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Dallas County Community College District

Richland College

Summer 2019: Monday, May 20th through Wednesday, June 5th, 2019
Instructor’s Information:
Instructor’s Name: Kyle D. Edens, Ph.D.
Phone Number: (972) 238 – 6917
Office Number: C-202
Email Address: kedens@dcccd.edu. Please be sure to add PSYC 2314.84489 to ALL subject lines in emails addressed to me.
Department office contact in case of emergencies: School of Lead and Social Sciences
C-243
P: (972) 238-6140

Office Hours:

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Appointment (M-F)</td>
<td>Negotiable</td>
<td>Collaborate Ultra: Online</td>
</tr>
</tbody>
</table>

Revisionary Statement:
The professor of this course reserves the privilege to modify the contents, assignments, and calendars associated with this syllabus in any manner, at any time, and as deemed necessary by the professor of this class.

Course Title:
Lifespan Growth and Development

Course Number:
PSYC 2314

Section Number:
84489

Course Credit Hours: 3
Lecture Hours: 3

Class Information:
Meeting Times: Entirely Online, and Ad Libitum, between May 20th and June 5th, 2019.
Meeting Location: Blackboard LMS via eCampus

Census Date:
TBD
Last Day to Drop with a W:

TBD

Course Description:

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (3 Lec)

Course Prerequisites:

College level ready in Reading.

Course Resources:


Supplies and Supplemental Resources:

Students must use an internet browser to find peer-reviewed articles. Students will receive a list of references from me the first week of class. Students will locate and retrieve all referenced sources using Google Scholar, DCCCD's Library Catalog, DCCCD’s, or York U's Psych Classics

Student Learning Outcomes:

Upon successful completion of this course, students should be able to do the following:

1. Describe the stages of the developing person at different periods of the life-span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.
Method of Evaluation and Assignments:

Learn Smart, Reading Assignments:
- **Addressed Student Learning Outcomes:** All
- **Addressed Core Objective:** N/A
- **Addressed Institutional Vision:** To Learn
- Students will register for Connect offered by McGraw-Hill.
- Students will participate in intermittent quizzing while they read their electronic textbook.
- Intermittent quizzing will cover various topics.
- Items may present as short answer, matching, fill in the blank, multiple choice, or true or false.

Exams:
- **Addressed Student Learning Outcomes:** 1, 2, 4, 5, 6, and 7
- **Addressed Core Objective:** Critical Thinking and Communication
- **Addressed Institutional Vision:** To Learn
- There are four examinations in this course.
- Each examination consists of, but not limited to, vocabulary, multiple choice, short answer, matching, and essay type questions.
- Students will take examinations in eCampus.
- **Duration:** Students will have 60 minutes to complete each examination.
- **Attempts:** Students will have two attempts at each examination, and the highest score from the two attempts will calculate into the student’s overall grade in this course.
- **Each examination is worth 100 points for a total of 400 points toward each student’s final points’ total.**

Discussions and Assessments:
- **Unit One: Assessment, Critical Thinking**
  - **Addressed Student Learning Outcomes:** 3
  - **Addressed Core Objective:** Critical Thinking
  - **Addressed Institutional Vision:** To Learn
  - **Marketable Skill:** Critical Thinking
  - Students will acquire and read Darwin (1877). Darwin (1877) was referenced on the list created for our Point Thruster Quizzes.
  - Students will write a paper using Critical Thinking Questions, and Critical Thinking Descriptors.
  - Students will receive more detailed instructions for this assessment within eCampus.
  - Students must complete this assessment using e-Campus.
  - **This assessment is worth 25 points. We will use an adapted Value Rubric to score and grade this assignment.**

- **Unit Two: Assessment, Jane Elliot, Brown Eyes-Blues Eyes Exercise**
  - **Addressed Student Learning Outcomes:** 2, and 3
  - **Addressed Core Objective:** Social Responsibility
o Addressed Institutional Vision: To Learn
  o Students will watch a video about Jane Elliot’s work with her elementary class.
  o Students will write a discussion thread about the video, as well as reply to a peer’s thread.
  o Students will receive a list of questions to guide their writing.
  o Students must submit their discussions within our course in e-campus.
  o This assessment is worth 25 points. We will use an adapted Value Rubric to score and grade this assignment.

