Child Development

EDU 102-D02

Online Syllabus

Spring 2017

Instructor: Kari Schamberger

Office Hours: M: 10:45-12:15; T/R 12:30-2:15

Office Location: HC 209

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Required Texts:


Course Description:

This course reviews the cognitive, social, physiological and psychological growth and development of children from birth through the age of fourteen. This course is usually offered in the fall, summer and spring. (3 credits)
**Course Objectives**: Upon successful completion of this course, students should be able to discuss and apply the following:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the major concepts and sequence of physical and motor development of a child between conception and adolescence. <strong>GEO 1, 2, 3</strong></td>
<td>A. Given a student assess his/her level of physical development; B. Sequence milestones of development for a given age range. C. Predict the growth pattern of a child based his/her birth statistics</td>
<td>1. Student Assessment 2. Writing Assignments 3. Test Questions 4. Newsletter</td>
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<tr>
<td>Identify the principal concepts and sequence of language development of children. <strong>GEO 1, 2, 3</strong></td>
<td>A. Given a student assess his/her language development B. Explain and sequence Piagetian and Vygotskian terms related to language development C. Relate the students own teaching style with one of three major theories of language development.</td>
<td>1. Student Assessment 2. Writing Assignments 3. Test Questions 4. Theory Research</td>
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<tr>
<td>Compare and contrast the different theories and stages of psycho-social and moral development of children. <strong>GEO 1,2,3,7, 9</strong></td>
<td>A. Given a student assess his/her level of emotional/social development; B. Sequence milestones of development for a given age range. C. Apply teaching strategies based on emotional/social development theory.</td>
<td>1. Student Assessment 2. Writing Assignment 3. Test Questions 4. Theory Research</td>
</tr>
<tr>
<td>Discuss the role of the family, school, and community in relation to the development of children. <strong>GEO 1, 2, 3, 8, 9</strong></td>
<td>A. Explain ways that family and community positively or negatively affect student learning and health. B. List ways teacher preparedness, teacher expectations and pedagogy effect/affects student learning</td>
<td>1. Student Assessment 2. Writing Assignment</td>
</tr>
<tr>
<td>Identify and compare theories that influenced the study of child development. GEO 1, 2, 3, 6, 7, 9</td>
<td><strong>C. Discuss the correlation between SES and student success in all domains of development</strong></td>
<td>3. Test Questions 4. Theory Notebook</td>
</tr>
</tbody>
</table>
| Explain the importance or prenatal development and its effects on early childhood development. GEO 1, 2, 3, 6, 9 | **A. Summarize the theories of Piaget, Vygotsky, Freud, Erikson and others in relation to the domains of development.**  
**B. Explain how and why we learn educational theory.**  
**C. Make predictions of student behavior based on theory.**  
**D. Compose and explain his/her own theory of child development.** | 1. Test Questions 2. Theory Research |
| Develop and apply search strategies to access information from educational databases and other electronic sources. GEO 1, 3, 7, 9 | **A. Students will list and describe the influences upon prenatal development**  
**B. Sequence and describe the stages of prenatal development**  
**C. Predict later development based on exposure to prenatal influences** | 1. Test Questions |
| Identify and compare theories that influenced the study of child development. GEO 1, 2, 3, 6, 9 | **A. When presented with a theory list specific concepts associated.**  
**B. Describe the way a theory contributes to or is limited for use in a classroom setting.**  
**C. Apply a theory in the prediction and evaluation of a child’s development.** | 1. Theory Research 2. Student Assessment 3. Test questions |
General Education Philosophy and Objectives: GEO’s

Wor-Wic Community College strives to combine the advantages of a general education core with opportunities to pursue a variety of occupational and technical programs. The curricula for the associate degree are designed to broaden and deepen the student’s education by helping the study develop the following abilities.

