

PSY/CLDP 2226.001.21F

Room: CRA 12.120

Tuesday/Thursday

10:00 am- 11:15 am



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<b>Instructor</b>	Kristin Kuhlman Atchison, Ph.D.
<b>Office</b>	TBA
<b>Office Phone</b>	TBA
<b>Office Email</b>	<u><a href="mailto:KristinJ.Atchison@UTDallas.edu">KristinJ.Atchison@UTDallas.edu</a></u>
<b>Office Hours</b>	T/Th 11:30 - 12:30 on <u>MS Teams</u> or by <u>appointment</u>

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*The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.*

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**Discrimination Policy**

I am committed to equal opportunity for all students. No one shall be treated differently, separately, on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity or expression, age, or disability. Discipline will be imposed where appropriate for any act of discrimination.

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**Classroom Conduct Requirements Related to Public Health Measures**

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester. As your instructor, I personally will follow mask guidance as put forward by the CDC and encourage students to do the same to keep our community and each other safe.

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**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent.

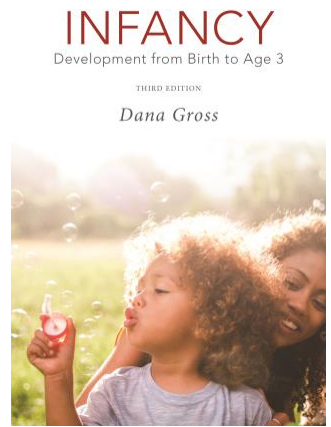
**Course Description:** PSY/CLDP 3336 Infancy (3 semester credit hours) Review of relevant developmental theories and processes as well as skills acquired in motor, sensory-perceptual, cognitive, and social domains from birth through two years of age.

**Student Learning Objectives/Outcomes**

- 1.1. Students will identify and describe key milestones of early childhood development across several domains, including physical, cognitive, and social development.
- 1.2. Students will comprehend and have the ability to apply and describe major developmental theories and themes in early childhood development.
- 1.3. Students will recognize and describe social influences on development.
- 6.1. Students will develop the ability to critically evaluate published research in early childhood development.

## Required Textbooks and Materials

- **Reliable internet access :** You are expected to have reliable access to the internet to complete online assignments and participate in learning objectives. "Hotspots" are available on campus.
- **Required Textbook:**
  - Gross, D. (2018). *Infancy: Development from birth to age 3 (3rd edition)*. Rowman & Littlefield.
    - It is available in hardback (978-1-5381-0672-3), paperback (978-1-5381-0673-0) or e-book (978-1-5381-0674-7)
      - e-books cannot be used on Chapter Quizzes.
- **Scantrons:** For Chapter Quizzes (12 total)
- **4"X 6" index cards.** Bring one for each class period. These will be used for in-class assignments. Assignments turned in on other sizes will be graded at reduced credit.
- **Course Website:** *New assignments, articles, videos , revisions to the syllabus, announcements, and your grades will be posted on eLearning. You are then responsible for checking this site frequently (at least twice weekly).* **Additional REQUIRED readings and videos will be assigned and posted on the eLearning site for our class.**



## Suggested Course Materials

- **Recommended Texts:** Unless otherwise specified, all writing assignments in this course are **REQUIRED** to conform to writing guidelines for APA style (7<sup>th</sup> edition), including formatting, grammar, spelling, and word usage. This information is available to one degree or another from the following materials. Additional information is available at <http://apastyle.org/>
  - o Free Online Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

## Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

## Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

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**Instructor Support and Office Hours:** My office hours are set up to allow students additional time for questions and help. Additional appointments may also be scheduled if needed. I understand college can be challenging and I want to provide you the support needed to succeed in this course. Office

hours create opportunities to ask questions and get faculty support in a one-on-one virtual setting. Join on your computer or mobile app [Click here to join the meeting](#) Or call in (audio only) +1 469-297-6880,,987805307# United States, Dallas Phone Conference ID: 987 805 307#

**Grade Assignment Policy:**

The course grade will be based on the above assignments.

Assignment/Category	Percentage of Overall Grade
Online Discussions	5%
Participation Assignments (in-class or online)	15%
Source Comparison Paper	10%
Chapter Quizzes	30%
Chapter Essays	40%

Grades for each assignment will also be posted on eLearning. Please check these regularly and notify me immediately if you notice any errors. No posted grade will be changed after the last full week of regular classes (i.e., Final Exam week is too late!).

