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### **Frequently Asked Questions:**

#### **What is the main instruction modality for this course?**

- This class is live and in person. The course is designed as an in-person experience.
- Attend on Tuesdays and Thursdays, from 12:00 pm to 1:20 pm PST at 123 Global Scholars Hall
- Participation counts toward your grade. Participation points may be earned by attending class and participating in polls, discussions, and live demos. Online alternatives are not available for participation but students may miss up to four classes without penalty.

#### **What will happen in the live sessions?**

- Lecture
- Polls
- Discussions
- Group activities

I will give a lecture, and you will have opportunities to ask me questions and work in small groups on activities. We will also use in-class polling to give me feedback on how the class understands the material. Show up ready to learn, participate, and take notes.

#### **What strategies will help me do well in this course?**

- You will do best if you set aside planned time to work through instructional materials and complete assignments.
- Set aside a regular time and stick to it.
- Show up to the lecture ready to participate.
- Hold yourself accountable. Most students report that they are more successful when they take notes, write down their questions, and stay engaged.

#### **How do I get the most out of the live class meetings?**

- Show up ready to work
- Do the readings. Some students will learn best by completing these before class, others learn better reading after being introduced to the material in class. Either way, the readings are critical to your success in this course.

#### **What is the time commitment for this course?**

- Though it likely varies by student, overall learning time meets the UO requirements for a 4 unit course. Total work is 120 hours per term.
- These hours include attending class, completing the readings, completing assignments, studying your notes, taking exams, and writing the essay

## **How do I keep our community healthy?**

- **Please stay home** if you are ill or exposed to someone ill. You will have access to course materials through Canvas and up to four missed classes are allowed without penalty.
- Masking is encouraged to keep yourself and others healthy. Many members of our learning community have health vulnerabilities or live with those who do. Masking is effective in reducing the spread of illness when you are sick or exposed to someone contagious.
- If I, your instructor, have to miss class, I will provide instructions on keeping up with the course material. This may involve a substitute instructor, remote or recorded lectures, or at-home assignments.

## **How will exams be administered for this class?**

- Midterm and Final Exams are administered in class
- Quizzes are take-home and will be administered online through Canvas

## **Your Instructor**

### **Dr. Christina Karns, Ph.D.**

I prefer my students to call me "Dr. Karns" or "Professor Karns" and use pronouns she/her/hers.

Email: [ckarns@uoregon.edu](mailto:ckarns@uoregon.edu)

### **Dr. Karns' Office Hours**

#### **Drop-in Mondays, 9 am to 11 am via Zoom**

- **Zoom Location:** <https://uoregon.zoom.us/j/96922152260>
- **Office Hours Meeting ID:** 969-2215-2260
- Call Office Hours by phone using one-tap mobile: [+12532158782](tel:+12532158782), [96922152260#](tel:+12532158782)
  - or Dial +1-253-215-8782 and enter meeting ID

**Limited appointments are available by email request, either remote or in-person**

### **Instructor Welcome**

Hello and welcome to Psych 308 Developmental Psychology! My students call me Dr. Karns or Professor Karns. My pronouns are she/her/hers, and I will be your professor for this course. Nice to see you here!

I'm a brain nerd! My Ph.D. is in Neuroscience from the University of California, Berkeley. I've been doing brain research – mainly human neuroimaging — for over 20 years. My current research is focused on helping people with brain injury and helping parents learn positive

parenting skills. I balance teaching with a busy research career that involves designing and conducting experiments, supervising student researchers, analyzing data, writing scientific manuscripts, and writing grants. Besides research and teaching, I love music, art, and my family and friends. Visit me during my online office hours or make an appointment to chat about course content or your interests in psychology or neuroscience.

I am fully committed to experiencing our course material together, learning, questioning, and growing as a class community, even during these difficult times. I will try new things, knowing I will succeed at some of these and fail at others. I hope we can frequently communicate so I know what is working and what isn't.

Research and Teaching Page: <https://blogs.uoregon.edu/karns/>

### **Graduate Teaching Assistants**

Utilizing your teaching assistant is important for this course. They have an excellent background in psychology and will strive to give you timely feedback on your assignments. They are available for office hours to help you learn the material if you are struggling or to chat if you want to know more about their research or what graduate school is like. Take advantage of this resource to get the most from your experience in the course!

