

# PSY 373 – Child Development

## Syllabus

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# Course Information

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## Instructor Information

See the online course in Blackboard for instructor contact information and availability.

## Textbook and Course Materials

We will be using McGraw-Hill's Psychology Connect and the Perusall annotation system for the course. **You are required to buy access to Connect through the link we provide.** You will be completing assignments and quizzes on Connect; and reading and annotating material on Perusall. Once you buy access to Connect, you will receive immediate access to the textbook on Perusall, and you will receive an access code for Connect at the same time. Everything will be linked to Blackboard for your access.

The textbook is: Martorell, Gabriela (2020). *Child*, 2E. New York, NY: McGraw-Hill. ISBN 978-1-260-50017-2

You do not need to buy a physical copy of the textbook. However, some students like to have a hard copy and you are welcome to do so if you wish. If you bought a used textbook or rented a textbook, then you still must buy additional access to Connect for this course through the link we provide.

**Connect is required for the course - you cannot pass the course without access.** There is **no excuse for not having access.** You must use your vwu email address for your account. If you cannot buy access you should drop the course.

## Course Description

An overview of biological, psychological, and environmental influences on human development in childhood, including current psychological theories, research, and real-world applications.

## Credit Hours

4

## Prerequisites and/or Co-requisites

PSY 101 or 102, junior/senior status, or consent.

## Learning Outcomes

Students who successfully complete this course will be able to:

- Describe the major developmental milestones from conception through adolescence in the areas of physical, social, emotional, cognitive and language development.
- Compare, contrast and apply theoretical frameworks to the study of child development.
- Identify, explain and apply basic concepts of developmental research methodology and design to the study of child development.

- Identify how cultural, economic, political and historical contexts interact with maturational processes to influence children's development.

## **Course Format and Design**

This course is for students who are interested in learning about development. From the moment of conception, when our genetic code is laid down and many of our fundamental traits are set in place, we begin a process of interaction with our environment; first as a single cell, then as a living, breathing person being affected by and affecting the various interacting spheres of our world. We move through these various influences – our families, peer groups, neighborhoods, schools, communities, and cultures – and as we do, we change, and grow, and also carry with us many common experiences and broad patterns of development.

If you have ever wondered why babies cling to their parents so fiercely, why toddlers say they “drew” a picture or “goed” to the store, or why many teens are so painfully self-conscious, this course will help you answer those questions.

The course is offered fully online in modular format. It is designed to provide you with a variety of learning experiences and equip you with learning resources and activities mapped onto learning outcomes. Course activities will include interactive modules to help you learn and retain information, short videos of real children to bring the course concepts alive, assessment activities in the form of quizzes, a midterm and final, community building exercises in the form of discussion posts, annotated readings and Flipgrid videos, homework in the form of short activities, and a series of more challenging assignments based on and building towards a final project to deepen your understanding in one area of child development of your choosing.

All course materials will be available on McGraw-Hill's Connect course content delivery system, Perusall, and Blackboard. You will need to purchase access to Connect, however, once you do, an e-copy of the textbook will be included, so you do not need to purchase an additional textbook unless you would prefer a hard copy for yourself.

## **Collaborative Learning**

Collaborative learning in this course is achieved via participation in Perusall, the Flipgrid videos and the discussion posts. In order to learn from this effectively and enjoy the experience, it is important to participate in a timely, substantive, on-subject, and professional manner.

# University Information and Policies

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## University Mission Statement

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*Prepare each student for a meaningful life and career*

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The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the university employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

## Special Needs and Accommodations

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to your instructor about your accommodations letter and specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with a disability support specialist to coordinate reasonable accommodations. Visit [Virginia Wesleyan University Disability Support Services](#) on the Web.

The course has a built-in flexibility accommodation available to all students. Flexibility is built into this course to aid all students, including students with disabilities, chronic health conditions, religious conflicts, care-giving responsibilities, unpredictable work schedules, and student athletes - everyone.

The entire course, with the exception of the midterm and final, is open from the first day of class. Take advantage of the opportunity to work ahead and complete as many assignments in advance as you can. If, for example, you are a student with a chronic health condition, the work you do in advance when you are feeling well will be like money in the bank for the times later in the term when you might not be feeling well. If you know you will have family obligations or you have a trip planned during an important due date, you can work ahead in order to account for your plans.

Flexibility is built into this course because we know how important it is for everyone to have flexibility. We invite you to take advantage of it.

Additionally, most assignments are untimed. Therefore, if you require accommodations for extra time, it is not an issue for the majority of the coursework. For those assignments in which extra time is needed, those modifications are easily made. Please just let your instructor know and timed content (i.e. quizzes, the midterm, and the final) can be modified.

## Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data, or commit plagiarism or academic theft. Refer to the [Virginia Wesleyan Honor Code](#) for definitions, rights, responsibilities, and procedures.

## Student Handbook

All students are expected to uphold the university's mission statement and abide by the university's honor code, the Virginia Wesleyan Creed, and all other standards that govern the conduct and behavior of students. For more information, refer to the [student handbook](#).

## Technology Requirements

Online courses require that you have access to a computer with a reliable Internet connection (high-speed access recommended). A backup plan is recommended in the event of an Internet outage. You will also need a means by which to film short videos. You can use your phone, or your computer if it has a camera and microphone built in.

You will need to have access to and be able to use the following:

- A Web browser (Google Chrome or Mozilla Firefox is recommended.)
- Adobe Acrobat Reader ([Get Adobe Acrobat Reader free.](#))
- Microsoft Office 365 ([Get Office 365 free.](#))
- A Virginia Wesleyan e-mail account
- A Java plug in
- A Flash plug in
- Popup windows enabled

For assistance with passwords and user IDs, contact the [Virginia Wesleyan Help Desk](#).

For assistance with Blackboard, please contact [the Help Center](#).

## Instructional Technology

For information, support, and training in the academic software of the university, refer to the university's department of [Instructional Technology](#).

## Learning Center

Contact the [Learning Center](#) for the following services:

- Academic advocacy and communication
- Academic planning and workshops
- Academic tutoring
- Computers and assistive technology
- Disability support services

- Individualized writing assistance
- Speech lab

## **Hofheimer Library**

The Hofheimer Library supports the Virginia Wesleyan community by providing services, resources, and facilities that advance the academic program. Visit the [Hofheimer Library](#) on the Web for information, resources, services, and hours.

You will be asked to complete a final project consisting of a literature review in child development for this course. Thus, you may want to familiarize yourself with some of the resources offered by the library.

## **Nondiscrimination Statement**

Virginia Wesleyan University does not discriminate against students of any race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs and facilities.

## **Diversity Statement**

Virginia Wesleyan University values the benefits of its diversity. We are committed to educating the campus community about issues of diversity. The campus promotes freedom of thought and opinion in the spirit of mutual respect. Our campus community is enriched through programs, activities, and interactions by celebrating our uniqueness as well as our commonalities.

This commitment to diversity links programs and services that support the distinctiveness of individuals regardless of racial and ethnic backgrounds, physical and cognitive abilities, family status, sexual orientation, gender identity, socioeconomic status, age, and religious and spiritual values.

An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

## **Course Policies**

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### **Participation**

This is an online course, and thus physical participation is not a component. However, participation and interaction will help you learn the material better, do well in the course, and will make it more fun. Thus, it is critical that you are an active participant.

You are strongly encouraged to reach out to your instructor with any questions or concerns that you may have. You are also encouraged to develop a rapport with your fellow classmates. This can be accomplished via the Flipgrid videos, annotation activities, and discussion posts. There is great value in peer-to-peer interaction and instruction - you will learn a lot from your classmates. You will also consolidate your own knowledge by helping others.

Note as well that because of the compressed schedule, in order to stay on top of material it is essential you not fall behind. We want you to earn a good grade in the course, and to do so, you must work hard in the short time you have to learn all the material and complete all the work effectively.

## **Late Work**

Late work will be not be accepted. It is your responsibility to make sure work is completed on time. Due dates for all materials are on the syllabus, on the assignments themselves, and listed directly on each link to the work.

Please also note that in the event an **unexpected** emergency or illness arises that interferes with your ability to complete work within the scheduled time, you will be asked for documentation. We do realize this is awkward and difficult. It may, in the event it occurs, feel like an unfair imposition to be asked to document the death of a loved one, a medical emergency, or any other emergency event that has happened to you. However, this is asked of everyone because in the past, students have used such events to gain an unfair advantage over others. Therefore, documentation is requested of everyone because asking for documentation ensures that those who would use these methods unethically are less likely to do so if they know they are unlikely to succeed.

## **Makeup Work**

Makeup work is not allowed without verified and documented excuses as outlined in the late policy.

## **Extra Credit**

There is no extra credit for this course.

## **Netiquette Guide**

### ***Security***

- Don't share your password with others
- Change your password if you think someone else knows it
- Log out after using the system
- Be careful with the use of personal information (yours and others')
- Do not send confidential information over email

### ***Discussion Board and Annotations***

- Before posting your question, check if anyone has asked it already and received a reply.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when asking for help
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. I

- If you reply to a question from a classmate, make sure your answer is accurate! If someone else has already answered, don't post the same response again.
- Be brief. If you write a long post in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others. You may disagree with their ideas but be kind.
- If you refer to something your classmate said earlier, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.