Final grades will be calculated as follows: 97-100= A+, 93-96 points = A, 90-92 points = A-, 87-89 points = B+, 83-86 points = B, 80-82 points = B-, 77-79 points = C+, 73-76 points = C, 70-72 points = C-, 60-69 points = D, 0-59 points = F

***If you are concerned about your grade, see me as early as possible.***

**Student Evaluation of Instructor:** I grade you, its only fair you get to grade me! I grade you, its only fair you get to grade me! Your constructive assessment of this course plays an indispensable role in shaping education at UT Dallas. Upon completing the course, please take time to fill out the online course evaluation. You are also encouraged to provide me with feedback throughout the course I will also offer an opportunity for a midterm instructor evaluation.

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**Course Policies and Requirements**

- Class Attendance:** Attendance (regardless of modality) is expected, but not graded. **Do NOT attend class if ill or with any symptoms of Covid-19.**
- Online Set Up:** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week. eLearning is organized by week. Each week’s module is organized into 3 components . “Prepare,” “Learn” and “Your Learning Products”. **PREPARE:** Consists of assigned materials you should read/watch prior to class and completing assignments. **LEARN:** This is class time. On eLearning any external materials presented in lecture may be shared here for review. Lecture outlines will be posted here. Also optional additional online learning activities may be offered. **LEARNING PRODUCTS:** (AKA Homework!) These are your **graded** assignments for the week, including Participation assignments, chapter quizzes and essays. Failure to complete these

assignments will result in zeros. Additionally some topics may have “**Supplement**” folders. The materials posted here are NOT ASSIGNED, but are offered for students who need alternate explanations or more information on a topic. Materials posted on our eLearning site may be used on chapter essays and quizzes.

### **3. Assignments and Assessments:**

- a. **Online Discussion.** Each week your instructor will post a discussion topic. You should respond to the topic yourself and comment on at least 2 different classmates posts. Discussion posts are due Mondays at 11:59 PM. There will be NO makeups for missed discussions. The lowest 2 discussion grades will be dropped. The remaining grades will contribute equally to the 5-point total. A reply should be in the one or more of the following formats
  1. A compliment, e.g., "I like how... because...," "I like that... because..."
  2. A comment, e.g., "I agree that... because...," "I disagree that... because..."
  3. A connection, e.g., "I have also read that...," "I have also thought that...," "That reminds me of..."
  4. A question, e.g., "I wonder why...," "I wonder how..."
- b. **Online Participation Assignments.** These include BOTH in-class participation assignments that will be completed during class AND homework assignments that are due online. The lowest (2) participation assignments will be dropped. Deadlines for online weekly assignments are Mondays at 11:59 pm. In-class assignments may not be announced and could occur during any class period, at any point in our scheduled class time. **There will be NO makeups or grace periods for missed online assignment opportunities.**
- c. **Source Comparison Paper.** As a student of developmental psychology your job for this assignment is to assess the accuracy of a popular press article by citing peer-reviewed research. The grading rubric, along with further instructions is posted on eLearning. There will also be a student paper sample from a previous semester. The paper should be in APA format. The paper is worth 10% your final course grade. You must show proof of completing plagiarism training prior to grading. The plagiarism quiz is very difficult and often require 20+ attempts to receive a passing score. Start early! Assignments will be turned in via eLearning dropbox, and will undergo a plagiarism check.
  - i. **Late policy:** The source comparison paper will be accepted late for reduced points if received after the deadline: Less than 12 hours late, 10% off, 12-24 hours late, 25% off; 24-48 hours late, 50% off; 48-72 hours late, 75% off. No late assignments will be accepted after 72 hours.
- D. **Chapter Essays.** For each chapter you will be offered a choice of essay to complete. For each chapter you must submit one essay. Answers should be written in your own words, and demonstrate a clear understanding of the concepts, not an ability to copy from other sources. ONLY the sources listed in the “Assessment Contract” are permitted. Internet materials not provided by your instructor is considered cheating. Answer each question with enough detail so I know you understand the concept. For example, it would not be enough to include a citation for a research study, without discussing the research study itself. **There should be no quoting without prior permission from your instructor.** Your answers should include citations, but a reference page is not necessary (since you should only be using materials I provided)
  - A. **Deadline:** You are encouraged to stay on top of the materials, and chapter essay questions will be released with each chapter. Essays will be accepted late for reduced points: Less than 12 hours late, 10% off, 12-24 hours late, 25% off; 24-48 hours late, 50% off; 48-72 hours late,

75% off. No late assignments will be accepted after 72 hours. DUE TO FINAL GRADE SUBMISSIONS, ESSAY 12 CAN NOT BE SUBMITTED LATE.

