South Plains College

Common Course Syllabus: PSYC 2314

Revised 12/10/2019

Department: Behavioral Sciences

Discipline: Psychology

Course Number: PSYC 2314

Course Title: Lifespan Growth and Development

Available Formats: conventional and online

Campuses: Levelland, Reese, Plainview, Lubbock Center, Online, and Online Dual-Credit

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.

Prerequisite: TSI reading compliance for Online

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook: *Lifespan Development: A Psychological Perspective,* **Lally, M. & Valentine-French, S. (2017). This textbook can be accessed for free at the following web address: http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf**

This course partially satisfies a Core Curriculum Requirement: Social and Behavioral Science Foundational Component Area (080)

Core Curriculum Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Empirical and quantitative competency skills**—to manipulate and analyze numerical data or observable facts resulting in informed conclusions
- **Social Responsibility**—to include the demonstrated knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes: Students who have successfully completed this course are expected to be able to:

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.

Student Learning Outcomes Assessment: Marcie Miller is the faculty member who is responsible for the assessment of the student learning outcomes. She will be sending a list of which SLOs will be assessed for each semester. There are 7 outcomes and these are rotated. Mrs. Miller is also the person responsible for entry of the data into Task Stream for documentation.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance. However, all courses will have multiple exams and written work that is designated by the instructor of record.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, examinations, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet, apps) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning**.** Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Diversity Statement: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disability Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy: South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: http://www.southplainscollege.edu/campuscarry.php

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

WHAT IF I TOLD YOU

THE INFORMATION YOU SEEK IS IN THE SYLLABUS?
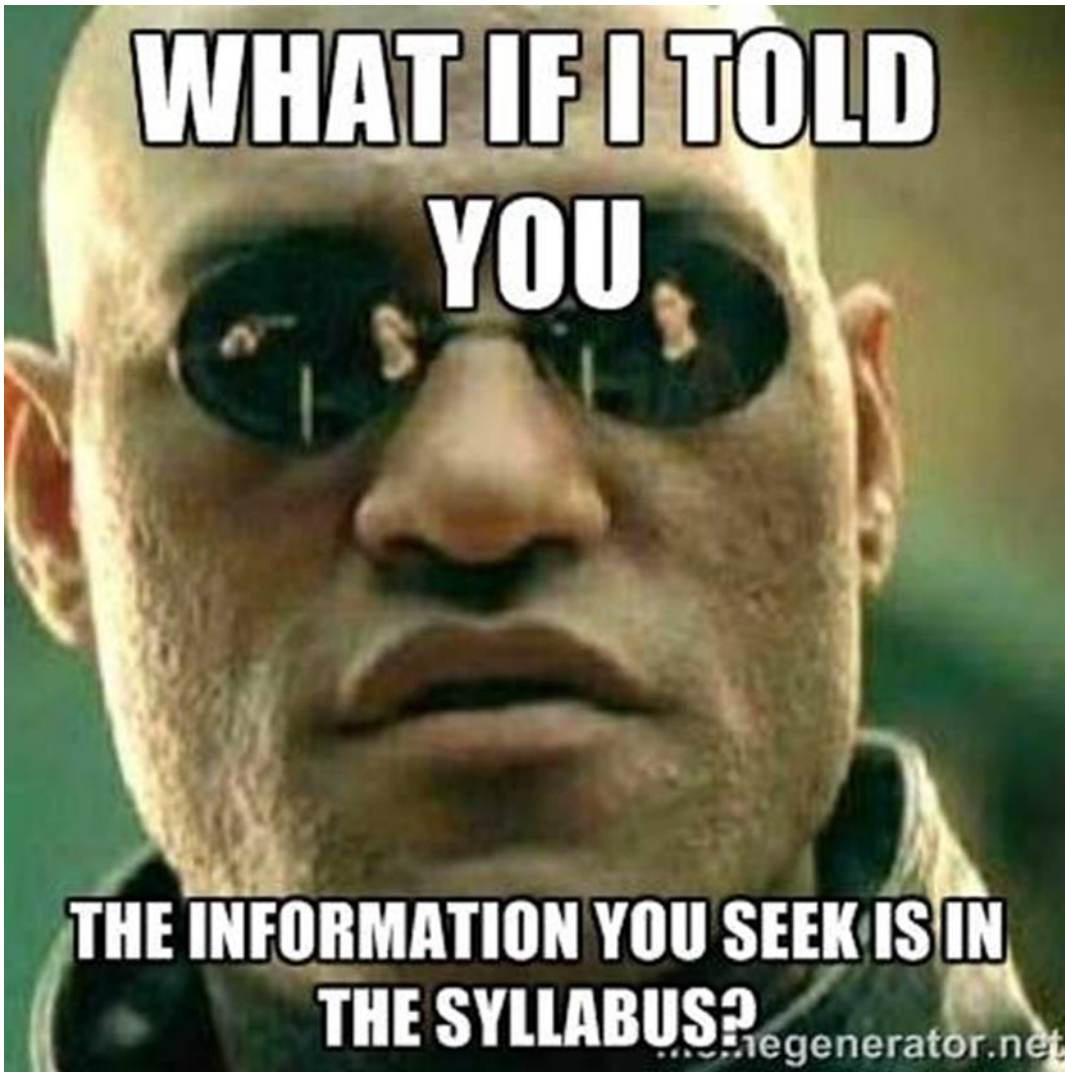
Every semester I receive numerous e-mails from students regarding information readily available in THIS SYLLABUS. E-mails containing such questions as "when is this assignment due?" or "when is the exam?". These repetitive e-mails can become underlined extremely frustrating to faculty. I have worked diligently to supply you with as much accurate information as I can in the syllabus, in the assignment handouts, and on the Blackboard page for this course. Please LOOK FOR YOURSELF prior to asking me. If you have looked and still need to e-mail me, by all means do so. Please make sure your e-mail contains your NAME, YOUR COURSE (e.g., psyc-2301, psyc-2314, huma-2319), and your class time/day of the week. This will help reduce the frustration level and benefit both of us. Thank you.