### ***Email Netiquette***

- Use a descriptive email subject line
- Be brief
- Do not send assignments over email – submit assignments over Blackboard
- Sign your message with your full name
- Double check the sender before you send the email
- If you are asking about course information, check to ensure that information is not available on the syllabus

### ***General Guidelines***

- Treat classmates and your professor with respect
- Always use your professor's proper title (Dr. or Professor, not Mr. or Mrs.) and don't use their first name unless they have specifically told you that is alright
- Use correct grammar and spelling for all communications
- Don't use all caps OR YOU WILL SOUND LIKE YOU ARE SCREAMING
- Limit or avoid the use of emoticons ;-)
- Avoid the use of slang terms and texting abbreviations

### **Strategies for Success**

You are capable of doing well in this course. It is a matter of effort, not ability. The key to success for this course is not to fall behind, and to devote sufficient time and energy to the material. All students enrolled in this course who have successfully completed the prerequisites are capable of doing well in this course. If you put the effort in, you will do well.

We recommend that you should expect to work on this course approximately 3-4 hours a day, 6 days a week.

### **How to do well in this class**

If I were taking this class myself and learning the material for the first time, this is the approach I would use to most effectively learn the material and do well in the course.

First, I would read the chapter carefully, making annotations (the posts in Perusall) as I read.



Then, I would begin reviewing the material using the Learning Modules. This is best done in small chunks rather than in one large session. [Research](#) shows you will retain more information if you spread your learning out

A good proportion of the points you can earn in this class are effort based. If you complete the work, you will receive all the points. This is true of the Learning Modules. As long as you complete them, you will receive full credit for all the work. Additionally, completing the Learning Modules is a good way to practice the material, as the questions will cycle you through all learning goals for the course. So, by earning all the points, you are preparing for the quizzes.

Note that before telling you if you got the question right or wrong, you are asked how sure you are of your answer. What Connect is trying to do is teach you what is called “metacognitive” awareness. Most people have a gut feeling about how well they know something. Sometimes you know you know something, sometimes you know you don’t know something. That is valuable information. By asking you that question, and then immediately giving you feedback. Connect is trying to teach you whether or not your gut feeling is accurate. Try to listen to that feeling. If you can learn to assess your state of knowledge accurately, you will be better at knowing whether or not you are ready to take a test or whether you need further preparation.

While you can toggle off this function if you find it distracting, as you go through the questions in the Learning Modules, the Smart Book will automatically keep track of which learning goals you answer easily, and which learning goals you have more difficulty with. Then, the program will automatically highlight the material in the book with green (for learning goals you easily and correctly answer), yellow (for learning goals you master relatively easily) and red (for learning goals you have more difficulty with). If you miss too many questions tied to a particular learning goal, the program will ask if you want to review the information before continuing on and can even direct you to the exact page where that information is found. You might consider writing an annotation question in Perusall about one of the red highlighted areas. One of your classmates may be able to answer a question for you in a way that helps you understand that concept better or may stimulate a conversation that helps frame that learning goal for you.

After completing the Learning Module for the chapter, I would then go through and read my classmates’ annotations, looking to see if I could answer any of their questions. This will help you get a good score for your annotations as well as help consolidate your own learning. This is also a good time to check and review material you feel unsure about and make your final preparations to take the quiz.

You may be ready at this point to take the quiz, or you may need a bit more practice. While you do not get more points for doing so, you can always practice with the Learning Modules some more, or even use Connect to generate practice quizzes before taking the real quiz. Remember as well that you can also re-take the quiz (with a 10% penalty) if you do poorly on it.

In addition to the Learning Modules, the annotations, and the quizzes, you also have short activities, Flipgrids, discussions, and homework assignments. At the beginning of the week, I would sit down and review the assignments, making estimates of how much time they will take to complete, and thinking about when in the week they need to be started in order to complete them on time. Because all assignments (with the exception of the midterm and final) will be open from the first day of class, you can review them and make an estimate of how long they will take to complete. Working backwards, I would think about what tasks need to be completed each day in order to turn work in on time.

