Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!
COURSE OVERVIEW

Course Description
This course serves as an introduction to the major phenomena, methods, theories, and findings of developmental psychology, specifically from birth through late childhood. To understand the behaviors and thought processes of infants and children, you will learn to evaluate scientific theories and evidence in a logical, thoughtful manner. Contemporary issues and implications for social policy will also be discussed.

Course Learning Outcomes

Transfer Assurance Guide: To promote easy and transparent course transferability between institutions in Ohio, this course is designed to meet specific Transfer Assurance Guide (TAG) learning outcomes (recommended by the Board of Regents after consultation with faculty).

By the end of this course, students should successfully be able to:

- Explain the biological, cognitive, cultural, environmental, and social factors that influence human development throughout childhood.
- Evaluate current and past research in childhood guided by theories within developmental psychology.
- Apply developmental psychology principles to daily life throughout childhood.
- Distinguish myths and misconceptions from research evidence regarding human development during childhood.
- Describe methodological approaches used to study human development across childhood.
- Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet throughout childhood.
HOW THIS COURSE WORKS

Credit Hours and Work Expectations
This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and Participation Requirements
Your attendance is not part of your grade. However, your online participation in discussion forums is required.

- Participating in discussion forums: 2+ TIMES PER WEEK
  As part of your participation, each week you can expect to post at least twice (one original post and one response to a classmate's post) as part of our substantive class discussion on the week's topics.

- Office hours: OPTIONAL
  Office hours will be held virtually once per week, and virtual appointments can also be scheduled with the instructor on an as-needed basis.

COURSE MATERIALS AND TECHNOLOGIES

Course Material
Optional:
Title: How Children Develop (6th Edition)
Authors: Siegler, Saffran, Eisenberg, & Gershoff
ISBN10: 1319184561
Publication Date: 12/20/2019
Publisher: New York: Worth.

Required:
Primary source readings will be posted on Carmen.

Course Technologies
Technology Support: For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available, and support for urgent issues is available 24/7.

- Self-Service and Chat support: oicio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Technology Skills Needed for this Course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

**Carmen Access:** You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

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**GRADING AND FACULTY RESPONSE**

**How Your Grade is Calculated**

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (Exams)</td>
<td>150</td>
</tr>
<tr>
<td>Application (Discussion Posts and Responses)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

*See course schedule below for due dates.*

**Description of Major Course Assignments**

**Assessment of Content (Exams)**

There will be 4 noncumulative online exams (each worth 50 points).

- Online exams are open book/open note and will consist of 50 multiple choice questions (1 point each). These exams will be administered in CARMEN.
- As described in the course schedule below, there will be a time window in which you must take each exam.
- Students can take the given exam any time during that exam’s time window, but you can only take the exam **one time** and in a **single sitting**.
- Students will be given **90 minutes** to complete each online exam.
• There will be no make-up exams without a university-approved excuse.
• The lowest exam score will be dropped.

**PLEASE DO NOT WAIT TO THE LAST MINUTE TO TAKE AN EXAM. TECHNICAL ISSUES ARE NOT NORMALLY ACCEPTED AS AN EXCUSE**

**Academic integrity and collaboration:** You are expected to complete exams individually. Exams are open book/open note, meaning that you are allowed to use all course materials while taking the exams.

**Assessment of Application (Discussion Posts and Responses)**
Students will be required to provide feedback on the topic of the week through CARMEN discussion boards. Each week, the instructor will post several questions on the discussion board for that week. Your post will be due by 11:59 pm on the day the post is due.

Your discussion contributions will consist of **BOTH**:
• A reply to a question posted by the instructor.
• A reply to another student’s response.

Your contributions should be around 100-120 words **each** and will be graded using this rubric:
• 3 points: Reflection: Base your opinion on a specific example from the lectures or assigned readings/videos/podcasts, demonstrating that you have consumed the material and integrated it into your thinking.
• 2 points: State a well-thought out reply to another post.

The lowest set of discussion posts/responses will be dropped from your final grade. This means you can skip one week of discussion posts/responses without penalty.