"I am Bob in your 9:30 am class Mondays"

"I'm in your online Lifespan class, my name is Shakira"

"I am Jane Doe. I am in your psyc-2314 on Thursday at 9:30 am. I am emailing concerning _____."

Any of the above examples provide me with enough information to begin looking for the information you are seeking. I have zero "psychic ability". If I did, I would have already won the lottery and be secluded somewhere far from the chaos that is my life currently.

Instructor: Professor Rick Herbert
E-mail: rherbert@southplainscollege.edu ← BEST METHOD OF CONTACT!
Office: Room 2002, SPC Downtown Center
Office Hours:
     Monday & Wednesday: 9:00 am – 9:30 am & 12:15 pm – 1:00 pm & 2:30 pm – 3:30 pm Downtown Room 2002
     Tuesday & Thursday: 9:00 am – 9:30 am & 12:15 pm – 1:00 pm Plainview PC124
     Friday: 9:00 am – 12:00 pm Downtown Room 2002

AND BY APPOINTMENT – CONTACT ME AND I WILL MAKE TIME!

Office Phone: (806)716-4039
    South Plains College (SPC) has switched telephone systems several times since our move into the Lubbock Downtown Center (LDC). The voicemail system has some "issues". I also travel between campuses so I do not have access to our phone system on a regular basis. Voicemail generally not received for 24 hours due to travel between campuses. I cannot save voicemails in the same fashion as I can emails, so emails are preferred.

Email: please send all correspondence and course work, with the sole exception of your Discussion Boards posts and responses, to my official, SPC email: rherbert@southplainscollege.edu. I collect and save all electronic correspondence between students and myself in a single folder and keep these for the duration of the semester. I do so because it allows me access to all conversations I have had with students at the end of the semester when I am calculating grades. I am less likely to remember a verbal exchange, so I rely on these emails. I cannot save the messages sent through Blackboard, so please, **DO NOT MESSAGE ME THROUGH BLACKBOARD!**

A. GENERAL COURSE INFORMATION:

PSYC 2314 Lifespan Growth & Development

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.

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Approval Number.. 42.2703.51 25

maximum SCH per student... 3

maximum SCH per course 3

maximum contact hours per course.. 48

Learning Outcomes

Upon successful completion of this course, students will:

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.

B. Syllabus Statements:

All South Plains College (SPC) policies and Syllabus Statements may be found at the following location,

www.southplainscollege.edu/syllabusstatements

These Statements and Policies are updated regularly and this location always has the most accurate information regarding SPC Policies.

