



Course Syllabus: Human Development
Gordon T. & Ellen West College of Education
COUN 2023-250 Human Development-WFISD
Spring 2024 January 16-May 10

Contact Information

Contact Information

Instructor: Mrs. Erin Dillard

Office: CEC room 219

Office hours: Monday, Wednesday, Friday, 7:20-7:55 am, other times by appointment/request

Office Phone: 940-235-3303

E-mail: erin.dillard@msutexas.edu

Classes Taught: Human Diversity, Human Development, School & Society

Instructor Response Policy

Instructor will respond to email and voicemail messages as soon as possible, typically within 24 hours, more time will be needed on weekends or holidays.

Course Description

A study of human development and how empirical data using accepted reputable research methodology extends and supports our understanding of how development impacts society and what it is to be “human” through the stages of development specifically in the areas of cognitive, social, moral, and emotional domains.

Textbook & Instructional Materials

Berk, L. E. (2023). *Infants, Children, and Adolescents* (9th ed.). Sage Publications, Inc.: Thousand Oaks, CA. (ISBN: 9781071895061)

Required Technology

All students must have Internet access and the following technology applications: Video recording capability (webcam), Word Processing software, D2L, a Google account, Adobe reader, and a microphone.

Course Objectives/Standards

| Objectives | Learning Activities |
|--|--|
| <p>Students understand and think critically about the major theories of children’s physical, cognitive, social, moral, and emotional development. Students will explain how developmental behavior impacts the individual and use empirical data to discuss the impacts that behavior has on the larger society.</p> | <p>Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities</p> |
| <p>Students understand and think critically about genetic, prenatal, hereditary, and environmental influences and how these influences and differences prevalent in various global regions impact human development and learning. Students will develop an understanding of the social and personal responsibility of being aware of the impact of diverse influences on human development across the globe.</p> | <p>Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities</p> |
| <p>Students recognize, understand, and think critically about the reciprocal influence of family and culture on human development.</p> | <p>Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities</p> |
| <p>Students understand and think critically about the contribution of heredity and environment (both geographic and culturally) to development and learning.</p> | <p>Course discussion questions, lecture and/or, guided reading, videos, portfolio, simulations, activities</p> |
| <p>Students develop an in-depth understanding of human growth and development and the changes that occur from infancy to young adulthood to better understand what makes us human.</p> | <p>Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities</p> |

| Objectives | Learning Activities |
|---|--|
| Students will practice reflective habits regarding human development and develop an understanding of one's own development and how that process impacts one's approach to children and adolescents. | Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities |
| Students will develop an understanding of the development and maintenance of a healthy self-concept. Students will investigate developmental/environmental-related issues such as stress, risky behavior, gang violence, bullying, poverty, substance abuse, prenatal care, etc., and discuss the impacts on individuals, groups, and institutions. | Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities |

These objectives align with National Association for the Education of Young Children (NAEYC) standards that can also be found on their web site at: [NAEYC](#)

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: [2023-2024 Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Grading Assessment

| Assignments | Percentage |
|-------------------------------------|------------|
| Portfolio Part I | 100 |
| Portfolio Part II | 100 |
| Portfolio Part III | 100 |
| Portfolio Part IV | 100 |
| Classroom Room Activities & Quizzes | 400 |
| Total | 1000 |

Table 2: Total points for final grade.

| Grade | Percent |
|-------|----------------|
| A | 90% or Greater |
| B | 80% to 89.9% |
| C | 70% to 79.9% |
| D | 60% to 69.9% |
| F | Less than 60% |

Core Assessment

The Core Assessment will be conducted in a four-part portfolio project that directly aligns to the core course objectives and demonstrates a student’s understanding of human development and its impact on the individual, society and culture. This assessment also requires students to apply empirical methods to think critically about how human development, behavior, and learning impact and are impacted by cultural differences to further their understanding of what makes us human. The final portfolio includes the following four components: (1.) A research-based brochure students create that will require them to think critically about factors impacting the pre-natal environment and how those are influenced by diverse environments in a global context. A component of this brochure also includes a call to action to highlight social responsibility for a resolution to the issue. (2.) A collaborative project and presentation that requires students to be engaged in the research process that will allow them to analyze and think critically about human development, specifically infancy and toddlerhood, as well as working collaboratively with a class peer in order to develop a presentation for the class. (3.) An observation to collect data that allows students to analyze adolescent behavior and link that to developmental characteristics and discuss how cultural differences impact development. Additionally, students will analyze interactions of adolescents among groups and discuss subsequent impacts. (4.) A final reflective piece that requires students to critically reflect on each component of the portfolio in order to synthesize and demonstrate an understanding of the social and personal responsibility to the issues in human development from diverse cultures and communities in the US

