



Lifespan Developmental Psychology

Department of Psychology, College of Arts and Letters
PSY 2510-001 (CRN 41004)

Syllabus

“The mind, once expanded to the dimensions of larger ideas, never returns to its original size.” ~Oliver Wendell Holmes

“Lifelong learning adds years to your life and life to your years.” ~Jim Kwik

“There are no “stupid” questions, only inadequate answers.” ~ Michael Atkinson

“The first half of life consists of the capacity to enjoy without the chance; the last half consists of the chance without the capacity.” ~ Mark Twain

Instructor:	Dr. Mojisola. F. Tiamiyu	Course Website:	Blackboard Learn
Email:	mojisola.tiamiyu@utoledo.edu	Class Location:	Blackboard Learn
Office Hours:	MW: 2:30 – 5 PM & By Appointment		Remote/Online/Synchronous
Office Location:	UH 1063		Web Conference (Collaborate)
Instructor Phone:	419-530-2853	Class Day/Time:	MW: 12:55 – 2:15 PM
Offered:	Fall 2021 (August 30 – December 17)	Credit Hours:	3.00

Teaching Assistant: Ms. Ingrid Morales-Ramirez, M.A.
Email: ingrid.morales-ramirez@rockets.utoledo.edu
Office Hours: TR: 11:30am - 2pm & By Appointment
Office Location: UH 5070C
Office Phone: 419-530-2577

CATALOG/COURSE DESCRIPTION

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

COURSE OVERVIEW

In this fast-paced and synchronous (i.e., live) online course, we take a lifespan approach to human developmental patterns and processes from conception to death, across cultures and development. 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. The course will provide students with the chance to draw on their own experiences as they weigh theories, research, and issues/topics we come across. Furthermore, the course will help students to relate knowledge about how humans develop not only to careers in psychology but also to many other careers such as education, entrepreneurship, law enforcement, medicine, nursing, parenthood, social work, teaching, and so on. Finally, the course will afford students opportunities to demonstrate responsibility by following instructions for all course requirements.

Related TAGs: Psychology (OSS 048)

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Assess the biological, cognitive, social, and cultural influences on 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 follow directions related to all course requirements/expectations.

TEACHING PHILOSOPHY

I (the course instructor) am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university 36 years ago (this is my 24th year at UToledo), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work, and family commitments build character and resilience. I expect students to take responsibility for their learning by reading the required e-Book and other readings related to the course, completing and submitting assignments by their due dates and times, and being ready to participate actively in discussions and any course-related activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The course experience should be an "AHA!" one (i.e., insightful). I am also committed to creating a positive learning environment where learning is not a "spectator" sport. Students are encouraged to think about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives and real-life problems/issues. In summary, my teaching philosophy guides my high expectations of students.

P.S. For more information, please read my *Professor Intro.* and our *T.A. Intro.* on our Blackboard (Bb) course website

TEACHING METHODOLOGY

I (the course instructor) have designed this course to stimulate student learning through several types of learning experiences.

Readings: I have organized our Readings according to the course schedule provided towards the end of this syllabus, and I will announce any necessary changes ahead of time. Each student is responsible for completing the assigned readings.

PowerPoint Slides: I will use PowerPoint slides, as a mode of teaching, to highlight and/or amplify information relevant to the topics we will discuss in class. I will make my notes interactive by including relevant concepts/questions/activities for us to address in class and/or for students to ponder upon (i.e., serve as Food For Thought) inside and outside class. Outside class, I encourage students to discuss/continue discussing concepts/questions/activities in the peer-to-peer interactions discussion board/space.

Lecture and Discussion Facilitation: I will lecture and facilitate class discussions, and will use these modes of teaching and learning to highlight and/or amplify information relevant to the chapter topics we will cover in class. Topics will be based on chapter headings and according to the course schedule provided towards the end of this syllabus. The lecture and class discussion will focus on some important concepts/topics for the day; we CANNOT address ALL the important concepts/topics because of time limitations. Students would be able to follow the lecture and engage in some class discussions if students have read the assigned chapters in our e-book before coming to class. My Lecture and Discussion Facilitation recording will be available after the class meeting on Blackboard Web Conference (Collaborate).

Video Clips: Video clips provided in our e-book will highlight and/or amplify relevant topics.

PREREQUISITES AND COREQUISITES

Completion of Introduction to Psychology or equivalent with a minimum of D-.

TEXTS AND ANCILLARY MATERIALS

Boyd, D. & Bee, H. (2019). *REVEL for Lifespan Development (8th Ed.)*. Publisher: Pearson Education, Inc.

According to my Pearson Education contact, this is the link students need to access (purchase) the Revel e-book at: <https://console.pearson.com/enrollment/vizhw7>

Also, if you ever need help, check out these Revel student resources at:

<https://www.pearsonhighered.com/revel/students/support/>

TECHNOLOGY REQUIREMENTS, SKILLS, AND PRIVACY POLICIES

Please view the [technology considerations](#) for this course, including technical skills needed, general technology requirements, and technology privacy policies.