• Unit Three: Discussion
  o Addressed Student Learning Outcomes: Various
  o Addressed Core Objective: N/A
  o Addressed Institutional Vision: To Learn and To Teach
  o Student must participate in two online discussion forums within Blackboard, LMS.
  o Students must incorporate information from referenced peer-reviewed sources, and their textbooks to address issues such as sexual activity, substance abuse, marriage and parenting, as well as social, political, economic, and cultural forces that affect the developmental process of an individual.
  o APA format must be used to cite sources of information, when appropriate. Students are expected to obtain assistance with APA format from consultants at Richland College’s Writing Center, or on the Purdue Owl.
  o Students must create a three-paragraph initial response to discussion topics, as well as a one-paragraph response to a peer’s post, for their assignments to receive a grade. Students must produce a thorough analysis of key concepts to receive an A on each discussion.
  o A grading rubric was established within Blackboard to guide students and assess the quality of each student’s work. Students will receive feedback on their posts once they meet all minimum requirements for grading.
  o Meeting the minimum requirements for grading does not necessarily correspond to a passing grade. Please review the grading rubric thoroughly so you are aware of all content, and formatting requirements, for achieving desired points’ totals.
  o This discussion is worth 25 points. We will use a customized rubric to score and grade this assignment.

• Unit Four: Assessment, Alcohol Paper
  o Addressed Student Learning Outcomes: 1, 3, 6, and 7
  o Addressed Core Objective: Critical Thinking, Communication, Empirical and Quantitative Reasoning, and Social Responsibility; Varies by Year
  o Addressed Institutional Vision: Build Sustainable Local and Global Communities
  o Students will receive, and read, a scholarly article about alcohol
  o Students will write a response paper, with a minimum of 250-words, about the provided article.
  o Students will receive a list of questions to guide their writing.
  o Students must complete this assessment using e-campus.
  o This assessment is worth 25 points. Scoring of this assessment is dichotomous (e.g., “complete” or “incomplete”).
Point Thruster Quizzes: BONUS POINTS

- Addressed Student Learning Outcomes: 1, 2, 4, 5, 6, and 7
- Addressed Core Objective: Critical Thinking and Communication
- Addressed Institutional Vision: To Learn
- Students will receive a list of specific articles to retrieve from online resources. The professor will provide students with a list of references to obtain the first week of the semester.
- Students need to find, acquire, read, and generally comprehend referenced peer-reviewed articles produced by researchers working to answer questions related to developmental processes, and psychology.
- Students must work with collegiate staff, librarians, and their professor to find and acquire peer-reviewed articles from library holdings. Contacting a librarian is a good start to obtain assistance with literary searches (Ask a Librarian). However, directly approaching a librarian in Richland’s physical library to find sources is prudent.
- Students should read each article and comprehend content at the level of a sophomore in college.
- Students need to read articles prior to classroom discussions and lectures on related topics.
- There are four Point Thruster Quizzes that will consist of, but not limited to, vocabulary, multiple choice, short answer, matching, and essay type questions.
- Students will take Point Thruster Quizzes inside our course in eCampus.
- Duration: Students will have 45 minutes to complete each Point Thruster Quiz.
- Attempts: Students will have two attempts at each Point Thruster Quiz, and the highest score from the two attempts will calculate into the student’s overall grade in this course.
- Each Point Thruster Quiz is worth 25 bonus points toward each student’s final points’ total. Total possible points for all ten quizzes is 100 points.

Grading Structure:

Individual Assignments:

Learn Smart, Reading Assignment; Chapter One: 10 points
Learn Smart, Reading Assignment; Chapter Two: 10 points
Learn Smart, Reading Assignment; Chapter Three: 10 points
Learn Smart, Reading Assignment; Chapter Four: 10 points
Learn Smart, Reading Assignment; Chapter Five: 10 points
Learn Smart, Reading Assignment; Chapter Six: 10 points
Learn Smart, Reading Assignment; Chapter Seven: 10 points
Learn Smart, Reading Assignment; Chapter Eight: 10 points
Learn Smart, Reading Assignment; Chapter Nine: 10 points
Learn Smart, Reading Assignment; Chapter Ten: 10 points
Learn Smart, Reading Assignment; Chapter Eleven: 10 points
Learn Smart, Reading Assignment; Chapter Twelve: 10 points
Learn Smart, Reading Assignment; Chapter Thirteen: 10 points
Learn Smart, Reading Assignment; Chapter Fourteen: 10 points
Learn Smart, Reading Assignment; Chapter Fifteen: 10 points
Learn Smart, Reading Assignment; Chapter Sixteen: 10 points
Learn Smart, Reading Assignment; Chapter Seventeen: 10 points
Learn Smart, Reading Assignment; Chapter Eighteen: 10 points
Learn Smart, Reading Assignment; Chapter Nineteen: 10 points
Learn Smart, Reading Assignment; Chapter Twenty: 10 points

Unit One, Exam: 100 points
Unit Two, Exam: 100 points
Unit Three, Exam: 100 points
Unit Four, Exam: 100 points

Unit One; Assessment, Critical Thinking: 25 points
Unit Two; Assessment, Jane Elliott’s Brown Eyes and Blue Eyes Demo: 25 points
Unit Three, Discussion: 25 points
Unit Four; Assessment, Submit your Paper, “Alcohol Article”: 25 points

Unit One, Point Thruster Quiz (BONUS): 25 points
Unit Two, Point Thruster Quiz (BONUS): 25 points
Unit Three, Point Thruster Quiz (BONUS): 25 points
Unit Four, Point Thruster Quiz (BONUS): 25 points

Grading Summary:
Learn Smart, Reading Assignments: 200 Possible Points
Examinations = 400 Possible Points
Mandatory Assessment and Discussion= 100 Possible Points

Total Possible Points = 700 Points

Grading Scale:

- **A** =
  - Total Points ≥ 0.70 based on the total distribution of scores produced by students in our course and using Microsoft Excel’s function, “PERCENTRANK.INC.”
  - Students will also receive an A if they earn 630 or more points. Students that receive more than 630 points will be excluded from calculations using Microsoft’s PERCENTRANK.INC function.

- **B** =
  - 0.70 > Total Points ≥ 0.40 based on the total distribution of scores produced by students in our course and using Microsoft Excel’s function, “PERCENTRANK.INC.”

- **C** =
  - 0.40 > Total Points ≥ 0.10 based on the total distribution of scores produced by students in our course and using Microsoft Excel’s function, “PERCENTRANK.INC.”
• **D =**
  - 0.10 > Total Points based on the total distribution of scores produced by students in our course and using Microsoft Excel’s function, “PERCENTRANK.INC.”

• **F =**
  - Students will fail this course if they violate our Student Code of Conduct, RCHS’s Rules and Regulations, or violate rules outlined in our course syllabus (e.g., “Food and Drink Policy”).

*Note: Blackboard will automatically compute averages from grades in eCampus’ Grade Center. These averages ARE NOT an accurate reflection of a student’s overall grade in this course. Students must only consider total earned points and/or the grading distribution when determining a grade level in our course. A Grading Scale providing threshold values for each possible letter grade can be provided within one week given a student sends an emailed request to the professor. Students will also receive grading updates via our Student Progress Reporting System.*

**Grading Distribution:**

Example using PERCENTRANK.INC with an n = 50 Students:

<table>
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<tr>
<th>Points</th>
<th>Percent Rank</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
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<tr>
<td>652</td>
<td>Exempt</td>
<td>A</td>
</tr>
<tr>
<td>628</td>
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<td>A</td>
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<tr>
<td>622</td>
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</tr>
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<tr>
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<tr>
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<td>596</td>
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<td>588</td>
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<td>580</td>
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<td>572</td>
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<tr>
<td>564</td>
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<tr>
<td>556</td>
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<tr>
<td>484</td>
<td>0.49</td>
<td>B</td>
</tr>
</tbody>
</table>
Note: Students will only receive an F for violations previously stated in the section, “Grading Scale.”

Late Work:

Students must submit a request to submit assignments beyond the due date to the professor via email prior to the assignment’s scheduled due date. The professor of this course reserves the privilege to accept or deny any request to submit late work. All late submissions of assignments may receive a grade after all other on-time
assignments receive grades. A student, who received approval to submit a late assignment, may not necessarily receive a grade for the approved late submissal. Once again, all late assignments receive grades after on-time assignments, given there is time permitting in our semester, and if final grades were not already submitted to the administration of Richland College.