C. Artificial Intelligence Statement:

· Purpose of Artificial Intelligence (AI) Applications:

AI applications such as ChatGPT, OpenAI, Bard, Grammarly, WordTune and others are advanced language models designed to aid and engage in meaningful conversations, as well as, generate and revise content. AI is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

· Academic Integrity:

Using AI to generate academic work, including essays, reports, or assignments, without proper attribution is a violation of SPC academic integrity policies. Plagiarism undermines the learning process and is strictly prohibited. Students must ensure that their work reflects their own ideas, research, synthesis, and analysis and appropriately cites all sources, including AI.

· Collaboration and Consultation:

While AI can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on AI for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing AI as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

· Critical Thinking and Originality:

AI usage can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on AI for answers deprives students of the opportunity to develop their analytical and problem-solving skills. In assignments where originality, creativity, and independent thinking are valued, AI would be detrimental to the student learning process. Critical thinking and originality emphasize the importance of independent thinking in all academic endeavors as part of the student's learning experience apart from outside influence and offers the student the opportunity to refine their unique, individual voice through academic discourse with other students and faculty.

· **Ethical Use and Bias Awareness:**

AI is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by AI. Therefore, when using AI, just like with using any other database, students must verify that the information is from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

· **Responsible Engagement:**

Students should engage with AI in a respectful and responsible manner and avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Students should also uphold the standards of respectful communication in addressing both AI and fellow classmates.

· **Compliance with South Plains College Policies:**

Policies regarding the appropriate use of AI in South Plains College courses are set by instructional departments and individual instructors. Appropriate use of AI may range from strict prohibition to assignments that may require the use of AI. Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties. Students are expected to familiarize themselves with the specific course policies regarding the use of AI and adhere to them throughout the semester.

· Remember, AI can be a tool to support your learning in certain courses and assignments, but it cannot replace the critical thinking, creativity, and independent work that are integral to your overall academic growth.

D. Student Conduct:

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide

The student handbook clearly defines appropriate classroom conduct (see previous three paragraphs). A student can be asked to leave the class for inappropriate conduct. You should not disrupt the class since you interfere with the learning process for your peers. Talking,

sleeping, cell phones ringing, or other disruptive behaviors will result in a warning and then can result in the student being dropped from the class. If you must leave the classroom for a bathroom break by all means do so. You do not need to raise your hand and ask permission, you are an adult and capable of deciding for yourself. However, excessive entrances and exits for the classroom are disruptive. If you an issue that requires constantly leaving the classroom, it would be better to not attend that specific class period.

E. <u>Electronic Device Policy:</u> (Face-to-Face sections)

Our regularly scheduled class time is specifically structured for you to learn the course material required to successfully complete the class. It is **NOT** an opportunity for you to use your **cell phone, laptop, or other electronic device for socializing, gaming, or listening to music.** If you choose to use **our class time** for such activity, you are not utilizing class time for its intended purpose, so you are **NOT PRESENT.** That means you **ARE ABSENT. You may be physically in the classroom, but you are not mentally present.** I will count you as absent and deduct those points from your attendance grade. Five absences may get you dropped from my class. Wearing earbuds or headphones is not only a distraction for you, it is a distraction for other students in the classroom as well. On top of the distraction, it is **incredibly disrespectful to me**, as well as your fellow students. If you have no interest in learning the course material, do not enroll in the class. **You are wasting my time, your time, and taking up space that someone who wants to learn is being denied.**

F. <u>Specific Instructor Requirements:</u>

1. Attendance: (Face-to-Face sections)

 Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

Role is taken by students signing a role sheet in EVERY class meeting. Failure to sign in will result in being counted absent. It is the **STUDENT'S RESPONSIBILITY** to insure they sign in for EVERY class. Having a classmate sign in for you when you are not present may result in you being **DROPPED** from the class **WITH** **A** **ZERO!**

I will award each student 100 points for attendance at the beginning of the academic term, after the first week (drop – add period). At the conclusion of the initial add/drop period, every absence a student has will result in a deduction of 10 points from this score. Since I am not nearly as wise as Solomon, there no excused absences. If your name does not make it onto the roll sheet for the class meeting, you will be counted as absent and have the points deducted from your attendance grade.

2. Assignments:

You will have two paper assignment as well as Discussion Boards activities. Both of these assignments are detailed in separate handouts available on the Blackboard page for our class. These handouts are currently available and will remain so for the entire semester.

