



Lifespan Developmental Psychology

The University of Toledo
College of Arts and Letters
Department of Psychology
PSY 2510-911 (CRN 30850)
(Credit Hours: 3 Semester Hours)

Syllabus*

“Education is not a product: mark, diploma, job, money in that order; it is a process, a never-ending one” ~ Bel Kaufman

“You are fully aware that what works for you won’t work for everyone. But that awareness won’t keep you from sharing your opinions and stories just in case someone else can benefit from what you’ve already figured out” ~ Mathis Holiday

“Rules are not necessarily sacred, principles are” ~ President Franklin D Roosevelt

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Office Location: UH 1063
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Term: Summer Session 1 2017 (May 15 – June 23, 2017)

Class Location: DL / Online
Class Day/Time: Mondays – Sundays
Course Website: [https //blackboard.utoledo.edu](https://blackboard.utoledo.edu)
Personal Website: [http //homepages.utoledo.edu/mtiamiy/](http://homepages.utoledo.edu/mtiamiy/)
Credit Hours: 3

COURSE/CATALOG DESCRIPTION

Emphasizes research and theory from conception through old age, and integrates important developmental issues within a lifespan approach.

COURSE OVERVIEW

In this broad-based, very fast-paced, but NOT self-paced online course, we take a life-span approach to human developmental patterns and processes from conception to death, across cultures and development. In particular, we will discuss the basic physical, cognitive, and social processes at work during each age period (e.g., infancy, childhood, adolescence, and adulthood); external influences affecting these processes; and the relationships among the various threads of development in each age period. This course will provide chances for students to draw on their own experiences as they weigh research and ideas we come across. This course will in addition afford students with opportunities to demonstrate responsibility by following instructions for all course requirements. Furthermore, this course should help students to relate knowledge about how humans develop not only to careers in psychology, but also to many other careers such as teaching, nursing, medicine, social work, education, law enforcement, and parenthood.

Related TAGs: Psychology (OSS 048)

STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course, the student will be able to

1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.
4. Detect myths and misconceptions regarding human development throughout the lifespan.
5. Describe methodological approaches used to study development.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through diverse media (e.g., textbooks, newspapers, professional and lay periodicals, and the internet)
7. Demonstrate ability to critique empirically-based journal articles.

8. Demonstrate ability to follow directions, including those regarding exams and the special project.

TEACHING STRATEGIES

This fully online course is designed to stimulate student learning through the web-based delivery of readings, exams, and a special project.

Readings: Readings will be organized according to the course calendar provided towards the end of this syllabus, and any necessary changes will be announced ahead of time. Each student is responsible for completing the assigned reading.

Video Clips: Video clips will be used to highlight and/or amplify relevant topics when appropriate.

Work Week In this fully online course, check the Course Schedule (towards the end of this syllabus) regularly for weeks typically run from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM Sunday night. ** All assigned work for any week is to be completed by 11:59 PM of Sunday in that week. The materials for any week will be posted by Monday morning of that week, under the appropriate folder. Begin each week on Monday by checking the Course Schedule and then viewing the content for the week in the appropriate Module.

**** For the LAST week of classes, the assigned work (i.e., exam) must be completed by 11:59 PM on THURSDAY (see end of course schedule for additional information).**

PREREQUISITES AND COREQUISITES

Completion of Introduction to Psychology

REQUIRED TEXTS AND ANCILLARY MATERIALS

Boyd, D. & Bee, H (2015). *Lifespan Development* (7th. Ed.). Boston: Allyn and Bacon [ISBN 13: 978-0-13-380566-6 / ISBN 10: 0-13-380566-2]

TECHNOLOGY REQUIREMENTS

Technical Skills

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use a learning management system

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at <http://www.utoledo.edu/dl/main/downloads.html>:

- Word Processing Software (e.g., Microsoft Word)
- Adobe Acrobat Reader
- Internet Browser (e.g., Firefox, Chrome, IE, Safari)

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests/exams.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests/exams. A list and schedule for on-campus computer labs is available at http://www.utoledo.edu/it/CS/Lab_hours.html

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.](#))

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office.](#)

ACADEMIC POLICIES

As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic Policies.