1. Writing - Express ideas effectively through written text.
2. Speaking - Demonstrate a command of oral communication that is accurate, ethical, and audience-centered.
3. Reading - Analyze and/or evaluate texts within and across disciplines.
4. Critical Thinking - Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions.
5. Information Literacy - Access, evaluate and appropriately use information and technology to accomplish tasks and communicate ideas.
6. Quantitative Reasoning - Use and apply quantitative concepts and methods to calculate and interpret numerical problems.
7. Scientific Reasoning - Apply the process of scientific inquiry and analysis.
8. Diversity - Identify the influences of a variety of cultural contexts on social interactions and demonstrate civic engagement with the college and local community.
9. Ethics - Recognize ethical issues in a variety of settings and consider the consequences of alternative actions.

Blackboard Requirements:

Blackboard is required for this online course. To access course content in Blackboard you need to have access to a computer with an Internet connection. Computers that meet these requirements are available on campus in FOH 305, HH 100, GH 204, and AHB 108. Hours of operation can be found at www.worwic.edu/Students/LearningResources/ResourceLabs.aspx. All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy: Using the campus computing network and facilities to violate the privacy of other individuals. Sharing of account passwords with friends, family members, or any unauthorized individuals. Violators are subject to college disciplinary procedures.

Course Requirements

This class is a combination of text material, research study, examinations and participation in discussions. Material will be presented through the textbook and Blackboard.

Your participation is needed by the class. The synergy of students creates an online community and makes the class more enjoyable and fulfilling for everyone. Active participation is expected and is considered in the final grade of each student.

Technology is not always reliable. Count on problems with computers and connections to the internet and plan your assignments and exams accordingly. Class assignments, discussion postings, video responses, and exams must be completed the week that they are due by 11:59 p.m. each Sunday. The new week's assignments will begin each Monday at 12:00 a.
**Emergency Information:**

In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College website and e2Campus.

*College closings do not affect online courses. Work goes on as usual.*

**Services for Students with Disabilities:**
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities act of 1990 and section 504 of the Rehabilitation Act pf 1973. If you are in need of accommodation, please contact the counseling office at 410-334-2900. For more information, see Wor-Wic's Services for Students with Disabilities web page.

**Sexual Violence Disclosures:**
Wor-Wic Community College seeks a campus free of sexual violence which includes sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Please be aware that if a student discloses a personal experience verbally or in writing as a Wor-Wic student to a faculty or staff member, the employee cannot maintain confidentiality and has the mandatory responsibility to notify one of the college’s Title IX coordinators. However, if you’d like to make a confidential disclosure of any such violence, you can contact Wor-Wic's director of counseling (X-2900) or you can contact the Life Crisis Center at 410-749-HELP or 2-1-1. Information on rights of victims of sexual violence and related resources is available in the college catalog and at the public safety page of Wor-Wic's website: [http://www.worwic.edu/Administration/PublicSafety.aspx](http://www.worwic.edu/Administration/PublicSafety.aspx).

**Class Participation**

To be successful in this on-line course, a student must exhibit active participation. Contact is defined as making at least **three** course related contacts per week, which includes responding to a video discussion question, and then posting two (100 word) comments to fellow classmates. Your initial response of 200 words needs to be posted by Wednesday at midnight and the 100 word comments are to be posted between Thursday and Sunday evening. **Responding to a classmates post, on your own initial response, does not count as one of your word comments.**

1. Completing all weekly classroom assignments or exercises.
2. Taking part in discussions following the criteria outlined.
3. Timeliness of your responses and submission of assignments.
4. Logging on to the course a **minimum** of three times weekly. It is **highly suggested** you visit more than this to keep up with emails at the very least.
5. Each student constructs his or her responses and shares those in a collaborative effort between the instructor and all the learners.
Coursework

1. **Discussion Board Video Responses (12 X 20 points= 240 points)**

Discussion questions will be posted each week and students are expected to respond before the next week’s questions are posted. All questions will be dated and completion dates will be posted. Students must respond using Blackboard. Responses will be assessed on quality and not necessarily on quantity. A total of twelve video discussion questions will be posted at 20 points each. Included in your 20 points is the quality of your response to at least two other posts.