and across the globe. The separate portfolio components will be submitted separately during the course and the combined Core Assessment components will be combined to assess the AACU Critical Thinking, Global Learning, Written Communication, Quantitative Literacy, and Oral Communication rubrics. All written portfolio components must adhere to APA 7th edition guidelines.

Portfolio Part I: Protecting the Prenatal Environment Brochure

To demonstrate your understanding of influences on the prenatal environment and our personal and social responsibility for awareness and action, you will create a brochure highlighting an issue and provide strategies or solutions. Download and complete the chart entitled, "Protecting the Prenatal Environment" that is located in the week's folder. Using your answers from the sheet consider the following questions: "What did you find most difficult to give up (or avoid)? Why? What was most surprising? Why?" Next, choose one that you found difficult to give up (or avoid) and find a research article from a reputable source exploring this issue in another country. Additionally, you must locate empirical, numerical evidence on the impacts (local, national, or global) of this issue. Create a visually appealing brochure that highlights the challenges of protecting the prenatal environment in this particular area of the world and how that might compare and contrast with the pre-natal environment in a culture specific to the US. Be sure to include the supporting research data and numerical data of the impacts and provide research-based strategies/recommendations/solutions to address this challenge. Additional instructions, guidelines, and requirements are available on D2L/Brightspace in the Week 3 folder.

Portfolio Part II: Infancy and Toddlerhood Collaborative Research Project & Presentation

To deepen your understanding of human behavior and development, the influence that development has on institutions, other age groups, culture or our society as a whole, you will conduct research and create a presentation describing physical, cognitive, emotional, and social development in infancy and toddlerhood. Include information from the text, videos, simulations, and any supplied readings provided in D2L. You will submit an APA formatted paper, citing all sources that is no more than 1,000 words as well as a video presentation that you will upload to Youtube for your classmates to view. You will copy the link on a word doc and turn it in to the dropbox. Be sure that you include the following information in your paper. Each of the bullets below can be used as a paragraph topic with the addition of an introduction and conclusion for a complete essay.

- **Physical Development:** Discuss gross and fine motor skills during this stage of development. How might cultural influences impact development of motor skills? How might delayed motor development impact socialization?
- **Cognitive Development:** Use Piaget's theory to describe the cognitive differences between infants and toddlers. What specific behaviors support your supposition? How might cultural influences impact

cognitive development and behavior? How might cognitive development impact further learning? How does cognitive development impact pedagogical and curricular decisions in schools?

- Emotional Development: Describe fear reactions and discuss when and why they appear in growth. How might cultural influences impact emotional development? How might individuals at this age communicate emotions? How might low or high EI impact an individual's interactions with others?
- Social Development: Discuss self-discovery in infancy and toddlerhood. How might cultural influences impact social development? How might individuals at this age interact and communicate with other individuals?
- In addition to your choice of one of the above developmental areas, also address the following: How has research furthering our understanding of child development impacted education, entertainment, retail, and or local, state or national government agencies? Consider Legislative and media impacts as well. Make sure to include statistical data to support the impacts you focus on. For example, you might use a consumer report citing the dollar amount retail allots to market to the parents of this age group to discuss impacts.
- For the second part of the assignment, create a 3-5 minute video presentation going into detail about that area of development during the infancy and toddler period. In the presentation, discuss the most well-known theories about the area you chose from the text. When you record, you may use moviemaker, Screencast-o-Matic, VOKI, or any similar program, but upload it to YouTube and provide the link when you turn in the assignment. The images or voices of all group members must be present on the video.