B. **Grades.** Your essay grade will be posted on eLearning. The lowest 2 chapter essays will be dropped. Your chapter essay average will be worth 40% of your final grade

C. **Assessment Contract:** Chapter essays fall under the ethical rules discussed in the Assessment Contract.

E. **Chapter Quizzes:**

A. **In-Class Timing:** Quizzes are offered ONLY\* on Thursdays at the end of class. You have 15 mins to answer all 10 questions. Quizzes are open book/open note, but only hard-copy materials can be used. No devices will be permitted during quizzes. Quizzes will require a scantron. *\*Quizzes will be offered online during de-densification, as directed by the university.*

B. **Grades.** Your quiz grade will be posted on eLearning. The lowest 2 chapter quizzes will be dropped. Your quiz average will be worth 30% of your final grade.

A. **Make-up assessment policy:** The first 2 quizzes that you fail to take, regardless of the reason, will serve as the dropped quiz grades. If you miss a third quiz, you may make up the quiz only if the reason for missing the quiz is due to an extreme and unforeseen circumstance (e.g., car accident, hospitalization, death of an immediate family member). In order to make up an assessment for these reasons, you must petition to make it up by thoroughly documenting the reason for your absence. This documentation includes a typewritten explanation of reason for your absence and copies of any supporting official materials which must have the date, the name of the issuing party (e.g., your physician), and a contact phone number or proof of positive COVID-19 test. This must also clearly indicate that you were unable to take the assessment on the regular dates, according to some relevant authority. As an example, a bill from a physician's office showing that you were there around the time of an assessment is not enough to warrant the approval of your petition. You must have a signed note from the physician saying that you were hospitalized or ordered to stay home from school and work on the days of the assessment because of your physical or mental condition. Elective medical or dental appointments are never excused. All documentation relevant to your make-up petition must be submitted vial email ASAP after the missed assessment, but no later than when you return to classes (virtually or face-to-face.) If your documentation is late or incomplete, I will not accept it and your petition will not be considered. After assessing the evidence, I will notify you by e-mail as to whether your case warrants permitting a make-up. If it does not, you will receive a grade of 0 for the missed quiz. Falsification of materials related to makeup work is considered a violation of the Student Code of Conduct and will result in a minimum of a failing grade on the quiz for which the documentation was submitted.

C. **Assessment Contract:** Chapter quizzes fall under the ethical rules discussed in the Assessment Contract.

4. **Slide Presentations and Outlines:** Lecture outlines of the slide text are provided, but copies of the slides are not offered due to copyright laws on distributing images.

5. **Email.** For security reasons, email communications between instructors and students regarding this class will be conducted using a UTD email account. When sending email messages related to this course, please include PSY or CLDP 3336 in the subject line. Please do not use the email function through eLearning.

6. **eLearning.** eLearning is the primary means by which I will share information with students. All

members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week.

7. **Extra Credit:** There is no extra credit for the course.

**NOTE: All written assignments (papers, exams, questions) are to be typed, double-spaced, 1" margins, 12 point font, and include the student's name as it appears on the class roster, unless you have previously registered a preferred name with the instructor. No quotes are permitted without prior instructor approval**

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## Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

## Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

The instructor **may** record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Class Materials

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The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

**Social Media:** YouTube, and Twitter serve as means to share additional supplemental materials that students may find helpful or interesting. Please see [https://www.youtube.com/channel/UCHWccRUr\\_yd9rh0ZAFm8CyQ?view\\_as=subscriber](https://www.youtube.com/channel/UCHWccRUr_yd9rh0ZAFm8CyQ?view_as=subscriber) , or @DrKAtchison on Twitter. I can also be connected with after the course via LinkedIn <https://www.linkedin.com/in/kristin-kuhlman-atchison-5635602a>

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**Communication**

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

**Distance Learning Student Resources**

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

**Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time. Accommodations will only be considered with an incident number from the eLearning Help Desk.

**Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

*"As a Comet, I pledge honesty, integrity, and service in all that I do."*

**Academic Support Resources**

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

**UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.**

**Assignments & Academic Calendar (Topics, Reading Assignments, Due Dates, Assessment Dates)**

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our Desire2Learn site. **PLEASE NOTE ADDITIONAL ARTICLES/VIDEOS MAYBE ADDED. Check the "Preparation", "Learn" and "Learning Products" folders to make sure you have completed the materials assigned.**

**All times are listed as US CENTRAL STANDARD TIME**

Week 1: August 23-29	
Lecture Topics: Course Intro, Beliefs about Babies	
Preparation	<b>Read: Syllabus, Chapter 1</b> <b>Watch: "How to Get the Most Out of Studying: Part 1 &amp; 2"</b>
Learn <b>Due to changes in the role the first week of classes, all participation assignments are offered online</b>	<b>Tuesday 8/24: Course Intro "NOVA: Epigenetics"</b> Hyflex: Group 1 in-person, Group 2 MS Teams
	<b>Thursday 8/26: Beliefs about Babies</b> Hyflex: Group 2 in-person, Group 1 MS Teams
Your Learning Products (Due 8/30 @11:59 PM CST)	<b>Complete: Metacognitive Inventory Assignment, Plagiarism Certificate, Online Discussion</b>

Week 2: August 30 - September 5th	
Lecture Topics: Research Methods	
Preparation	<b>Read: Ch 2</b> <b>Watch: "Infant Habituation" "Three Procedures"</b>
Learn <b>Participation Assignment(s)</b>	<b>Tuesday 8/31: Research Methods - Part 1</b> Hyflex: Group 1 in-person, Group 2 MS Teams
	<b>Thursday 9/2: Research Methods - Part 2</b> Hyflex: Group 2 in-person, Group 1 MS Teams
Your Learning Products (Due 9/6 @11:59 PM CST)	<b>Complete: Chapter 1 Essay, Online Participation, Online Discussion</b> <b>Ch 1 quiz will be offered online to comply with Hyflex Standards</b>

Week 3: September 6th - 12th	
Lecture Topics: Genetics, Conception and Prenatal Development	
Preparation	<b>Read for lecture:</b> Ch 3, "EWG Body Burden"
Learn <b>Participation Assignment(s)</b>	<b>Tuesday 9/7: Genetics, Conception and Prenatal Development</b> Hyflex: Group 1 in-person, Group 2 MS Teams
	<b>Thursday 9/9: Prenatal Development Continued</b> Hyflex: Group 2 in-person, Group 1 MS Teams
Your Learning Products (Due 9/13 @11:59 PM CST)	<b>Complete:</b> , Chapter 2 essay, Online Participation, Online Discussion Ch 2 quiz will be offered online to comply with Hyflex Standards

Week 4: September 13th- 19th	
Lecture Topics: Birth and the Newborn	
Preparation	<b>Read for lecture:</b> Ch 4
Learn <b>Participation Assignment(s)</b>	<b>Tuesday 9/14: Labor, Birth &amp; Newborns</b> "Preterm Nurseries," "APGAR," "Brazelton: NBAS"
	<b>Thursday 9/16: Newborns</b> <u>Ch 3 Quiz</u>
Your Learning Products (Due 9/20 @11:59 PM CST)	<b>Complete:</b> Chapter 3 Essay, Online Participation, Online Discussion

Week 5: September 20th -26th	
Lecture Topics: Physical Growth, Health and Nutrition	
Preparation	<b>Read for lecture:</b> Chapter 5, "Vaccines do not cause autism" and "Barriers to Breastfeeding"
Learn <b>Participation Assignment(s)</b>	<b>9/21: Physical Growth, Health &amp; Nutrition</b>
	<b>9/23: Brain Development</b> "Unfolding the brain," "The miracle in the human brain," <u>Chapter 4 Quiz</u>
Your Learning Products (Due 9/27 @11:59 PM CST)	<b>Complete:</b> , Chapter 4 Essay, Online Participation, Online Discussion