Your Developmental Autobiography & your "Babies Video" assignment will both be turned in via email, to my SPC email address, rherbert@southplainscollege.edu. **DO NOT SEND YOUR PAPER THROUGH BLACKBOAED!** I will send a confirmation email to the email address you send your paper from, within seventy-two hours, after I have printed your paper. In can only print from my office, so on Tuesdays and Thursdays, when I am at our Plainview Center, I cannot print papers. I wait until after I have printed the papers to ensure there is no difficulty with opening and printing your paper. Sending your work in the .RTF format is the best way to ensure I can print, read, and grade your work.

Your Discussion Board posts and responses MUST BE made on Blackboard. There will be fifteens Forums, one per week. I will open the Forum at 12:00 am on the Sunday of the week, and it will remain open until 11:59 pm of the Friday of the week. The "Prompt" I post will have several questions in it. You will need to make three original posts and respond to three classmates' posts to earn half

(five points) the available points (ten points). To earn more points, you must make more posts/responses, better posts/responses, or incorporate, and cite, credible outside resources. Examples can be found on the Discussion Board handout on Blackboard.

3**. Grading Policy/Procedure:**

You will have four (4) exams, each worth 100 points (400 points total), the Developmental Autobiography paper assignment worth 100 points, the "Babies Video" assignment, and the Discussion Boards assignment worth 150 points. This gives you a complete total of 750 points over the course of the semester. Your grade will be based upon a percentage of the total points with 90% = A, 80% = B, 70% = C, 60% = D, and below 60% = F. No one exam or assignment is "grade adjusted" or "curved". Every section of my courses is evaluated at the end of the semester once all grades are complete.

G. Special Considerations:
1. If you have to miss an exam or an assignment deadline for emergency reasons, I will do my best to accommodate you **IF YOU CONTACT ME PRIOR TO DUE/TEST DATE**. Only extreme situations, military necessity, and/or family emergencies, will be considered.
2. **The last to drop a course is Thursday, April 24, 2025**. Any students who have missed lectures, had difficulty completing projects, or anticipates difficulty in completing the course to their satisfaction or expectation are encouraged to consider the withdrawal option. Students are asked to discuss his/her progress with the instructor prior to making such a decision.

H. Use of Language:
This is a college course, you are expected to use proper college-level English in this course. To this end, South Plains College has developed the following policy:

All written assignments should be presented using the conventions of Standard Written English. South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays. Each instructor may also add additional requirements regarding written assignments that are contained in your syllabus.

All material turned in, with the exception of any in-class writing assignments, <u>MUST BE TYPED, PROOFREAD, AND ORIGINAL</u> (not plagiarized material originating from anyone other than the student without proper referencing).

When saving your paper on your hard drive, SPC's "One Drive" a disc, a "jump drive", or USB device, please look at the dialog box carefully. Click on "SAVE AS" from your operating system. When the dialog box opens it has two fill-in-the-blank spaces you can access. The first box is "File name:", please put your **seven digit South Plains College student ID number** (beginning with zero) in this box. The second box is located directly below the first and it is "Save as type:", please click on the drop-down menu button on the far right-hand side of this box. The drop-down menu will open and you will **select "Rich Text Format (*.rtf)".** You may have to scroll through the choices until you find "Rich Text Format (*.rtf)" but you should find it. If you need assistance, the Student Help Desk is designed to provide such help. If you have certain types of word processing systems, it may very difficult to convert your original work into the ".rtf" format. If this happens, please submit your original work in a file format that I can open on a "Windows machine". These include .doc, .docx, and .pdf. If I cannot open your work, I cannot grade it, and give you credit for it.

Failure to submit your paper as an e-mail attachment to the instructor in this format will be considered as "not following the instructions" and the **PAPER MAY NOT BE ACCEPTED AND YOU MAY RECEIVE A GRADE OF ZERO!** If you send your submission in an iOS format, I will not be able be able to open it. SPC supplies us with Windows software so I can only print those submissions in a Windows format. If I cannot open and print your submission, I cannot read it, and grade it.

I will always send you a confirmation email stating I have received and printed your submission. Since I travel between campuses and my opportunities to print student submissions is limited to my office, I may not send you the confirmation email within twenty-

four hours of your submission. However, I will always send confirmation within seventy-two hours. If you do not receive this confirmation email, I have not received and printed your submission.