The material contained within this course is usually covered within a 15-week semester, including in-class time. You will be covering it within a shorter time frame, and rather than spending time in a physical classroom, you are expected to take that time and work individually on course content. So, you are completing a larger amount of work in a shorter period of time. Many of you will be working, have family obligations, busy lives, and other responsibilities to attend to at the same time you are taking the course. With a compressed schedule such as this, it is essential you stay on track and are disciplined and organized. So, if you are having difficulty with any of the course requirements, run into problems, are confused about what needs to be done, or have any other issues, please communicate with your instructor about what's going on. We realize and expect this course to be challenging. But we want you to do well, we want you to learn, and we want this to be a positive experience for you. We are here to help and guide you through the process.

## **Hints for Success in Your Online Course**

1. Be sure you have access to proper computer equipment, Internet service, and software as listed above.
2. Designate certain times each week to work on your course. Plan ahead, avoid procrastination, even out your workload, and absorb material before moving on.
3. Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions.
4. Actively participate in discussions. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.
5. Practice an informal but organized, concise, and clear writing style that aids online communication.
6. Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding material.
7. The class uses short multimedia components to enrich the learning environment. Use them to enrich the learning experience.

# Course Grades and Assignments

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## Grade Allocation

Assignment	Point Values
Perusall (16)	48
Modules (16)	160
Quizzes (16)	160
Short Activities (variable)	160
Flipgrids (3)	60
Discussions (3)	60
Homework: Power of Process (2)	40
Homework: Synthesize This	40
Homework: Your Synthesis	50
Multimedia Mixtape	40
Final Paper	100
Midterm	50
Final	100
<b>Total Points Possible</b>	<b>1068</b>

## Grading Scale

A	93–100
A-	90–92
B+	88–89
B	83–87
B-	80–82
C+	78–79
C	73–77
C-	70–72
D+	68–69
D	63–67
D-	60–62
F	Below 60

## Assignment Descriptions

### *Perusall*

Perusall will help you master readings faster, understand the material better, and get more out of this class. To achieve this goal, you will be collaboratively annotating (commenting, asking questions, and answering questions on) the textbook with others in the course. The help you'll

get and provide your classmates (even if you don't know anyone personally) will help you resolve confusion and will make the process more fun. While you read, you'll receive rapid answers to your questions and help others answer their questions (which also helps you learn). You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment. You can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 3 = demonstrates exceptionally thoughtful and thorough reading of the entire chapter
- 2 = demonstrates thoughtful and thorough reading of the entire chapter
- 1 = demonstrates superficial reading of the entire chapter OR thoughtful reading of only part of the chapter
- 0 = demonstrates superficial reading of only part of the chapter

Your annotations should reflect the effort you put in your study of the text. It is unlikely that that effort will be reflected by just one or two thoughtful annotations per chapter. On the other extreme, 30 per chapter is probably too many, unless a number of them are superficial or short comments or questions (which is fine, because it is OK to engage in chat with your peers). Somewhere in between these two extremes is about right and, thoughtful questions or comments that stimulate discussion or thoughtful and helpful answers to other students' questions will earn you a higher score for the chapter. Note, also, that you must familiarize yourself with each chapter in its entirety. Failing to annotate the entire chapter will result in a lower score. In other words, if you merely annotate material in the first few pages of the chapter, you will not earn a high score.

## ***Learning Modules***

The learning modules are interactive questions which will help you practice the course material as well as develop metacognitive skills (in this case, whether or not you are right about how well you know the material). You must complete one learning module for every chapter. If you complete the module, you will receive 100% on the assignment. Whatever proportion of the material you complete is the proportion of points you will receive.

Most learning modules are approximately 90 minutes to 2 hours in length, although they vary depending on your performance. If you know the material well, you will progress more quickly. If you do not know the material well, they will take longer.

In order to learn and retain the most information, it is best if you read the chapter first, and then take the module. Additionally, it is best if you complete the modules over multiple sessions,

rather than do the entire module during one sitting. You will retain more of the information in that way, even if it takes the same amount of time to complete the work.

### ***Quizzes***

Quizzes are open-book and are randomly generated for each new attempt. Each quiz is different. You have 20 minutes to answer 10 questions. You may take the quizzes as many times as you like, however, each additional attempt past the first will incur a 10% penalty.

### ***Short Activities***

There will be a variety of short activities to complete each week. Sometimes these will consist of short (3-5 minute) videos (usually of babies or children) followed by question prompts on the material. Other times they may consist of short interactive assignments. Still other times you may be asked to read a brief article and answer a few questions on the article. Generally, these will be relatively brief assignments that supplement the book material and should take approximately 30 minutes or less to complete.

### ***Flipgrids***

You will be asked to submit three short (3 minutes or less) videos to Flipgrid (an online video hosting site). You will be able to view and (if you wish) to respond (with either comments or another video) to your classmates' videos. In this way, although you will likely not physically meet your classmates, you will still have the ability to "meet" them online.