**PLEASE DO NOT WAIT TO THE LAST MINUTE TO POST. TECHNICAL ISSUES ARE NOT NORMALLY ACCEPTED AS AN EXCUSE**

**Academic integrity and collaboration:** You may discuss all pieces of the lectures, readings, videos/podcasts and other materials with classmates and instructional staff as much as you like. Your discussion posts and responses must be your own individual work, should reflect your unique thoughts, and be written in your own words.

**Late assignments**
• Late submissions will not be accepted without a University-approved excuse.
• Please refer to Carmen and the course calendar below for due dates.
• In order to give you some opportunities to make mistakes, and to account for illness, work schedules, etc., your lowest one of the four exam grades will be dropped, and your lowest set of discussion post/response grades will be dropped.
Grading scale (points)

186–200: A  
180–185: A-  
174–179: B+  
166–173: B  
160–165: B-  
154–159: C+  
146–153: C  
140–145: C-  
134–139: D+  
120–133: D  
Below 120: E

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **Email:** I will reply to emails within 24 hours on weekdays when class is in session at the university.

OTHER COURSE POLICIES

**Discussion and Communication Guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND the instructor.
Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). I will not be able to address technical issues during a live session.

- **Preparation**: Come to the session ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

- **Participation**: At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. I encourage you to turn your video on, but it is not required, and you can participate via audio if necessary or desired. Please mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings**: I will be recording all class meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND the instructor.

**Academic Integrity Policy**

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

**Ohio State’s Academic Integrity Policy**: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct,
so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). **For additional information, see the Code of Student Conduct** [https://trustees.osu.edu/bylaws-and-rules/code](https://trustees.osu.edu/bylaws-and-rules/code).

Other sources of information on academic misconduct (integrity) include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](https://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](https://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](https://go.osu.edu/cardinal-rules))

**Copyright for Instructional Materials**

The materials used in connection with this course may be subject to copyright protection and are *only* for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

**Commitment to a Diverse and Inclusive Learning Environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among
each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Health and Safety Requirements
All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Noncompliance will be warned first and disciplinary actions will be taken for repeated offenses.