I. Expectations/Responsibilities:
This syllabus provides you with my expectations of you and what is required for successful completion of this course. You are expected to read the syllabus and be familiar with its contents. You are responsible for all material covered in class. I am willing to make myself available to help any student that requests help. It is my goal for every student to take some useful knowledge away at the end of this course. Although not everyone will work with children, teens, and adults as professionals, we are all humans on the same small and irreplaceable planet and we are all responsible for learning more about each other. To that end, I will go to all reasonable means to help any student in any way I can. Please do not wait too long to ask for assistance. If you do, I will be unable to help.

J. The "Whoopsie!": I have incorporated a new option in all my syllabi for all of my classes. The "Whoopsie!" Each student is allotted one "Whoopsie!" per semester. The "Whoopsie!" allows a student to make up an online exam that they may have missed, without penalty. My exams are on Blackboard and open for twenty-four hours. If a student missed this window of opportunity, they may contact me and use their "Whoopsie!" I will then reopen the exam, only for twenty-four hours, and the student may then make it up. There are written assignments, with due dates, on the schedule. These written assignments are due via email attachment to my SPC email (rherbert@southplainscollege.edu) by 11:59 pm on the day scheduled. If a student misses that window of opportunity, and has not previously used their one "Whoopsie!", they may turn in that written assignment up to two weeks late, with no penalty. No student is allowed more than the one, single-use, "Whoopsie!" per semester. **The "Whoopsie!" MAY NOT BE USED TO REOPEN DISCUSSION BOARD FORUMS!** I have tried to make the Forum Prompts tie into the course material being covered during that particular week. The **Forums will only be open, from 12:00 am on Sunday until 11:59 pm on Friday**, of the week in question. I have been the recipient of "second chances". Because of these "second chances" my current life is drastically different then my earlier life was. The "Whoopsie!" is one way I try to "pass on the second chances to others". I feel that "good Karma" requires one to "pay forward" the good things one has been given by the Universe. Please do not try to abuse the "Whoopsie!" I think most students will not but invariably someone will. This is the first semester for this option so how you respond to this will influence my decision to allow future students to use the "Whoopsie!"

Course Schedule

Date	Topic	Reading
Monday January 13 (1)	introduction	none
Wednesday January 15 (2)	*Unit One:* theories & prenatal	chapters 1 & 2
Monday January 20	DR MARTIN LUTHER KING JR, HOLIDAY	
Wednesday January 22 (3)	prenatal	chapter 2
Monday January 27 (4)	prenatal	chapter 2
Wednesday January 29 (5)	birth	chapter 2
Monday February 3 (6)	birth	chapter 2

Wednesday February 5 (7)	birth	chapter 2
Monday February 10 (8)	**EXAM I:** *Unit One*	**chapters 1 & 2**
Wednesday February 12 (9)	*Unit two:* infancy to 6 years	chapters 3 to 5
Monday February 17 (10)	infancy	chapter 3
Wednesday February 19 (11)	toddlers	chapter 3
Monday February 24 (12)	early childhood	chapter 4
Wednesday February 26 (13)	early childhood	chapter 4
Monday March 3 (14)	middle childhood	chapter 5
Wednesday March 5 (15)	**BABIES PAPER DUE** middle childhood	chapter 5
Monday March 10 (16)	**EXAM II:** *Unit Two*	**chapters 3 to 5**
Wednesday March 12 (17)	*Unit Three:* teen to middle adult	chapters 6 to 8
Monday March 17	SPRING BREAK	
Wednesday March 19	SPRING BREAK	
Monday March 24 (18)	adolescence	chapter 6
Wednesday March 26 (19)	**DEVELOPMENTAL AUTO-BIO DUE** emerging adulthood	chapter 7
Monday March 31 (20)	early adulthood	chapter 7
Wednesday April 2 (21)	early adulthood	chapter 7
Monday April 7 (22)	middle adulthood	chapter 8

Wednesday April 9 (23)	middle adulthood	chapter 8
Monday April 14 (24)	**EXAM III*: Unit Three***	**chapters 6 to 8**
Wednesday April 16 (25)	*Unit Four:* late adult to death	chapters 9 & 10
Monday April 21 (26)	late adulthood	chapter 9
Wednesday April 23 (27)	late adulthood	chapter 9
Monday April 28 (28)	death & dying	chapter 10
Wednesday April 30 (29)	death & dying	chapter 10

MAY 5TH-6TH – FINAL EXAM (Exam IV)