Here are the guidelines, other than the technical side of your writing, which I will be looking for when grading your responses to discussions and other content modules:

1. Students are expected to respond to the topic question and then one other student for each discussion question asked. Your initial response needs to be at 200 words in length. At least one response is to be at least 100 words in length.
2. Responses should be timely and meaningful to ensure they fit with the current discussions.
3. Do not use Internet shorthand in any of your postings (e.g. LOL). Please spell everything out as though you were writing a term paper.
4. Clarity and organization of your thoughts, opinions and ideas is important and will be taken in account as well.
5. Responses should be substantive and pertinent to the topic at hand. One or two word responses would not be sufficient.
6. Postings should be relevant, thoughtful, and respectful at all times.
7. Your responses and postings should reflect an evidence of understanding for the material and inclusion of required information.

2. **Journals (12X 20= 240 points)**

Journal responses will be posted on BlackBoard with set times and dates. Students are to submit their responses through the journal submission site located in their weekly content folders. The responses need to be written in Standard English with proper sentence formation. Points will be deducted for errors in spelling and grammar. Each response needs to answer each question fully, be at least 250 words in length, and make reference to the textbook. The responses are kept private and will only be read by your instructor.

All assignments must be typed, double-spaced using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number and semester. Each assignment should be proofread and free of grammatical errors and should utilize APA format. Students are encouraged to utilize the writing center for each assignment. Points will be deducted from each assignment where grammatical errors are present.
3. **Online Quizzes (12x20 points = 240 points)**

Students will complete twelve online quizzes which will be posted in the week's content folder. The quizzes consist of a variety of formats and are taken directly from required textbook readings. There is no time limit for quizzes. Each quiz is worth 20 points.

4. **Semester Theory Research Project (300 points)**

There are numerous child development theories that exist. The key to a firm foundation in education is the study and evaluation of these theories. Therefore, students will construct a theory action research paper that attempts to explain many of the most prevalent theories. Mrs. Schamberger will assign ten (10) theorists.

1. Include a title page
2. Be organized in a presentable and professional manner
   a. Use tabs/dividers (these may be computer generated to save expense)
   b. Page protectors are not required however they are recommended to help student’s preserve their work.
3. Include an APA works cited page. You must use one research article for each theorist required. This must be listed on your page.
4. Research and summarize the theorists. This includes – key vocabulary/definitions related to education, any ages/stages of development with descriptions, statement(s) of general beliefs and/or theory, any equipment or pedagogical inventions, basic biographical information
   a. In outline form, summarize all key concepts for each theorist. This includes – key vocabulary/definitions related to education, any ages/stages of development with descriptions, statement(s) of general beliefs and/or theory, any equipment or pedagogical inventions, basic biographical information
   b. For each theorist find at least two other theorists who believed similarly. List the first and last names. To find associated persons mentioned in articles, in the textbook or do a search for “theorists associate with ____”.
   c. Include a summary of contributions/advantages and limitations/disadvantages (for each theory) in the early childhood setting
      - This should be in outline form or paragraph form.
      - Think about teaching and children – what is good about this theory and what is bad about this theory?
      - List two of each in this section

The list of theorists that students will be responsible for researching is as follows:

Part One – Jean Piaget and Sigmund Freud
Part Two – Lev Vygotsky and Erik Erikson
Part Three – Jean Jacques Rousseau and John Locke
Part Four – B.F. Skinner and Lawrence Kohlberg
Part Five – Edward Thorndike and Ivan Pavlov
5. **Newsletter (100 points)**

Students will use Microsoft Publisher or Microsoft Powerpoint to create a 4 page newsletter on the developmental milestones of children from birth through middle childhood. There needs to be at least 8 topics included in the newsletter, and a separate reference page attached. The information needs to come from professional journals. All articles are to use paraphrased information and should be at least 200 words in length. All newsletters will be checked for plagiarism and fabrication, so a reference page must be included in order to receive a grade. All students are also responsible for responding to at least two other classmates. The responses need to be at least 100 words in length.

6. **Child Development Issue Presentation (100 points)**

As an educator it is important that we are current regarding issues related to the development and education of children. We must continually read, research and form new opinions.