### ***Discussions***

You will also be expected to write three discussion posts, as well as three discussion responses. These are not just busy work – they will require some serious thought and preparation, so expect to spend approximately 3 hours on them. Your post must be at least 150 words long and will be a response to a prompt written by your instructor. Your response will be to another student's post. Each response you write to another student must be at least 150 words long and must include at least TWO of the following:

A COMPLIMENT: I like how ... It was really interesting how you said ...

A COMMENT: I agree that ... because ... I disagree that ... because ... The reason I think this is...

A CONNECTION: In the book I read that ... In the [name of newspaper] I read the other day that ... I have also heard that ... I saw my neighbor's child do [something you saw] that reminded me of your comment ...

A QUESTION: Your questions makes me wonder why ... I wonder what ... Would it work the same way if ... Do you think that if...

If your discussion post merely repeats what someone else has already said, or says "I agree," you will not receive any points for it. Note that this means it is in your best interest to post relatively early in the week.

## ***Multimedia Mixtape***

A mixtape refers to a compilation of songs recorded on an audio cassette tape that are conceptually related to a theme like working out, love songs, breakup songs, party mix, relaxation mix, etc. Mixtapes are typically compiled from a variety of albums and recording artists.

For this assignment you will create a “multimedia mixtape” of four items related to a concept focused within the field of child development. The concept must be from the course and it can be comprised of any combination of 1) songs, 2) video clips, or 3) popular news/magazine/articles, 4) feeds (e.g. Tumblr, Twitter, Pinterest) or 5) internet memes. In addition to the items themselves you will also write brief descriptions of about a paragraph in length describing how the item is conceptually related to the course concept. Have fun with this – it’s meant to be an entertaining way to engage you with course material. Depending on how long you spend looking through sources (I can get lost in this sometimes) expect to spend approximately 3 hours on this assignment).

## ***Homework and Final Paper***

The homework and final paper are conceptually related. The homework assignments are designed to scaffold your final paper, which is a mini-literature review. These assignments take varying amounts of time. Please review the assignments directly for a sense of how much time you need to budget for them.

In homework assignments one and two (Power of Process), you will practice reading journal articles and locating and recognizing the important information. In the third homework assignment (Synthesize This), you will read the abstracts of a number of journal articles in one area of child development, extract a one-sentence summary on the basis of those abstracts, and then use the sentences you wrote to draft a summary paragraph synthesizing the research. In the fourth homework assignment (Your Synthesis) you will use six peer-reviewed empirical research articles you have selected in one area of child development and extract a one sentence summary of the findings in each paper. Then, you will draft a 1-2 paragraph synthesis of the research in that area using the sentences you wrote. Last, for your final paper, you will be asked to write a research paper using the material you developed in the last homework assignment as your base for that paper.

## ***Midterm and Final***

The midterm and final are open book, cumulative, multiple-choice tests, similar in content and format to the quizzes. The midterm will have 50 questions and you will have 1 ½ hours to complete the exam. The final will have 100 questions and you will have 3 hours to complete the exam. You may only take each one time.

## Course Schedule

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Refer to the [academic calendar](#) for important university dates.

The instructor reserves the right to make necessary changes, additions, deletions, and revisions to the course schedule as needed.

Unit	Readings	Assignments Due
1	Chapters 1 and 2	Perusall Modules 1 and 2 Quizzes 1 and 2 Short Activities Flipgrid Homework: Power of Process
2	Chapters 3 and 4	Perusall Modules 3 and 4 Quizzes 3 and 4 Short Activities Discussion Homework: Power of Process
3	Chapters 5 and 6	Perusall Modules 5 and 6 Quizzes 5 and 6 Short Activities Flipgrid Homework: Synthesize This
4	Chapters 7 and 8	Perusall Modules 7 and 8 Quizzes 7 and 8 Short Activities Discussion Midterm
5	Chapters 9 and 10	Perusall Modules 9 and 10 Quizzes 9 and 10 Short Activities Flipgrid Homework: Synthesize Your Articles
6	Chapters 11 and 12	Perusall Modules 11 and 12 Quizzes 11 and 12 Short Activities Discussion Homework: Multimedia Mixtape

Unit	Readings	Assignments Due
7	Chapters 13 and 14	Perusall Modules 13 and 14 Quizzes 13 and 14 Short Activities Final Paper Due
8	Chapters 15 and 16	Perusall Modules 15 and 16 Quizzes 15 and 16 Short Activities Final Exam