Your Mental Health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations
The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology
This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignments</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td>Enduring Themes</td>
<td>READ: Course Syllabus</td>
<td>Text CH 1</td>
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<tr>
<td></td>
<td></td>
<td>WATCH: “Increasing Awareness of Developmental Science” (2:38)</td>
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<td>DISCUSSION BOARD 1</td>
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<td>• OPENS TUESDAY 1/11, 6:00AM</td>
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<td>• DUE TUESDAY 1/18, 11:59PM</td>
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<tr>
<td>1/18</td>
<td>Prenatal Development</td>
<td>READ: “What to Expect when You’re Expecting Gender-Reveal Backlash”</td>
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<tr>
<td>1/20</td>
<td>Neonatal Development</td>
<td>READ: “The Pandemic Caused a Baby Bust Not a Boom”</td>
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<td>WATCH: “Racial Disparities in Maternal Care” (4:28)</td>
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<td>DISCUSSION BOARD 2</td>
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<td>• OPENS TUESDAY 1/18, 6:00AM</td>
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<td>• DUE TUESDAY 1/25, 11:59PM</td>
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<tr>
<td>1/25</td>
<td>Genetics</td>
<td>READ: Armstrong-Carter et al. (2021)</td>
<td>Text CH 2</td>
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<tr>
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<td>READ: “What Children Lose when their Brains Develop too Fast”</td>
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<tr>
<td>1/27</td>
<td>Brain and Physical Development</td>
<td>LISTEN: “The Genetic Lottery” (47:26)</td>
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<td>DISCUSSION BOARD 3</td>
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<td>• OPENS TUESDAY 1/25, 6:00AM</td>
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<td>• DUE TUESDAY 2/1, 11:59PM</td>
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<tr>
<td>2/1</td>
<td>Virtual Review on Zoom</td>
<td>EXAM 1</td>
<td>Text CH 4/5</td>
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<td>• OPENS TUESDAY 2/1, AT 12:30PM</td>
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<td>• CLOSES FRIDAY 2/3, AT 11:59PM</td>
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<tr>
<td>2/3</td>
<td>Cognitive, Perceptual, &amp; Motor Development</td>
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<tr>
<td>2/8</td>
<td>Language Development I</td>
<td>WATCH: “The Surprisingly Logical Minds of Babies” (20:11)</td>
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<tr>
<td></td>
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<td>READ: Saffran (2020)</td>
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<tr>
<td>Date</td>
<td>Course</td>
<td>Activity</td>
<td>Discussion Board Dates</td>
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<tr>
<td>2/10</td>
<td>Language Development II</td>
<td>LISTEN: “Will the Pandemic Have Lasting Effects on Child Development?” 4:29</td>
<td>DISCUSSION BOARD 4</td>
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<td>• OPENS TUESDAY 2/8, 6:00AM</td>
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<td>• DUE TUESDAY 2/15, 11:59PM</td>
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<tr>
<td>2/15</td>
<td>Conceptual Development I</td>
<td>READ: Siegler (2016)</td>
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<td>READ: “Early Family Life May be Tied to ‘MindReading’ Ability”</td>
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<tr>
<td>2/17</td>
<td>Conceptual Development II</td>
<td>WATCH: “Why Do People Get so Anxious About Math?” 4:36</td>
<td>DISCUSSION BOARD 5</td>
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<td>• OPENS TUESDAY 2/15, 6:00AM</td>
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<td>• DUE TUESDAY 2/22, 11:59PM</td>
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<tr>
<td>2/22</td>
<td>Intelligence &amp; Academic Skills</td>
<td>EXAM 2</td>
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<td>2/24</td>
<td>Virtual Review on Zoom</td>
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<tr>
<td>3/1</td>
<td>Emotional Development</td>
<td>READ: Shiner et al. (2012)</td>
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<tr>
<td>3/3</td>
<td>Temperament</td>
<td>WATCH: THE BABY HUMAN, “Temperament” (8:47)</td>
<td>DISCUSSION BOARD 6</td>
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<td>• OPENS TUESDAY 3/1, 6:00AM</td>
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<td>• DUE TUESDAY 3/8, 11:59PM</td>
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<tr>
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<td>READ: “For Anxious Spouses, a Baby may be a Rival”</td>
<td>• OPENS TUESDAY 3/8, 6:00AM</td>
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<td>• DUE TUESDAY 3/15, 11:59PM</td>
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<tr>
<td><strong>3/14-3/18</strong></td>
<td><strong>Spring Break!</strong></td>
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<tr>
<td>3/22</td>
<td>Parenting &amp; Discipline</td>
<td>READ: “The Unexpected Ways Children Change their Parents”</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity Details</td>
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</table>
| 3/24 | Family Development | WATCH: “Where Does the Nuclear FAMILY Come From?” (8:43)  
LISTEN: “Being a Working Mom is Hard. The Pandemic Made it even Harder” (47:22)  
DISCUSSION BOARD 8  
• OPENS TUESDAY 3/22, 6:00AM  
• DUE TUESDAY 3/29, 11:59PM |
| 3/29 | Virtual Review on Zoom | EXAM 3  
• OPENS TUESDAY 3/29, AT 12:30PM |
| 3/31 | Self & Identity I |  
DISCUSSION BOARD 9  
• OPENS TUESDAY 4/5, 6:00AM  
• DUE TUESDAY 4/12, 11:59PM |
| 4/7 | Peers & Friends |  
| 4/12 | Bullying & Victimization | READ: Garandeau & Salmivalli (2019)  
READ: Wynn et al. (2018)  
Text CH 13/15 |
| 4/14 | Moral Development | WATCH: Interview with Prof Mark Dadds (20:04)  
DISCUSSION BOARD 10  
• OPENS TUESDAY 4/12, 6:00AM  
• DUE TUESDAY 4/19, 11:59PM |
| 4/19 | Prosocial & Antisocial Behavior |  
| 4/21 | Virtual Review on Zoom | DISCUSSION BOARD 11  
• OPENS TUESDAY 4/19, 6:00AM  
• DUE TUESDAY 4/26, 11:59PM  
EXAM 4  
• OPENS THURSDAY 4/21, AT 12:30PM  
• CLOSES SUNDAY 4/24, AT 11:59PM |

Note: The instructor reserves the right to make changes to the timing of content, assignments, exams, and the assignment of grades. Any changes will be conveyed in writing, as per university policy.