Students will complete the following assignment:

- Select one educational issue (related to child development) to research. There can be no more than 3 students in a group.
- Prepare a creative, attractive, decorative, informative presentation with your research.
- The presentation should consist of at least 15 segments that detail your research. Tell us your topic, what you learned, how it applies to child development, etc.
- Utilize at least four resources (not including the textbook) while researching the topic. Type a list of your resources and include this in your PowerPoint. I will deduct points if the APA format is incorrect.

In lieu of a discussion board that week, students are required to respond to at least three other presentations at least (100 words in length) in order to receive the 20 discussion board points for that week. Research papers and presentations are to be uploaded no later than Wednesday at midnight, and the postings can begin Thursday through Sunday evening.
7. **Global Perspectives on Child Development Presentation (150 points)**  

Each student will randomly be assigned a country to research during the course of the semester. Each student should prepare Prezi or Power Point presentation on the country assigned. Once all presentations have been loaded on Blackboard, each student will be required to view 8 different power points (not including his/her own work). For each power point the student will complete a chart/column to summarize the information. The chart and the required written assignment associated with its completion will be due as a separate assignment. This additional “work” will be worth 80 points.

**Presentations must include the following information/items:**

- General information about the country – i.e. language, location, population, etc.
- An overall description/presentation of the educational system
- Information about the overall childrearing practices and customs
- Infant and child mortality rates; crimes against children information
- Major causes of infant/child mortality
- Nutritional and economic information (related to child development)
- Social stigmas, specific cultural practices, religious practices unique to that country that may affect/effect child development
- Any additional information related to child development in the assigned country that the student feels is of interest or is relevant
- At least two working video clips (2 – 5 minutes in length maximum)

**All presentations should follow the following organizational format:**

- Title slide (name, date, assignment, country)
- Informational slides (minimum of 14 slides for this requirement)
- Works Cited Slide (no wiki’s, must utilize a minimum of 5 PLUS their textbook, video clips and images must be cited)

8. **Final Exam (175 points)**

The final exam is worth 175 points. There is a two hour time limit for the final exam.
**FINAL EXAM PROCEDURES:**

a) The final exam is taken face to face, at the Wor-Wic testing center second floor; **you must bring a photo ID to take the final exam.**

b) The final exam will be available during exam week and only when the testing center is open. Refer to the website homepage for the final examination schedule and testing center schedules.

c) No final exam will be given early, so plan accordingly.

**Final exam schedule link:**
http://www.worwic.edu/Academics/ClassSchedule.aspx

**Testing center hour's link:**
http://www.worwic.edu/Students/LearningResources/ResourceLabs.aspx#Hours

**Testing Center Policies link:**

**APA Guidelines:**

It is expected that you will utilize articles from professional journals. You must use APA format to cite your sources. Please consult the APA style guide (offered in the media center and on-line if you have further questions).

**Academic Honesty Policy:**

Academic honesty is expected of all students. Cheating and plagiarism are violations of academic integrity. Any student found violating the academic honesty policy will receive an automatic “0” for the assignment and then the matter will be turned over to the Student Disciplinary Committee. Documented evidence of the plagiarism or cheating will be kept in the Human Services Office.

Plagiarism- (honesty)- is defined as the presentation of seemingly-original work that is derived in whole or in part from an existing source without properly citing the source of the material. Common forms of plagiarism include, but are not limited to, the following:

1. Duplicating an author's work (in part or whole) without quotation marks and/or accurate citations;
2. Duplicating an author's words or phrases with accurate citations, but without quotation marks;
3. Paraphrasing an author's words or phrases with accurate citations; and
4. Providing accurate citations, but merely substituting synonyms for or rearranging an author's exact words.
5. All papers and presentations must be the student's own work.
6. There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.

7. Cheating: Cheating is the act of obtaining information or data improperly by dishonest or deceitful means. Examples of cheating are copying from another student’s test paper, obtaining information illegally on tests, and using unauthorized electronic devices or other deceitful practices.

LATE SUBMISSIONS AND AVOIDANCE EXPECTATIONS:

No late submissions of any assigned work will be accepted unless prior permission is given.