**Sending an email to the team is the way to get the fastest reply. Of course, queries of a sensitive nature can be addressed to whichever of us you feel most comfortable asking.**

Click here to [send an email to your instruction team \(Dr Karns and teaching assistants\)](#)

**Teaching Assistant: Taylor Guthrie (he/him/his)**

**Email:** [tguthrie@uoregon.edu](mailto:tguthrie@uoregon.edu)

Office Hours: Tuesdays 1:30-2:30 or email for an appointment

Location: In person Straub 319 (remote option is available by request)

Join Zoom Meeting: <https://uoregon.zoom.us/j/91964073193>

Meeting ID: 919 6407 3193

Passcode: None

Phone Access: +1 719 359 4580

**Teaching Assistant: Emily Owen**

**Email:** [eowen@uoregon.edu](mailto:eowen@uoregon.edu)

**Office Hours:** Thursday 3-4 pm or email for an appointment

**Location:** In-person LISB 250 (remote option is available by request)

## Course Description

We will review a wide array of contemporary developmental theories and research methods. These theories and methods are diverse and sometimes competing. How does this diversity give rise to our understanding of the human condition across development?

You will be introduced to the study of human development across the lifespan in the biological, cognitive, linguistic, and socio-emotional domains. We emphasize scientific research findings, discussing how parents, schools, and other institutions might apply these findings.

*General education group-satisfying Social Science elements of this course:* This is a liberal arts course and not a pre-professional course. We will review a wide array of contemporary developmental theories and research methods. Thus we emphasize breadth over deep mastery of any single area. In doing so, we will review diverse and competing theories of human development; highlight different scientific traditions within the field of developmental psychology and their attendant methods; consider how diverse methods give rise to our understanding of the human condition across time and development; and encourage students to integrate across a diverse and occasionally competing set of views of human development to cultivate their own views on the subject matter.

Main Themes:

- Mechanisms of developmental change
- Interaction between biology and environment
- How children affect their own development
- Differences -- individual and sociocultural

### Learning Objectives:

- **Recognize** age-related physical, social, and cognitive changes.
- **Understand** the contexts in which this development occurs
- **Analyze** how this knowledge is used in families, schools, etc.
- **Evaluate** competing theories on human lifespan development
- Extend skills in **applying** developmental psychology research
- **Create** clear and effective communication about methodological and ethical issues in psychology, based on an understanding of the strengths and limitations of empirical evidence

## Course Materials

- **Technology:**
  - You will need a **reliable internet connection** and **device** to access online course materials, complete online assignments and attend online office hours held by Zoom or phone.
  - You will need access to **Acadly**, a **low-cost alternative** to iClickers. You will need to download the Acadly app to a mobile device or access via a browser on a

laptop. The code for the course for Spring 2023 is **KALCTE**. More information on how to set up your account is [here](#).

- *Please be patient as we experiment with this tool. The goal is to keep costs low for students, so please reach out for alternatives if there are barriers to using this technology.*
- If technology is a barrier for you, please reach out to discuss potential solutions. Also, see Onestop Student Resources [HERE](#).
- **Canvas** is the backbone of the course for exams, assignments, lecture slides, and communication. Additional required or supplemental readings may be posted to Canvas. *Check Canvas frequently for updates as the schedule may change over the term.*
- **Required Textbook:**

Keil, F. (2013 or 2014). *Developmental Psychology: The Growth of Mind and Behavior*.

- The textbook is an outstanding review of developmental psychology without an outstanding approach to theory. Note that if receiving your textbook is delayed, you should plan to use the copy on reserve at the Knight Library so you do not fall behind.
  - [Duck Store](#)
  - [Amazon](#)
  - [Google Shopping](#)

### Course Schedule

This is the schedule we will follow. Changes are likely and will be updated in Canvas.