ACCESSIBILITY OF COURSE TECHNOLOGIES

Please view [Accessibility of Course Technologies](#) for information regarding the accessibility of Blackboard and other technologies used in this course.

ACADEMIC POLICIES

[Undergraduate Academic Policies](#)

[Graduate Academic Policies](#)

COURSE EXPECTATIONS

Remote Class Attendance and In-class Activity: I expect students to attend every class meeting for this remote/online course. I am assuming that all students will be attending all class meetings and thus begin the semester with the total points allotted for this course requirement. The system (Bb) will mark students as late after 5 minutes and absent after 20 minutes. Students must be present for at least 90% of the session running time or they are marked as absent by the system.

I will let students know when I expect them to respond to questions that I pose during class meetings in our Chatbox. I will keep these responses for my records, and they will be part of the basis for my determination of attendance and in-class activity points at the end of the semester.

By not meeting remotely/online on the six Test/Exam Days for this course, I have provided ALL students with SIX mental health days (days when they can take some time off for self-care or use as they deem fit).

Behavior in Remote Classroom/Online: To create a positive learning environment, I expect that students will treat other students and me with respect, particularly when there are differences in culture, beliefs, or traditions. Part of being respectful is using language that does not offend others and avoiding distractions during class. I expect all students to turn on their video and mute their microphone (except when speaking). I also expect all students to pay attention in class, and to participate in class discussions and/or in-class activities. Except under rare circumstances, discussed with me ahead of time, you should arrive on time to class, and remain until when I inform students that the class is over (typically about 5 minutes before the end of the scheduled class period). Students conduct during the lecture period, with me in office hours, and with your fellow students and me in discussions or emails, reflect your character and motivation to develop professional skills you will need to compete in the job market and life. Demonstrate your maturity and professionalism by your behavior. **Electronics:** Please, as a matter of courtesy turn off anything that may "beep" and put your cell phone on vibrate during class meetings.

Student Intro.: Students will be completing and uploading a *Student Intro. Form* on our Blackboard (Bb) course website towards the beginning of the semester (refer to Course Schedule towards the end of Syllabus for availability period). Earn up to the maximum allotted points the first week of classes (see course schedule for due date); earn partial points thereafter up till the end of the second week of classes (see course schedule for due date); no point earned as from the beginning of the third week of classes.

Syllabus Quiz: Students will be taking a short online quiz via the *Exam Room* on our Blackboard course website to assess their understanding of the syllabus content. The link to the quiz will be available the first week of classes (refer to Course Schedule towards the end of Syllabus for availability period). Students will not be able to see their quiz scores until after the quiz due date when all students must have completed this assignment. **I will make an announcement informing students as to when their quiz scores and the most appropriate responses to the quiz items are available on our Blackboard course website (*My Grades*).** I will credit students with their earned points for completing the quiz by its due date -- no points thereafter. **Please plan accordingly.**

Tests/Exams:

Students will be taking **SIX online Tests/exams** via the *Exam Room* on our Blackboard course website (see Course Schedule for chapters or topics of focus for each test). 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). Each Test will be available for completion for about 48 hours. 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 have to be resolved by our IT Help Desk staff, the staff can do so 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 website (*My Grades*). Thereafter, I will not be permitting any student to complete the exam.

P.S. 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.**

P.P.S.: Joining the class after the term has officially started and a Quiz/Test due date is passed, are not acceptable excuses for making up the Quiz/Test/other assignments.

P.P.P.S.: I expect students to read ALL of the assigned chapters in our required REVEL e-book. In preparing for a specific test, I encourage students to complete also the relevant chapter quizzes of the e-book, which I will make available ahead of when students will be taking the particular COURSE TEST. **Scores on these “practice quizzes” however will NOT be included in students’ final scores/grades.**

P.P.P.P. S.: Because students have a 48-hour window to take a Test, and because it is unfair to other students when somebody receives additional study days, I do not give makeup exams either before or after the exam date (see exceptions in next paragraph). **Please put all exam dates on your calendar now.**

Taking a Test/Quiz after the due date

Occasionally students become ill during the period that I have made available an exam (i.e., Test/Syllabus Quiz) on Blackboard. I will allow the taking of an exam after the due date/time for legitimate health **or** personal reasons (**with acceptable excuse documentation**). Students who fall into either of these two categories should email me on time. 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 Microsoft Word/PDF/JPEG attachment**) that covers at least 48 hours before the exam due date up to the day before they complete the exam on Blackboard. With no acceptable excuse documentation (**e.g., doctor’s note, obituary announcement of the death in the family**) received by me promptly, students will NOT be permitted to complete an exam after its due date.

P.S. If submitting a doctor’s note, please MASK/REMOVE the health condition stated therein.

P.P.S. I will not allow students to complete an exam if they do not give me a heads-up with acceptable documentation of their inability to complete it by its due date. So PLEASE plan accordingly as I aim to make available class scores for an exam shortly after its due date.