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>. For additional academic policies, please read the Course Expectations section below.

Students are expected to attend every class meeting of courses in which they are registered. Please read the **Missed Class Policy.**

COURSE EXPECTATIONS

Class Introductions: The Discussion Board for *Class Introductions* on our Blackboard (Bb) course Website will be the forum for students to introduce themselves to the class during the first two weeks of classes (earn the full allotted points first week of classes; earn half of the allotted points thereafter up till the end of the second week of classes, no point earned as from the beginning of the third week of classes). No on-campus meetings will be required.

P.S. Read my introduction on our Bb course Web site via the *Professor Introduction link.*

Syllabus Quiz:

Students will be taking a short online quiz via the *Exam Room* on our Blackboard course web site, **during the first week of classes ONLY**, to assess their understanding of the syllabus content. The link to the quiz will be available at the beginning of the first week (i.e., 12:00 AM on Monday)

Tests/Exams:

Students will be taking six online tests/exams via the *Exam Room* on our Blackboard course web site (see course schedule for chapters or topics to be covered in each test). The link to a test will be available at the beginning of the week (i.e., 12:00 AM on Monday). For all tests, you will have just ONE attempt. Each test must be *individually completed* (not started) by the due date and time (see course schedule for test due dates – the due date and time are also listed with the exam). Please plan to complete a test ONLY when you think you are ready to take it, BUT before the due date. The latter is important so that if you have technical issues that must be resolved by our IT Help Desk staff, these can be addressed and you can complete the test by the due time. You will see your test score after ALL students have completed the exam hence all students must complete an exam in a timely fashion. I will make an announcement informing students as to when scores are available on our Blackboard course Web site (*My Grades*). Thereafter, no student will be permitted to complete the exam.

To ensure a smooth test-taking experience, it is recommended that you use Firefox 3.5 or higher when taking tests, to clear your cache and browsing history prior to beginning the test, and to review the following Learning Ventures test taking tips via this link:

<http://wordpress.utoledo.edu/learningventures/2014/01/27/blackboard-test-taking-tips-updated-232012/>

If a student has ANY technological issue, please contact the UT IT Help Desk immediately for assistance.

Also, note that the Blackboard servers are unavailable from 4:00 to 4:30 a.m. daily for maintenance operations. Please make sure to plan your Blackboard activities accordingly.

Taking a Test / Quiz after the due date

Occasionally students become ill during the period an exam (i.e., Test / Syllabus Quiz) has been made available on Blackboard. Taking an exam after the due date/time (but before test scores are made available to the whole class) will be allowed for legitimate health or personal reasons (with acceptable excuse documentation). Students who fall into either of these two categories should email me in a timely manner. In addition, for my records and to be fair to all other students, students will need to email me as soon as possible a scanned copy of their excuse documentation (as a Microsoft Word / PDF / JPEG attachment) that covers at least 72 hours before the exam due date up to the day before they actually complete the exam on Blackboard. With no acceptable excuse documentation (e.g., doctor's note, obituary announcement of death in the family) received by me, students will NOT be permitted to complete an exam after its due date

P.S. If submitting a doctor's note, please REMOVE the health condition(s) stated therein.

Special Project (SP) Paper

Each student will write a paper critiquing the assigned "SP: Journal Article" using the "SP: Guide for Critique of Research Articles." Both the assigned journal article and the guide for critique of research articles are available via our Blackboard course Website (see relevant links on left side of course Website).