*Due dates will not change unless absolutely necessary.*

WEEK	DATE	Day	TOPIC
<b>1-A</b>	4/4/23	<b>Tues</b>	<b>Course Overview and Introduction to Theories &amp; Study of Development</b>
			Read full Syllabus at home – Register for Acadly
<b>1-B</b>	4/6/23	<b>Thurs</b>	<b>Perspectives on Development</b>
			Read Keil <b>Ch. 1 (pp. 3-31)</b>
	4/10/23	<b>Mon</b>	<b>Week 1 Quiz 1 Due 11:59 PM</b>
<b>2-A</b>	4/11/23	<b>Tues</b>	<b>Biology of Development</b>
			Read Keil <b>Ch. 2 (pp 33-71)</b> except you can skip pp. 49-53, & 66.
<b>2-B</b>	4/13/23	<b>Thurs</b>	<b>Perceptual Development</b>
			<b>Ch. 3</b> (read pp. 77-86 [intro through color perception], pp. 90-91 [depth cues: the visual cliff], and pp. 95-111 [face perception, senses])
	4/17/23	<b>Mon</b>	<b>Week 2 Quiz 2 Due 11:59 PM</b>

<b>3-A</b>	4/18/23	Tues	Motor Development
			<b>Ch. 4</b> (read pp. 116-137 [intro through accelerating motor development box])
<b>3-B</b>	4/20/23	Thurs	<b>Developing an Understanding of the Physical World and Piaget I</b>
			<b>Ch. 5 Part 1:</b> read pp. 146-175 [intro through categorization, skip eye-tracking box])
	4/24/23	Mon	<b>Week 3 Quiz 3 Due 11:59 PM</b>
<b>4-A</b>	4/25/23	Tues	Early Social Development
			<b>Ch. 5 Part 2.</b> (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box]); <b>Ch. 6 Part 1</b> (read pp. 188-190 [intro through developing bonds], and pp. 194-201 [the underpinnings of attachment])
<b>4-B</b>	4/27/23	Thurs	<b>Development of Attachment + Temperament, Personality, and Emotion</b>
			<b>Ch. 6 Part 2</b> (read pp. 190-194 [early perspectives on infant bonding], and pp. 201-223). <b>Chapter 7 Part 1</b> (pp. 228 - 240)
	5/1/23	Mon	<b>Study for midterm &amp; Read essay requirements</b>
<b>5-A</b>	5/2/23	Tues	<b>IN CLASS MIDTERM</b>
<b>5-B</b>	5/4/23	Thurs	<b>Temperament continued + Language Development –</b>
			<b>Ch. 7 part 2 (241-255)</b> Ch. 8 (read pp. 261-290 [skip language gene box on p. 287]; skim pp. 290-299 [language and thought through communication])
	5/8/23	Mon	<b>Week 5 Quiz 5 Due 11:59 PM + Essay Development #1</b>
<b>6-A</b>	5/9/23	Tues	<b>Development of Knowledge, Piaget II, Vygotsky</b>
			<b>Ch. 9</b> (read pp. 304-305 [intro], pp. 308-334 [Piaget through biology, skip Sputnik box on pp. 328-329], and pp. 337-339 [sociocultural views])
<b>6-B</b>	5/11/23	Thurs	<b>Cognitive Development and Schooling</b>
			<b>Ch. 10</b> (read pp. 344-363 [through attention], pp. 370-372 [metacognition], and pp. 378-380 [symbolic representations]; skim pp. 372-378 [reading, math]); Skim Ch. 11, pp. 409-417 [school].
	5/15/23	Mon	<b>Week 6 Quiz 6 Due 11:59 PM + Essay Development #2</b>
<b>7-A</b>	5/16/23	Tues	<b>Moral Development</b>
			<b>Ch. 12</b> (read pp. 427-431 [intro through moral thought], and pp. 444-463 [development of moral behavior]; skim pp. 431-444 [Piaget, Kohlberg, Gilligan, and other critiques])
<b>7-B</b>	5/18/23	Thurs	<b>Developing an Understanding of Self and Others</b>
			<b>Ch. 13</b> (read pp. 468-499) Hot Topic Essay Due
	5/22/23	Mon	<b>Week 7 Quiz 7 Due 11:59 PM + Essay Development #3</b>
<b>8-A</b>	5/23/23	Tues	<b>Development in Context I: Families</b>
			Ch. 14 (read pp. 504-539)
<b>8-B</b>	5/25/23	Thurs	<b>Development in Context II: Peer Relationships</b>