- If permission is granted, there will be a point deduction assigned on all work regardless of the reason given. 10 points per day will be deducted (including weekends).
- No late work will be allowed to be turned in the last week of the semester.
- Assignments submitted incorrectly through Blackboard will be considered late.
- Assignments submitted without a file attached or an incorrect file will be considered late.
  - Do not wait until the last minute or the day before it is due to begin an assignment.
  - Give yourself some ‘cushion’ of extra time in case the Internet goes down or you have technical difficulties.
  - If you upload the wrong file through blackboard, your work will be considered late and an extension may or may not be granted.

VIRTUAL CLASSROOM CONDUCT AND CIVILITY EXPECTATIONS:

Expectations are common grounds we must all agree to abide by so the interaction that occurs, in this classroom, can be as RESPECTFUL, NON-THREATENING and PRODUCTIVE as possible. Without respect, all efforts to learn and communicate are highly diminished.

ONLINE LEARNING COURSE EXPECTATIONS:

☐ On-Line learning courses pose some different challenges than do face-to-face learning experiences. This course is not like an independent study and should not be seen as being less time consuming or easier than a face-to-face course.

☐ In some cases, you may be putting in more time than a traditional format depending on how well you are adapting to the new format.

☐ The instructor will not be in the virtual classroom daily but will be checking in and mediating when necessary.

☐ Consider the faculty as a facilitator. Do not expect the instructor to be available 24 hours a day in the virtual classroom.

☐ Be mindful of checking your email for communication from the instructor.

☐ As adult learners, you are self-directing your learning by getting on Blackboard and following the course outline. Guidelines will be available along the way.
Certain assignments may require you to work with someone else in the class as well.

FACILITATOR EXPECTATIONS:

As the facilitator of the program, I am responsible for:

- Facilitating the online learning process and provide guidance through the program content.
- Providing access to information that is easy to use and understand.
- Supporting your efforts.
- Ensuring that there is a high level of interaction and dialog with various communication tools, i.e. Discussions.
- Providing feedback in a timely manner for assignments.

STUDENT EXPECTATIONS:

You will be involved in an experiential learning situation, becoming an online learner. It is necessary that you make a commitment to your learning and to the cohort of colleagues who are also involved in this course. As such, the expectations include:

- Devote adequate time to the course. (Do not be surprised if you spend many hours in reading, doing assignments, posting to the discussion board and applying information directly to developing your course.)
- Keep up with the timeline for each module. Your active, timely participation has an impact on your colleagues learning as well.
- Engage in thoughtful, inquiring discourse in discussion postings. Course facilitators will guide discussions but your interactions are paramount.
- Share experiences and expertise to enhance the information provided in each discussion following the rules of etiquette.

ACADEMIC SUCCESS EXPECTATIONS:

In order to achieve academic success in this on-line course you will expected to be proficient in the following demands placed on the on-line learner:

1. Time management
2. Self-directedness
3. Goal setting
4. Selection of learning strategies
5. Initiative for your own learning
6. Organizing and pacing skills
7. Independence
8. Accountability
9. Academic Integrity—
10. Proactive in troubleshooting and communicating any issues with the instructor.

11. **Read the syllabus**

**COMMUNICATION AND DISCUSSION FEEDBACK EXPECTATIONS:**

**COMMUNICATION:**

1. **Email:** within one-two days **excluding the weekends.**


   a. Emails may not be responded to personally if the entire class can benefit from the answer to the issue.

   b. Personal problems, requests, or difficulty comprehending the material is the type of emails the instructor would prefer to respond to. Questions that can be answered by reading the syllabi should be answered just that way.

   c. **Administrative questions will not be responded to through email. Please check the course calendar, and syllabi for answers first.**

   d. If your question can benefit the entire class, the instructor may respond to the entire class.

   e. **All emails must have the issue clearly identified in the subject area in order to be responded to.**

   f. **Phone calls:** Feel free to contact me during my office hours.

   g. **Discussion Threads:** as needed by instructor and not individually on every post.

   h. **Assignments:** 5-7 days depending on the assignment.

   i. **Quizzes:** immediate feedback is given through release of your
scores after the quiz deadline date is over.