The paper shall be a Microsoft Word document (typed, double-spaced, font style Times New Roman, font size 12, 1" margins, pages numbered bottom-center and use black ink on 8" X 11" white background) Include your Last, First name; the course code and title; the semester/session and year; instructor's name (Dr. M. Tamiyu) on a separate title page (**no page number on this page; begin to number pages of your submission on the next page and as page "1"; for assistance, click on the "SP: Page Numbering" link on our Bb course Website**). I, the course instructor, will not specify a paper length, however, I cannot imagine, how an acceptable submission could be done in less than TWO full pages of text (excluding the separate title page) Paper will be graded based on content accuracy and depth; content clarity (including use of grammatically correct sentences with no / minimal spelling errors); and demonstration of an understanding of the requirements for the paper (including following the directions in the syllabus and the guide for critique of research articles) **The Special Project paper is due as a Microsoft Word attachment via our Blackboard course Web site SP: Assignment tool by 11:59 PM on Sunday, June 11** (as I need sufficient time to grade all students' papers before the end of the term). **Students can begin to submit papers as from 12:00 AM on Monday, June 5.**

P.S.: Students lose 4 points for each day they make their submissions after the due date (June 11) with no acceptable reason (e.g., illness, death in the family). Documentation shall cover the period of June 5 up to the day before you make your submission; documentation shall be scanned and emailed to me (the course instructor) as a Microsoft Word/JPEG/PDF ATTACHMENT as soon as possible. **If submitting a doctor's note, please REMOVE the health condition stated therein).**

P.P.S. Students who do not complete this course requirement by 5 PM of the official last day of classes (i.e., June 23) will earn a "0".

Extra Credit Opportunity: Students will have an opportunity to earn extra credit points during the semester / session. Have you read or learned things in this course that you enjoyed or wanted more of? Did a course mate raise a course content related question or make a course content related comment that you'd like to answer or contribute to? (If addressing the latter question, please specify the name of the course mate you are responding to.) Answer either of these questions by posting your comments on the Discussion Board for *Post Your Comments* on our Bb course Web site. You will earn two points for each substantial comment made; maximum total of 20 extra credit points. **PLEASE no more than ONE comment / post per DAY AND minimum ONE comment / post PER WEEK. ALL comments must be posted by 11:59 PM on Sunday, June 18.** Students' total extra credit points earned will be posted on our Bb course Web site (*My Grades*) at the end of the semester / session.

P.S. Students must post comments following ALL the directions above in order to earn part or all of the allotted points. Extra credit points can make a difference in a student's final grade hence you are encouraged to take advantage of this opportunity.

GRADING

Students who do not attend class or stop attending at some point throughout the semester / session will be given a final grade of "F," which will impact your overall grade point average. To formally withdraw from this or any other course you need to contact the **Registrar's Office**.

The final course grade will be based on the following point values (monitor your scores regularly via Bb – *My Grades*):

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	% OF FINAL GRADE	SLO ALIGNMENT
Complete & upload your Student Profile form as an attachment via Student Profile link/area on our Blackboard course Web site; information is for me ONLY, as the course professor/instructor (earn full points first week of classes; half points thereafter up till the end of the second week of classes; no point thereafter; this course requirement should be met by all students.)	4	<1%	SLO 8
Introduce yourself on the Class Discussion Board, including your major, work-related experience, etc. by replying to my post (earn full points first week of classes; half of the allotted points thereafter up till the end of the second week of classes; no point thereafter; this course requirement should be met by all students.)	2	< 1%	SLO 8
Syllabus Quiz: 8 multiple-choice / true or false questions/statements based on our syllabus (15 minutes); this course requirement must be met by all students.	4	<1%	SLO 8
Special Project Paper. This course requirement must be met by all students.	40	<10%	SLO 7
Test 1: 30 multiple-choice questions/statements based on our textbook (60 minutes). This course requirement must be met by all students.	60	~15%	SLO 1, 2, 5-8
Test 2: 30 multiple-choice questions/statements based on our textbook (60 minutes). This course requirement must be met by all students.	60	~15%	SLO 1, 2, 5-8
Test 3: 30 multiple-choice questions/statements based on our textbook (60 minutes). This course requirement must be met by all students.	60	~15%	SLO 1, 2, 5-8
Test 4: 30 multiple-choice questions/statements based on our textbook (60 minutes). This course requirement must be met by all students.	60	~15%	SLO 1, 2, 5-8
Test 5: 30 multiple-choice questions/statements based on our textbook (60 minutes). This course requirement must be met by all students.	60	~15%	SLO 1, 2, 5-8
Test 6: 30 multiple-choice questions/statements based on our textbook (60 minutes). This course requirement must be met by all students.	60	~15%	SLO 1, 2, 5-8
Total	410	100%	All SOL

P.S. There is no cumulative final exam; however, all of the above course requirements should be met, otherwise a student could earn an IN (incomplete) as a final grade.