**Email Turnaround Time:**

Email is responded to daily during the work week, and occasionally over weekends. Please contact me with any question you have regarding course content, assignments, or material.

**Attendance Policy:**

Attendance may influence a student’s grade in this course in that students who do not successfully complete at least one assignment will receive an F in this course. However, I will maintain and submit attendance records to Richland College for administrative purposes that may impact a student’s financial aid. Additionally, I strongly recommend daily visits to our online course, as well as sending weekly emails to me.

**Food and Drink Policy:**

Students may consume food and beverages in class, assuming all consumed items fall within legal and institutional parameters. Students are responsible for cleaning their area of all food debris and beverage containers. Failure to thoroughly clean your area after consuming food or a beverage may result in an F for this course.

**Electronic Use:**

Students may use electronic devices during class. Students must maintain the highest standards of professionalism while using electronic devices during our course. Students must abide all legal and institutional parameters for electronic use while in class (Online or On-Site). Failure to abide by all legal and institutional policies related to the appropriate use of electronic devices while in class may result in an F for this course.

I may choose to record lecture using video or audio equipment. Additionally, I may publish recordings to an LMS for educational purposes.

**Minimum Technology Requirement:**

To successfully complete this course, you should be able, at a minimum, to email attachments, use word processing programs and simultaneously work on multiple browser windows. You should have a compatible browser and be able to access Blackboard, LMS. For more information contact an RLC Online Advisor at Online Learning, Contact Information.

**Netiquette and Professional Expectations:**

- Standards of courtesy and respect must be maintained at all times during regular and e-Campus "classrooms." Join in any discussion, but remember that this is still a “classroom” setting, and that respect is crucial for any intellectual discussion.
Discussion and classroom areas are places for intelligent and respectful airing of ideas. Name calling and personal attacks are not okay. Similarly, we must display tolerance for all thoughtful, and scholarly supported, ideas.

Any violation of the standards of appropriate online behavior, or any violation of the student code of conduct, will be reported to the Dean of Students. The Dean will take appropriate disciplinary action on behalf of the college and the student may receive an F for this course at the discretion of the professor.

Student Academic Progress:

Students may discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester from academic advisors and career specialists. Check RLC Admissions and RLC Advising for more details.

Institutional Policies:

Six Drop Rule:

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”.

Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access The Six Drop Rule

Withdrawal Policy:

If you are unable to complete this course, it is your responsibility to officially withdraw by the official drop date for this course. Failure to do so will result in a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop deadline, you will receive a “W” (withdraw). For more information about withdrawal procedures access the Admissions page on policy/procedures or contact the Admissions/Student Records office at 972-238-6948 (Thunderduck Hall, T170).

Repeating a Course

Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course taken at any of the DCCCD colleges since the fall 2002 semester. All third and subsequent attempts of the majority of credit and continuing education/workforce training courses will result in an additional tuition charge. Developmental Education and some other courses will not be charged a higher tuition rate. See Third Attempt to Enroll in a Course at Third Attempt Rule

Texas Success Initiative Assessment Requirements and Course Placement Guidelines:
The Texas Success Initiative Assessment (TSIA) was designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSIA requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. Passing the TSIA is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, and Math 1414. Students who do not meet assessment standards must complete developmental courses in the deficient area with a grade of C or higher. Additional information is available from the TSI Office in T170T or T170S (phone no. 972-238-6115 or 972-238-3787) or at The Texas Success Initiative.

Financial Aid Attendance and Participation Requirements:

Your instructor is required by law to validate/certify your attendance in your on-campus or online course(s) in order for you to receive financial aid. To meet the attendance requirement, you must attend and participate in your on-campus or online course(s) prior to the course certification date and continue beyond the course withdrawal date. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples: submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or participating in an online discussion about academic matters relating to the course. In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in our online class and are engaged in an academically related activity such as in the examples described above.

Academic Honesty:

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct available at Code of Student Conduct. A student may receive an F for an assignment or an F for the course if found in violation of DCCCD’s policies related to Academic Dishonesty, and at the discretion of the professor of this course.