Week 6: September 27th - October 3rd	
Lecture Topics: Sensation, & Perception	
Preparation	<b>Read for lecture:</b> Chapter 6
Learn <b>Participation Assignment(s)</b>	<b>9/28: Sensation</b>
	<b>9/30: Perception</b> Joe Campos - Development of Depth Perception: Visual Cliff," <u>Ch 5 Quiz</u>
Your Learning Products (Due 10/4 @11:59 PM CST)	<b>Complete:</b> Chapter 5 Essay, Online Participation, Online Discussion

Week 7: October 4th- 10th	
Lecture Topics: Perception and Motor Development	
Preparation	<b>Read for lecture:</b> Chapter 6
Learn <b>Participation Assignment(s)</b>	<b>10/5: Perception Cont, Motor Development</b> "Karen Adolph - The Gap,"
	<b>10/7: Motor Development</b> <u>(NO QUIZ)</u>
Your Learning Products (Due 10/11 @11:59 PM CST)	<b>Complete:</b> Online Participation, Source Comparison Articles Due, Online Discussion

Week 8: October 11th -17th	
Lecture Topics: Play and Theories about Cognitive Development	
Preparation	<b>Read for lecture:</b> Chapter 7
Learn <b>Participation Assignment(s)</b>	<b>10/12: Play</b>
	<b>10/14: Piaget &amp; Vygotsky</b> <u>Ch 6 Quiz</u>
Your Learning Products (Due 10/18 @11:59 PM CST)	<b>Complete:</b> Chapter 6 Essay, Online Participation, Online Discussion



Week 9: October 18th - 24th	
Lecture Topics: Cognitive Science and Intelligence	
Preparation	<b>Read:</b> Chapter 8, "New AAP guidelines on screen time"
Learn <b>Participation Assignment(s)</b>	<b>10/19: Attention &amp; Memory</b> , "Joint Visual Attention"
	<b>10/21: Memory continued, Intelligence</b> <u>Chapter 7 Quiz</u>
Your Learning Products (Due 10/25 @11:59 PM CST)	and <b>Complete:</b> , Chapter 7 Essay, Online Participation, Online Discussion

Week 10: October 25th - 31st	
Lecture Topics: Language and Communication	
Preparation	<b>Read:</b> Chapter 9, "The importance of book sharing,"
Learn <b>Participation Assignment(s)</b>	<b>10/26: Language Development</b> "Native Language Preference" "Ba-Da," "Statistical Learning"
	<b>10/28: Language Environment</b> <u>Chapter 8 Quiz</u>
Your Learning Products (Due 11/1 @11:59 PM CST)	<b>Complete:</b> , Chapter 8 essay, Online Participation, Online Discussion

Week 11: November 1st - 7th	
Lecture Topics: Relationships and Social Development	
Preparation	<b>Read:</b> Chapter 10
Learn <b>Participation Assignment(s)</b>	<b>11/2: Patterns of Care</b>
	<b>11/4: Relationships</b> <u>Ch 9 Quiz</u>
Your Learning Products (Due 11/8 @11:59 PM CST)	<b>Complete:</b> Chapter 9 Essay, Online Participation, Online Discussion

Week 12: November 8th - 14th	
Lecture Topics: Relationships and Social Development	
Learn <b>Participation Assignment(s)</b>	<b>11/9: Attachment</b> "Strange Situation," "Harlow's Monkeys" <b>11/11: Attachment</b> <i>(NO QUIZ)</i>
Your Learning Products (Due 11/15 @11:59 PM CST)	<b>Complete:</b> <i>Online Participation, Online Discussion, Source Comparison Paper Due</i>

Week 13: November 15th - 21st	
Lecture Topics: Temperament, Emotions and Self	
Preparation	<b>Read:</b> Chapter 11, Fox, Henderson, Rubin, Calkins & Schmidt (2001)
Learn <b>Participation Assignment(s)</b>	<b>11/16: Temperament</b> "Fox - Temperament" <b>11/18: Emotions and Self</b> "Sense of Self" #1 - 3, <i>Chapter 10 quiz</i>
Your Learning Products (Due 11/29 @11:59 PM CST)	<b>Complete:</b> <i>Ch 10 essay, Online Participation, Online Discussion</i>