Portfolio Part III: Adolescent Observation and Analysis

To gain an understanding of the social, emotional, cognitive, and physical development of the adolescent period and their impacts on other groups, you will be observing adolescents in a public place to collect data. You will then analyze aspects of their behavior that are indicative of the unique characteristics of this stage of human development. You will complete an observation protocol sheet and then compose a synthesis paragraph further exploring a behavior you observed and how that is connected with changes associated with this stage and its influences on the adolescent age group itself, institutions such as schools, and the larger culture of our society. The following are possible areas for exploration:

- How might adolescent moodiness contribute to the psychological distancing between parents and children that accompanies puberty?

(Consider bidirectional influences in parent-child relationships.) How might cultural differences in child rearing impact development? How might this adolescent characteristic impact the school?

- How does adolescents' propensity for risky behavior impact society? School policy? Legislative actions?
- List various personal and contextual factors that promote identity development. Then, explain how ethnic identity development is achieved for ethnic minority adolescents.
- How might cultural differences in gender expectations during adolescence impact emotional, physical, social, and cognitive development? How has gender exploration impacted society?
- How has information furthering our understanding of adolescents and associated developmental characteristics impacted education, retail, media, and legislation?

Additional instructions, guidelines, protocol sheet, supplemental articles, videos, and requirements are available on D2L/Brightspace in the Week 14 folder.

Portfolio Part IV: Reflection

The reflective piece requires you to critically reflect on Parts I-III of the portfolio. You will synthesize the information you have gathered to demonstrate an understanding of human development and how it impacts individuals, society, and culture. You should address connections among the research-based developmental theories, experiences, and environments across the globe in order to demonstrate an understanding of our social and personal responsibility to grasp the differences in global environments—both the positive aspects as well as challenges your culture and other cultures face. The following are possible areas for reflection:

- How has the knowledge of a particular stage(s) of development and behavior impacted your understanding of what it is that makes us human?
- How has an understanding of behaviors associated with developmental stages allowed you to be more understanding, tolerant, or to take a particular action?
- How has the knowledge of the impacts of global influences on development impacted your behavior (think about the actions suggested in your brochure).
- How has research you conducted supported and furthered the knowledge you have about human behavior and development?

- Why might you feel that it is important to people to understand human development and the associated behaviors?
- How has research you conducted supported and furthered the knowledge you have about issues pertaining human behavior and development and why society needs to be aware of these issues?
- Considering the empirical data including quantitative information as well as qualitative data you use to support your opinions, how might this data be interpreted a different way or how might this data be influenced by other factors?

The reflection should be at least 700 words and must be submitted as a pdf and uploaded by the date due to D2L/Brightspace. Additional instructions, guidelines, and requirements are available on D2L/Brightspace in the week's folder.

Additional Class Learning Activities

Activities

The class will feature a possible four formal learning activities worth 5% each that will strengthen the understanding of the main stages of child development. Specifics of each activity will be discussed further in class; however, the completed works will need to be uploaded to Google Classroom on the given due date.

Quizzes

There are 11 chapter quizzes throughout the course. These are accessed in google classroom in the folders for the weeks they are due. Quizzes are worth 100 points, and you may use your textbook. You will have 30 minutes for each quiz. However, you should read the textbook and participate in class prior to taking the quizzes. Note the course schedule for specific quiz due dates. (Quizzes will only be available one week after the due date.)

Extra Credit

Extra credit might be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency.

Important Dates

Last day for term schedule changes: 1/19/2024

Deadline to file for graduation: December graduation 2/12/2024

Day to drop with a grade of "W:" 3/25/2024 by 4 PM

Last
Refer

to: Drops, Withdrawals & Void
to the [Academic calendar](#) for more details.

Refer

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: *Even though this is a face-to-face class, we will potentially do many things self paced via D2L. This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time for submission. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.*

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Attendance

Face to Face Class: You are expected to be dependable, reliable, responsible, on time and in attendance to each class session for the entire class you are enrolled in according to your assigned schedule. You are also expected to ask questions, participate in class activities and discussions. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. It is the student's responsibility to make up for any missed assignments. In class activities cannot be made up. Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. ***Three instances of tardy arrival will be counted as one absence.*** In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit. ***Participation points will be deducted for each absence.*** You will be given a verbal or written warning prior to being dropped from the class.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the

course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. ***Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.***

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. **Any plagiarism of 30% and above is too much! Your assignment will be reduced by one letter grade for anything above 30%.**

Important Course Information

Face to Face Class: Direct, lecture-based instruction and course materials will be available, we will do activities each week in the face-to-face class (such as small group work, problem solving, discussion, etc.) The class will meet in its regularly scheduled room all scheduled days.