Americans with Disabilities Act: If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-238-6180 (Voice/TTY), visit Thunderduck Hall, suite T120, or go to Disability Services Office.

Discrimination and Sexual Misconduct Reporting Information and Requirements:

Richland College is committed to ensuring that all community members learn and work in a welcoming and inclusive environment. We support the well-being and development of our students. Richland College prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, national origin, age, disability, sex, sexual orientation, gender, gender identity, gender expression, or any other basis prohibited by law.

Title VII of the Civil Rights Act of 1964 prohibits retaliation or discrimination based on race, color, religion, age, and national origin. Title IX prohibits discrimination based on sex, sexual orientation, gender identity, and/or gender expression (failure to conform to stereotypical notions of masculinity or
femininity); sexual misconduct (including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation); and sex/gender-based harassment.

Richland College faculty and staff members, unless deemed a confidential resource by law, have an obligation to report and respond to certain issues relating to the health and safety of college community members. This includes information shared with faculty and staff members in person, through electronic communications, or in class assignments. Faculty and staff members must report to the appropriate college officials any allegation of discrimination or harassment. In addition to reporting all discrimination and harassment claims, faculty and staff members are required to report allegations of dating or domestic violence, stalking or retaliation, child abuse or neglect, and/or credible threats of harm.

After receiving a report made by an employee, a Richland College official may want to contact the individual who initially shared the information with the employee. In almost all cases, the individual who shared the information with an employee may choose whether or not to speak with the Richland College official. The college does not guarantee the confidentiality of a report of sexual misconduct or discrimination unless the report is made to a Richland College Licensed Professional Counselor Counseling Services, who does not have this reporting responsibility. Limits to counselor confidentiality are available at Counseling Services and Confidentiality.

A report may also be made directly at: Report Sexual Assault and other Sexual Misconduct

Further information may be found on the Richland College’s website: Facts about Title IX

Religious and Ethnic Holiday Observance:

Richland College honors the right of each student to observe the practices of their belief system. It is the student’s responsibility to provide their instructors a written justification for a religious accommodation by the third class meeting or the fourth day after the course begins for online courses. It is the responsibility of the instructor and student to negotiate completion of all missed assignments prior to the absence, if possible.

Campus Emergency Operation Plan and Contingency Plan:

Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus.

To familiarize yourself with these procedures, please take time to watch the overview video: Emergency Video. The complete Emergency Operations Plan can be viewed and printed at the following website: Emergency Response Team If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972-238-3794) or by e-mail at BOrton@dcccd.edu.

Contingency Plan:
Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus Courses. Please discuss this contingency plan with your instructor. For distance learning courses, your instructor will use email to contact students in the event of extended technology downtime. To assure work in the class continues, it is important for all students to have an accurate email address recorded in both eCampus and eConnect.

Richland College’s Quality Enhancement Plan:

Richland College is implementing its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto Quality Enhancement Plan.

Student Survey of Instruction:

The Student Survey of Instruction (SSI) is designed to acquire information on the student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement. In order to minimize the disruption in the classroom, the SSI is now being administered online in select courses. Students will take the survey through a link in e-Campus. If you receive a request to complete the SSI, please do so as soon as possible. By completing this questionnaire, you will help the college and your instructors determine how we might improve your educational experiences. Your identity will remain strictly confidential and anonymous.

Syllabus Change Disclaimer:

The instructor of this course reserves the right to amend our course syllabus as necessary and at any time.

Course Calendar:

This schedule is tentative and subject to change at my discretion.

<table>
<thead>
<tr>
<th>Unit One: Learn Smart, Reading Assignment, Chapter One</th>
<th>“Introduction”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Two</td>
<td>“Biological Beginnings”</td>
</tr>
<tr>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Three</td>
<td>“Prenatal Development and Birth”</td>
</tr>
<tr>
<td>Unit One: Assessment</td>
<td>Marketable Skills: Critical Thinking</td>
</tr>
<tr>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Four</td>
<td>“Physical Development in Infancy”</td>
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<td>“Cognitive Development in Infancy”</td>
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Note: All Assignments Close on Established Due Dates at 11:59 pm.