			Ch. 15 (read pp. 544-559)
	5/29/23	<b>Mon</b>	<b>Quiz 8 Due 11:59 PM + Essay Development #4</b>
<b>9-A</b>	5/30/23	Tues	Development in Context III: Media and Culture
			Ch. 15 (read pp. 559-581)
<b>9-B</b>	6/1/23	<b>Thurs</b>	<b>Special topics in Later Development</b>
			supplemental Canvas reading
	6/5/23	<b>Mon</b>	<b>Quiz 9 Due 11:59 PM + Essay Development #5</b>
<b>10-A</b>	6/6/23	Tues	Autism and Developmental Psychopathology
			Ch. 16 (read pp. 587-592 [intro and autism]; skim pp. 592-619 [anxiety, eating disorders, depression, conduct disorder, schizophrenia], and pp. 619-625 [treatment])
<b>10-B</b>	6/8/23	<b>Thurs</b>	<b>Lifespan Development</b>
			Keil Ch. 17 (read pp. 630-656)
<b>FINAL</b>	6/14/23	<b>Wednesday</b>	<b>FINAL EXAM: 8 am – 10 am Wednesday, June 14</b>
<p><i>*Finals week is considered part of the term. The date of the final exam is set in advance by the registrar and will not be changed to accommodate your personal travel.</i></p>			

### Community Expectations

- You have many relevant experiences, as a former child – or perhaps as a parent, childcare worker, or family member. Some of the topics we discuss may have special meaning for you and be on-point and informative to the class. This diversity enriches our class discussions. Be patient with your classmates, and be open to their helpful insights to maximize your learning, even if they differ from your own.
- We have a variety of backgrounds in the course. Don't be afraid to ask questions when you are struggling. You are probably asking on behalf of other students with the same questions!
- Step out of your comfort zone to be a real person. Be kind and supportive of your classmates and instructors. Be professional and respectful with any course-related communication.

*Our learning community is built on **trust, respect, and accountability***

### Trust

My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture.



Diversity enriches everyone's educational experience.

Please be respectful of diverse experiences and perspectives in this course, especially when discussing potentially sensitive topics – many of which arise in the study of developmental psychology.

I'm always open to suggestions or concerns related to inclusivity.

Disclosure: Please note that I am an *assisting employee*. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu](http://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#). I am a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)

## **Respect**

It's my privilege to teach you, and I enjoy it. I take my responsibility seriously and do my best to make the material engaging and useful.

Respect yourself and your time. Come prepared to learn for each live session. Do the readings, think about the material, and bring questions if you have them.

This is a large class, and there is a lot of material to cover in each session. Stay up to date via Canvas.

We use evidence to challenge assumptions and biases. We deal with several topics in this class that could elicit a strong emotional response based on your history, experiences, identities, and other factors. Please take care of yourself as you engage with this material and be sure to seek out support as needed, which may include campus resources such as the UO Counseling Center.

## ***Your Wellbeing***

I care and help is available.

[University Health Services](#) helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are

free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (After-Hours Support and Crisis Line is available at the same number).

### ***Basic Needs***

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information on food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. *If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.*

### **Accountability**

Policies, deadlines, and expectations help the course be sustainable for your instruction team and help keep you accountable to the course as well. But it's a balancing act, and I try to build in flexibility when possible.

Assignments and exams keep you accountable for the readings and lectures. Participation points keep you accountable to the schedule. Written assignments allow you to develop your ideas and practice your skills in communicating them. Exams assess your level of mastery.

### ***Class participation is essential to your success in this course.***

This course promotes active learning through discussion, in-class exercises, and activity assignments. Class participation will be tracked using the attendance and polling features of Acadly and within-class assignments. Up to four absences will not decrease your participation score. This means we do not have "excused" or "unexcused" absences and I don't need to know the reason for your absence.

Your success is genuinely important to me. If challenges come up for you this term around engaging with the course, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

### **ACCOMMODATIONS**

The Accessible Education Center ([AEC](#)) facilitates and supports access and inclusion for students with disabilities through collaboration and consultation with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability.

You are encouraged to contact the Accessible Education Center ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), [541-346-1155](tel:541-346-1155)) to discuss documenting your needs for accommodation for equal access to your education.

Accommodations may be helpful for learning or medical disabilities. Reach out to us to discuss your accommodation needs as soon as possible. With advance planning, most accommodations documented with the AEC are straightforward.