ONLINE DISCUSSION QUALITY OF RESPONSES/PARTICIPATION EXPECTATIONS:

Here are the guidelines, other than the technical side of your writing, which I will be looking for when grading your responses to discussions and other content modules:

1. Students are expected to respond to the Instructor first then, other students for each discussion question asked.

2. Responses should be substantive and pertinent to the topic at hand. One or two word responses or sentences would not be sufficient.

3. Responses should be timely and meaningful to ensure they fit with the current discussions.

4. Postings should be relevant, thoughtful, and respectful at all times.

5. Your responses and postings should reflect an evidence of understanding for the material and inclusion of required information.

6. Each student constructs his or her responses and shares those in a collaborative effort between and among the instructor and the learners.

7. Do not use Internet shorthand in any of your postings (e.g. LOL). Please spell everything out as though you were writing a term paper.

8. Clarity and organization of your thoughts, opinions and ideas is important and will be taken in account as well.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Video Responses on Discussion Board</td>
<td>240 points</td>
</tr>
<tr>
<td>Journals</td>
<td>240 points</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>240 points</td>
</tr>
<tr>
<td>Theory Research Project</td>
<td>300 points</td>
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<tr>
<td>Newsletter</td>
<td>100 points</td>
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<tr>
<td>Group Issue Presentation</td>
<td>100 points</td>
</tr>
<tr>
<td>Global PowerPoint Presentation</td>
<td>150 points</td>
</tr>
<tr>
<td>Summary of Classmates’ Projects</td>
<td>80 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>175 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1625 points</strong></td>
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</tbody>
</table>

*Each Blackboard content folder will have the items to be completed. Make sure you review the folder at the beginning and end of each week so you can manage your time wisely.*

**Tentative Course Outline**
## EDU 102: Spring 2017

| Week One - January 17th | Introductions  
Orientation From Instructor/Overview of Course  
Chapter 1: History, Theory, and Research Strategies | Quiz #1  
Journal #1  
Video Response #1 |
|------------------------|--------------------------------------------------|-----------------|
| Week Two - January 23rd | Chapter 2: Genetic and Environmental Foundations | Quiz #2  
Journal #2  
Group Issue Presentation  
Discussion Board |
| Week Three - January 30th | Chapter 3: Prenatal Development | Quiz #3  
Journal #3  
Video Response #3 |
| Week Four - February 6th | Chapter 4: Birth and the Newborn Baby | Quiz #4  
Journal #4  
Video Response #4 |
| Week Five - February 13th | Chapter 5: Physical Development in Infancy and Toddlerhood | Quiz #5  
Journal #5  
Video Response #5 |
| Week Six - February 20th | Chapter 6: Cognitive Development in Infancy and Toddlerhood | Quiz #6  
Journal #6  
Video Response #6  
**Newsletters and Classmate Postings Due** |
| Week Seven - February 27th | Chapter 7: Emotional and Social Development in Infancy and Toddlerhood | Quiz #7  
Journal #7  
Video Response #7  
**Issue Presentation Due** |
| Week Eight - March 6th | Spring Break | Enjoy! |
| Week Nine - March 13th | Chapter 8: Physical Development in Early Childhood | Quiz #8  
Journal #8  
Video Response #8 |
| Week Ten - March 20th | Chapter 9: Cognitive Development in Early Childhood | Quiz #9  
Journal #9  
Video Response #9 |
| Week Eleven - March 27th | Chapter 10: Emotional and Social Development in Early Childhood | Quiz #10  
Journal #10  
Video Response #10 |
| Week Twelve - April 3rd | Chapter 11: Physical Development in Middle Childhood | Quiz #11  
Journal #11  
Theory Research  
Discussion Board  
**Theory Research Papers and Presentations Due** |
| Week Thirteen- April 10th | Chapter 12: Cognitive Development in Middle Childhood | Quiz #12  
Journal #12  
Video Response #12  
**Global Project DUE** |
|--------------------------|-----------------------------------------------------|---------------------|
| Week Fourteen- April 17th | Cumulative Review Week Chapters 1-12 | Study Guide will be located in content folder  
**Global Summaries DUE** |
| Week Fifteen- April 25th-April 28th: Cumulative Final Exam | Cumulative Final in the Testing Center Chapters 1-12 | Please check with the testing center for their operational hours |