your paper, I cannot grade it. **I cannot open .pages or other Mac-specific file types.**

6. I will return your papers and feedback to you through the assignment dropbox. When I do this, DO look at them. I will provide feedback on why you received that specific grade. Make sure to look at that feedback before asking me what you did wrong. If I deducted points, I will tell you why. Use that feedback to make improvements on future papers so that you do not get points counted off again for a similar mistake.