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. You should regularly check D2L, and the email hosted via D2L for important course information. You will also need to check D2L for slides, class information, and assignments.

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).

- Written assignments can be done in one of the following:
 - Microsoft Word/Google Doc and turned in as an attachment in dropbox on D2L
 - Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
 - Certain assignments will be collected in class and you will be told during class and/or D2L which ones this will be.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in

determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Other Expectations

Participation – It is not enough to just “show up.” In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

Respect – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Tentative Face to Face Course Schedule Course Schedule COUN 2023
Attendance Required as well as Class participation during in class activities

| Week | Dates | Topics/Focus/Reading Each week read & prepare for the next week. | Assignment Due |
|-------|------------------|---|---|
| 1 | January 16- 21 | <i>Log into D2L and become familiar</i> <i>Ch 1 History, Theory, and Research Strategies – Ch. 1</i> <i>Quiz #1</i> | Due Sun 21 |
| 2 | January 22-28 | Ch 2 Biological and Environmental – Prenatal Development Ch. 3 | Look at Portfolio Part 1 |
| 3 | January 29-Feb 4 | Portfolio Part I: Protecting the Prenatal Environment Birth and the Newborn Baby – Ch. 4 Physical Development in Infancy and Toddlerhood – Ch. 5 Quiz #3 | Portfolio Part I: Protecting the Prenatal Environment Due Tues. Feb. 6 (by 10:00 pm) Look at Activity 1 |
| 4 | Feb 5-11 | Activity #1 – Interviewing Parents Cognitive Development in Infancy and Toddlerhood – Ch. 6 Quiz #4 | Activity #1 – Interviewing Parents Due- Mon. Feb 11 (start of class) Quiz |
| 5 | Feb 12-18 | Emotional/Social Development in Infancy/Toddlerhood – Ch. 7 Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation Physical Development in Early Childhood – Ch. 8 | Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation Due - Feb. 18 |
| 6 | Feb 25- March 3 | Physical Development in Early Childhood – Ch. 8 Quiz #5 Cognitive Development in Early Childhood – Ch. 9 Activity #2 – Identifying Children’s Drawings | Quiz #5 - FEB. 25 start of class Activity 2 - Identifying Children’s Drawings - Due by March 3 |
| 7 & 8 | March 4 -10 | Cognitive Development in Early Childhood – Ch. 9 Quiz #6 Emotional and Social Development in Early Childhood – Ch. 10 Activity #3– Gender Stereotyping | Quiz 6 |
| 9 | Mar 11-17 | Spring Break | Activity #3– Gender Stereotyping |
| 10 | March 18 - 24 | Physical Development in Middle Childhood – Ch. 11 Quiz #8 | Quiz #8 |
| 11 | March 25-31 | Cognitive Development in Middle Childhood – Ch. 12 | |

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|----|-------------------|---|---|
| 12 | April 1 -7 | Emotional and Social Development in Middle Childhood – Ch. 13 Quiz #9 | Quiz 9 |
| 13 | April 8-14 | Activity #4 - Middle Childhood Project Physical Development in Adolescence – Ch. 14 Cognitive Development in Adolescence – Ch. 15 Quiz #10 | Activity #4 - Middle Childhood Project - Due April 14 Quiz10 by April 15 |
| 14 | April 15-21 | Emotional and Social Development in Adolescence – Ch. 16 | Discuss Portfolio 3 |
| 15 | April 22- 28 | Portfolio Part III- Adolescent Observation and Analysis Emerging Adulthood- Ch. 17 | <i>Meet at the Observation location or go on own during class, Monday, April 22..</i> Work on Portfolio Part IV DUE FRIDAY, MAY 3rd |
| 16 | April 29 May 5 | Discuss Portfolio Part IV Portfolio Part IV – Reflection | PortfolioIV & Completed Portfolio |
| 17 | May 6-10 | Finals Week | NO FINAL BUT Completed Portfolio MUST BE TURNED IN TO TK20 BY MAY ____ this will be done in class together |

Appendix A: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot’s executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.