P.P.S.: You can also earn maximum 20 extra credit points at the end of the semester / session by participating in the Extra Credit Opportunity via our Discussion Board for *Post Your Comments*.

P.P.P.S.: **Joining the class after the term has officially started and some course requirements have been met is not an acceptable excuse for making up missed course requirements.**

Final Grades: The grading system below will serve as a guide, and it lists category floors (grade, percentage points, and actual points). **Note that final grades are determined by actual points earned, and there will be no rounding off of points:**

A 95% = 389
B+ 85% = 348
C+ 70% = 287
D+ 55% = 225
F 0% = 0

A- 90% = 369
B 80% = 328
C 65% = 266
D 50% = 205

B- 75% = 307
C- 60% = 246
D- 45% = 184

I reserve the right to discretionary grade adjustments.

Midterm Grades:

As this is a six-week summer course, official mid-term grades will not be calculated and submitted to the Registrar's office, however, it is important that students monitor their performance during the session / term. To calculate grades so far, students should add up all their available (earned) points on our Blackboard course Web site (*My Grades*), divide this score by the total points possible in the course so far, and multiply by 100. Compare the obtained percentage to the grading system above to determine the corresponding letter grade.

COMMUNICATION GUIDELINES

Email:

Students are expected to check our Blackboard Course Website frequently for important course information. When the course instructor posts *course news/announcements* on Blackboard, students will also receive these via their UT email accounts, OR might be prompted to log in to our Blackboard course Web site, **so also check your UT email account at least once a day**. This class is being taught for you the student, so if you are having trouble, please email me (the course instructor) via my UT email account (mojisola.tamiyu@utoledo.edu) ... I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours. **Please, if emailing about ANY course-related matter, always include "PSY 2510: [INSERT SUBJECT MATTER HERE]" in the subject line as I would not want your email to get lost among the hundreds I receive daily via my UT email account.**

P.S. Please be sure to read the additional expectations regarding correspondence with me by e-mail on our Blackboard course Web site by clicking on the link, "Email Correspondence."

Netiquette

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette:

<http://www.albion.com/netiquette>

FLEXIBILITY CLAUSE: The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

STUDENT SUPPORT SERVICES

Technical Support

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT IT Help Desk website is available at: <http://www.utoledo.edu/dl/helpdesk/index.html>

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Learn more at: <https://www.etutoring.org/login.cfm?institutionid=232&returnPage>

eLibrary Services Portal

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard

Learn more at: <http://www.utoledo.edu/dl/students/elibrary.html>

Office of Accessibility

Please refer to the Academic Accommodations sub-section above.

Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Learn more at: <http://www.utoledo.edu/studentaffairs/counseling/>

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students.

Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

Success Coach

As of fall 2013, all new students were assigned a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him/her throughout your academic journey! If you need assistance connecting with your Success Coach send an email to successcoach@utoledo.edu.

COURSE SCHEDULE
(Subject to Modification)