**Some needs for accommodation may not fall under the purview of the AEC:**

If there are any barriers to your learning in this course (e.g. access to technology, English language learner, temporary personal issues) reach out so we can discuss appropriate accommodations. Most accommodations are straightforward and can be discussed in general terms without divulging personal information.

**Accommodations for Religious Observances**

The University of Oregon respects the right of all students to observe their religious holidays and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

**ACADEMIC INTEGRITY**

Simply put: Don't cheat and don't plagiarize. You will be mad at me, and (hopefully) disappointed in yourself. It's not worth it. If you have any questions about what constitutes academic dishonesty, please ask me.

All work submitted in this course must be exclusively your own and produced exclusively for this course. For example, it is plagiarism to submit work in which portions were substantially written by someone acting as a tutor, editor, work-for-hire, or an artificial intelligence tool.

- Plagiarism is also the inclusion of someone else's product, words, ideas, or data as one's own work. Sources must be acknowledged by the use of complete, accurate, and specific references. Verbatim statements must be enclosed in quotation marks.
- No resubmissions of written work produced for prior classes are allowed. Written work will be checked electronically for plagiarism, remaining in this course constitutes your consent to this process.
- If you are in doubt about your work, please consult with us
- If cheating or plagiarism is discovered, then UO's student conduct coordinator will be notified and appropriate action will be taken, such as a zero on the assignment or a failing grade for the course.

Quizzes are open book, open note, and open internet but you are expected to take your exam alone with high academic integrity. In-class exams are closed book and closed note. I have found that most students have high integrity and value their own learning. I take reports of cheating seriously and appreciate the efforts of students who help enforce the rules for the benefit of everyone's learning and integrity.

For more information about academic misconduct, see the University Student Conduct Code at <http://dos.uoregon.edu/conduct>. Additional information about plagiarism is available at <http://researchguides.uoregon.edu/citing-plagiarism>

## **ACADEMIC DISRUPTION - EMERGENCY OR WEATHER**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

## **Student Workload**

When you complete this course, you will earn 4 credits toward your degree. Four credits are the equivalent of 120 hours of work across the term or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent completing readings (about 4 hours per week; 40 hours total), activity assignments and papers (about 40 hours total), and studying for exams (at least 10 hours total, although more time may be needed for best results). The workload will be relatively steady throughout the term, as we build skills through regular assignments and consolidate knowledge through regular exams.

## **Grading**

*Grades reflect both learning **effort** and **mastery** of the material.*

Learning **effort** is subjective, but some aspects of it can be measured objectively by how often you participate, whether you complete the assignments, and whether you put time into polished and professional papers turned in on time.

**Mastery** can be assessed by the depth of analysis you demonstrate in your papers and your performance on the exams. Before these assessments, you are responsible for checking your mastery along the way by testing yourself, asking questions when you are confused, and seeking feedback on your thinking.

Many students feel that the material is advanced or that the pace is fast. Others may find some content less challenging because they already have some background knowledge. Despite the variability, students who do the readings, complete all content, and ask questions will master the material and succeed in the course. Typically, the top 20-25% of students earn A's in the course. I may choose to curve grades upwards in your favor.

### **Letter Grades**

\*The "+" or "-" for each grade is assigned to the upper and lower third of points in each category. An A+ is based on exceptional overall course performance and is assigned to no more than two students per term.

- A = 90-99.9% (typically the top 20-25%)
- B = 80-89.9%
- C = 70-79.9%
- D = 60-69.9%
- F = 0-59.9%
- Pass/fail: 'P' is at least a C-

Please see the psychology department guidelines for the type of achievement each grade signifies: <https://psychology.uoregon.edu/undergraduates/academics/grading-standards>

I may choose to adjust these default cut-offs universally if I determine that the course needs to be curved to benefit students. These adjustments are applied universally and fairly. Requests for a different grade than the one earned under these policies reflect poorly on you and will be ignored.

### **Distribution of Points Toward Course Grade**

40% Weekly Online Quizzes (best 8 of 9)  
15% Participation/Attendance (best 15 days)  
10% In-class Midterm Exam  
15% In-class Cumulative Final Exam  
20% Critical Essay Project (proposal, sources, essay, peer review)  
Extra Credit is not available for this course.