FALL BREAK: November 22nd - 28th	
Lecture Topics: Free Time, Food, Naps	
 Thanksgiving Break - NO CLASSES 	

Week 14: November 29th - December 5th	
Lecture Topics: Childcare and Early Intervention	
Preparation	<b>Read for lecture:</b> Chapter 12
Learn <b>Participation Assignment(s)</b>	<b>11/30: Childcare</b> <b>12/2: Early Intervention</b> <i>Chapter 11 Quiz</i>
Your Learning Products (Due 12/6 @11:59 PM CST)	<b>Complete:</b> <i>Chapter 11 essay, Online Participation, Online Discussion</i>

<b>Week 15: December 6th - 7th</b>	
<b>Lecture Topics: Wrap Up Week</b>	
Preparation	<b>Read:</b> <i>You should have read the whole book by now, what else is there?</i>
Learn	<b>Tuesday 12/7:</b> <i>Top-10 List Group In-Class Assignment</i> <i>Ch 12 Quiz (Since there is no class on Thursday, the quiz will be Tuesday)</i>
Your Work Product (Due 12/7 @11:59 PM CST)	<b>Complete:</b> Source Comparison Paper- Revise and Resubmit (optional)

<b>Finals Week: December 9th - 15th</b>	
Your Learning Products (Due 12/13 @11:59 PM CST)	<b>Complete:</b> Chapter 12 essay 12/13 before 11:59 pm DUE TO FINAL GRADE SUBMISSIONS, ESSAY 12 can not be submitted late.

## **Copy of Assessment Code of Ethics Contract: (the signed hard copy will be kept in my office)**

Please read the following instructions. Your signature indicates notice and agreement to the terms of the assessment contract. Students who fail to complete and sign this contract will not be graded, and will result on zero points for any assessments. First violations will be given a warning and a reduced grade, subsequent violations of this agreement will be dealt with according to the University's Code of Conduct and the University policy on Academic Honesty. More information can be found here: <https://www.utdallas.edu/conduct/dishonesty/>  
Please note: I have reported violations in the past and will continue to do so.

### **Rules for Essays and Quizzes.**

Essay questions are set up to have many correct answers, and thus no two students answers should be the same.

Only **approved** course materials may be used in answering essay or quiz questions.

Your essay answers will go through a plagiarism check. You have access to the same originality report I see. You are encouraged to submit your paper early enough to allow you to check your originality report and make needed changes. **There should be no direct quotes.**

For Chapter Quizzes, all materials must be hard-copies, no devices can be used during your quiz.

You must have a signed plagiarism certificate submitted to Dr. Atchison prior to the grading of your essay answers, or taking any quiz.

Please feel free to ask clarifications questions regarding any quiz or essay question.

### **CONTRACT:**

Upon opening either essay questions OR online chapter quizzes, I \_\_\_\_\_ (Printed Name ) will NOT discuss nor seek help from sources, animate or inanimate, other than:

- **Course Textbook: Gross, D. (2018). *Infancy: Development from birth to age 3 (3rd edition)*. Rowman & Littlefield**
- **Lecture notes and videos. (Lecture outline provided online, and additional notes taken by the individual test-taker themselves, transcripts of lecture )**
- **Materials posted on eLearning by Dr. Atchison**
- **Materials that have been approved by Dr. Atchison PRIOR to the assessment**
- **Use of ANY other internet source is considered cheating.**

This means:

- I will not discuss, record or disseminate in any format, essay or quiz questions.
- I will not discuss essay or quiz questions with others either in person, text, group text, email, gesture or any other creative way humans have found to communicate.
  - I will not even discuss WHICH question I plan to do.
- I will not discuss content or answers to any of the questions, either essay or quiz with anyone (in any way) other than Dr. Atchison.
- For essay answers, I will appropriately provide **in-text citation** information from the text, lecture and additional course materials to avoid plagiarism.
- Internet searches for materials related to any quiz or essay questions is **CHEATING**
- Use of any device on a quiz is considered **CHEATING**
- Only my textbook, lecture notes and eLearning materials can be referenced and used to answer questions on either the essays or quizzes. **Referencing any other non-approved materials is considered cheating.**