WEEK	DATES M=Monday S=Sunday R = Thursday	TOPIC / LEARNING OUTCOME / ASSESSMENT MEASURE (A week's Module will be made available on our Blackboard course Web site the Monday of an upcoming week)
1	M, 5/15 – S, 5/21	<p>By Sunday, 5/21 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Review thoroughly our Blackboard course Web site and Syllabus; email me if you have questions or need any clarification 2. Upload your Student Profile form via Student Profile link/area on our Blackboard course Web site (maximum 4 points: earn full points first week of classes; partial points thereafter up till the end of the second week of classes; this course requirement should be met by all students); information is for me alone, as the course professor 3. Introduce yourself on the Class Discussion Board (maximum 2 points: earn full points first week of classes; partial points thereafter up till the end of the second week of classes, this course requirement should be met by all students). 4. Complete Syllabus Quiz (this course requirement should be met by all students). 5. Read in textbook, Chapter 1: Basic Concepts and Methods (also refer to Module 1 for additional information). 6. Read in textbook, Chapter 3: Prenatal Development and Birth (also refer to Module 1 for overview). 7. Read in textbook, Chapter 4: Physical, Sensory, and Perceptual Development In Infancy (also refer to Module 1 for additional information). 8. Test 1 (Chapters 1, 3, 4) due. [SLO 1, 2, 5-8] <p>P.S. Chapter 2: Theories of Development is not an assigned reading nor tested because the theories considered therein are touched upon in later chapters of the textbook. Students who however wish to obtain in-depth information about theories of development may read this chapter.</p>
2	M, 5/22 – S, 5/28	<p>By Sunday, 5/28 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 5: Cognitive Development In Infancy (also refer to Module 2 for overview). 2. Read in textbook, Chapter 6: Social & Personality Development In Infancy (also refer to Module 2 for additional information). 3. Read in textbook, Chapter 7: Physical & Cognitive Development in Early Childhood (also refer to Module 2 for additional information). 4. Test 2 (Chapters 5 - 7) due. [SLO 1, 2, 5-8]
3	M, 5/29 – S, 6/4	<p>By Sunday, 6/4 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 8: Social & Personality Development in Early Childhood (also refer to Module 3 for additional information). 2. Read in textbook, Chapter 9. Physical & Cognitive Development in Middle Childhood (also refer to Module 3 for additional information). 3. Read in textbook, Chapter 10. Social & Personality Development in Middle Childhood (also refer to Module 3 for additional information). 4. Test 3 (Chapters 8 - 10) due. [SLO 1, 2, 5-8]

4	M, 6/5 – S, 6/11	<p>By Sunday, 6/11 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 11: Physical & Cognitive Development in Adolescence (also refer to Module 4 for additional information). 2. Read in textbook, Chapter 12: Social & Personality Development in Adolescence (also refer to Module 4 for additional information). 3. Read in textbook, Chapter 13: Physical & Cognitive Development in Early Adulthood (also refer to Module 4 for additional information). 4. Test 4 (Chapters 11 - 13) due. [SLO 1, 2, 5-8] 5. Special Project paper due. [SLO 7]
5	M, 6/12 – S, 6/18	<p>By Sunday, 6/18 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 14: Social & Personality Development in Early Adulthood (also refer to Module 5 for additional information). 2. Read in textbook, Chapter 15: Physical & Cognitive Development in Middle Adulthood (also refer to Module 5 for additional information). 3. Read in textbook, Chapter 16: Social & Personality Development in Middle Adulthood (also refer to Module 5 for additional information). 4. Test 5 (Chapters 14 - 16) due. [SLO 1, 2, 5-8]
6	M, 6/19 – R, 6/22***	<p>***By THURSDAY, 6/22 at 11:59 PM complete the following:</p> <ol style="list-style-type: none"> 1. Read in textbook, Chapter 17: Physical & Cognitive Development in Late Adulthood (also refer to Module 6 for additional information) 2. Read in textbook, Chapter 18. Social & Personality Development in Late Adulthood (also refer to Module 6 for additional information). 3. Read in textbook, Chapter 19: Death, Dying and Bereavement (also refer to Module 6 for additional information). 4. Test 6 (Chapters 17 -19) due. [SLO 1, 2, 5-8]
	M, 6/12 – M, 6/19	<p>DEPT. OF PSYCHOLOGY COURSE EVALUATION FORM AVAILABLE FOR COMPLETION ON OUR BLACKBOARD COURSE WEB SITE</p>

* All course requirements must be completed by the official last day of classes (**Friday, June 23**) by **12 NOON**. Please note that I will be sending students' final grades to the Registrar's office before **5 PM on Friday, JUNE 23** (i.e., before the office closes). I will be traveling out of the country on Saturday, June 24, and may not have access to the Internet. So, students who do not meet all course requirements by the time I submit grades will earn an incomplete (IN) grade, which will be changed to another grade in August, if all course requirements are met.

WELCOME!

I look forward to engaging with you throughout this summer session ... I will stretch you but not break you! :-)