### ***Weekly Online Quizzes***

Reading the book is essential to your success. The textbook is accessible and engaging. Although the reading load will be relatively demanding, it should be fun and rewarding to do. Material from the readings will be on the exams, and you will also apply principles from the readings to your activity assignments and papers.

*The assigned readings are required whether or not we devote class time to a topic. In class, we highlight and clarify important findings and discuss important themes. Slides will be posted to Canvas.*

You are expected to build your skills consistently throughout the quarter. Quizzes help you learn the course concepts, gain fluency, and improve your ability to apply. Your best bet for doing well on these assignments is completing the readings, attending class regularly, and building skills through participation.

Quizzes are not timed, and your progress will be saved. You will have two attempts to complete the quiz before the deadline, and the highest score will be kept. After your first attempt, you will see your score, but you will not see the answers until after the deadline. Review these as soon as possible to help you consolidate the material.

You are welcome to study with others and share responsibilities for outlining the chapters and lectures. Do not take the quizzes as a group or share/receive information about the quizzes. Please don't put others in a bad position by offering or asking them to cheat.

**TIP:** For the best exam preparation, try and take the quiz from memory use your notes as a backup, to check and whether you answered correctly. Testing yourself will help you learn the material best and prepare for the closed-book exams.

### *Late Quiz policy:*

The answers will be released shortly after the deadline, and so late quizzes will **not** be accepted. However, only the best 8 of 9 quizzes will count toward your grade. Your lowest score will be automatically dropped (whether it is a zero for a missed assignment or a low score because of lost points with incorrect answers). This policy is intended to account for exceptional circumstances such as illness, emergency, or technical difficulties.

### *Participation/Attendance*

You must engage in the course material in-class, demonstrated through in-class activities. These may include multiple-choice polls within the Acadly app and other assignments to be turned in during class or shortly thereafter. Your best 15 participation days of the term will count toward your grade. Please use the additional days if you are ill or have an emergency. I do not need to know the reason for your absence, but some students choose to share the reason to seek advice, resources, or support, which I will do my best to provide.

### *Exams*

There will be two exams. Exams will consist of conceptual and applied multiple-choice and very short-answer questions, similar to quizzes. Mid-term exams will cover the material specified in the schedule. The final exam will cover all ten weeks of material. Both exams are in-person and closed-book. We will provide Scantrons and test forms. Please bring a pencil and a photo ID.

Finals week is part of the term. The final exam date and time has been predetermined by the UO registrar and cannot be changed without exceptional circumstances. The final exam is cumulative and closed-book. It will contain mostly multiple choice questions, a few short answer questions,

and a few fill-in the blanks. We will provide Scantrons and test forms. Please bring a pencil and a photo ID.

### ***Essay Project***

This essay is to help you apply what you are learning to contemporary controversial issues like sex education, corporal punishment, or educational disparities. Refer to the Canvas module for more details. This written assignment is worth 20% of your grade in total, divided across preparatory work, your sources, your completed essay, and your review of peer work. Dividing the work into smaller, buildable units helps you learn from the assignment and prevents procrastination.

### ***Late Exams and Written Work***

Exams and written work require a large number of hours and intensive focus from our grading team. **We need nearly everyone to submit these large assignments on time for the course to run smoothly.** Nevertheless, we recognize that exceptional circumstances can occur. Therefore, each student will be entitled to one "large assignment late waiver" on a single large assignment to use either for a make-up exam or for up to a 5-day extension for substantial written work. We hope you won't need to use the waiver. This is a reason-blind policy; we don't need to know the reason you need to use it.

Beyond this one waiver:

- late exams will not be accepted
- late written work will be penalized by 10% per day

Late papers and exams will receive late grades and feedback.

AEC accommodations will be honored separately from this policy.

### **How to use your late waiver:**

**EXAMS:** To request a make-up exam, [email the instruction team](#) as soon as possible. We will attempt to schedule a make-up exam date within two days of the missed exam.

**PAPERS:** For late written work, make a note in the comments section when you submit the assignment that you wish to use your waiver. The GTF will manually wave up to 5 days of the late penalty for your written work when they see your comment as they grade.

**If you have questions about the late assignment waiver, please send an email to your instruction team.**

Thanks for reading this important information! **Let's do this!**