COMMUNICATION GUIDELINES

Email:

I expect students to check our Blackboard course website frequently for important course information. Whenever I make available *course news*/announcements on Blackboard, students will also receive these via their UT email accounts OR might be prompted to log in to their Blackboard course website, **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 via my UT email account (mojisola.tiamiyu@utoledo.edu) ... I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours, Monday through Friday (response might be delayed over the weekend). **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 website by clicking on the link, "Email Correspondence."

Netiquette

It is important to be courteous and civil when communicating with others. Students taking remote/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>

OVERVIEW OF COURSE GRADE ASSIGNMENT

Summary Course Requirements and Associated Point/Percentage Values and Student Learning Outcomes (SLOs)

(Please monitor your scores regularly via our Bb course website – *My Grades*)

ASSIGNMENTS/ASSESSMENTS	TOTAL POINTS	SLO ALIGNMENT
Use black colored font to fully complete and upload your Student Intro form [e.g., name, telephone number, career goal, passion, interests/hobbies, etc.] as a PDF/Microsoft Word attachment via the Student Intro link/area on our Blackboard course website . Information is for me ONLY, as the course professor/instructor (earn up to the maximum allotted points first week of classes; up to maximum 2 points thereafter up until the end of the second week of classes; no point thereafter).	5	SLO 6, 7
Syllabus Quiz: 10 multiple-choice/true or false questions/statements based on our syllabus (15 minutes).	5	SLO 6, 7
Test 1: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 2: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 3: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 4: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 5: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Test 6: 30 multiple-choice questions/statements mostly based on our e-Book (50 minutes).	60	SLO 1, 2, 4-7
Attendance and In-Class Activity (IA) -- (6 points per class meeting).	120	SLO 1-4, 6-7

-- I will post earned total points at the end of the semester.		
-- Aim to attend all class meetings and engage in all In-class Activities (IAs) and this will be an easy-peasy 120 points to earn.		
Total	490	All SOLs

P.S. There is no cumulative final exam; however, students must meet all of the above course requirements.

P.P.S.: **Joining the class after the term has officially started shall not be an acceptable excuse for making up missed course requirements.**

GRADING

Students who do not attend class (see Institutional Classroom Attendance Policy section below) will be given a final grade of "F." This will have an impact on your overall grade point average. You need to contact the **Registrar's Office** after the official "drop" date to withdraw formally from this or any other course.

FINAL GRADES: The grading system below will serve as a guide, and it lists category floors (grade, percentage points, and actual points). **Note that I will be using actual points (NOT percentage points) earned to determine final grades, and I will not be rounding off actual points:**

A 93% = 455	A- 90% = 441	
B+ 85% = 416	B 80% = 392	B- 75% = 367
C+ 70% = 343	C 65% = 318	C- 60% = 294
D+ 55% = 269	D 50% = 245	D- 45% = 220
F 0% = 0		

I reserve the right to discretionary grade adjustments.

Midterm Grades:

I will compute official mid-term grades, post them on our Blackboard course website (*My Grades*), and submit them to the Registrar's office. During the semester, to compute grades so far, students should add up all their available (earned) points on our Blackboard course website (*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.

Assurance Statement:

I advise you (the student) to drop the course if you do **NOT** agree to the following....

- Work Integrity: I will complete all required Tests/Exams and any other assignments individually. I will not engage in any activities that would dishonestly improve my scores/grades, or improve or hurt the scores/grades of other learners.
- Test/Exam Sharing: I will not share the Test/Exam questions/answers, in-class activity, or any other assignment online/any website, via email, photocopying, or by any other means.

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

UNIVERSITY POLICIES

Institutional Classroom Attendance Policy

Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at the start of each new semester/course. For this course, if you have not attended/participated in class (completed any course activities or assignments) within the first 14 days, I am required by federal law to report you as not attended. Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so you must attend class and complete coursework in these first

two weeks. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments within the first two weeks.

Policy Statement on Non-Discrimination based on Disability (ADA)

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

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

ACADEMIC AND SUPPORT SERVICES

Please view the [Learner Support](#) page for links and descriptions of the technical, academic, and student support services available to UT students.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS

Please use the following link to view a comprehensive list of [Campus Health and Safety Services](#) available to you as a student.

INCLUSIVE CLASSROOM STATEMENT

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

COURSE SCHEDULE
 (Subject to modification)

WEEK	DATES	TOPIC/ LEARNING OUTCOME / ASSESSMENT MEASURE
1	Mon., Aug. 30, 2021	<p>First Day of the Course: NO REMOTE CLASS MEETING – <i>Complete Assignments Below.</i></p> <p>-- Review Blackboard course website</p> <p>-- Carefully read and understand our Syllabus</p> <p>-- Use black colored font to fully complete a Student-Intro Form [i.e., name, telephone number, career goals, passion, interests/hobbies, etc.] – upload saved completed form (PDF/Microsoft Word format) via our Blackboard course website (Student-Intro link/area, toward the left side of the site).</p> <p>Maximum 5 points: earn up to the maximum allotted points the first week of classes; partial allotted points (2 points) thereafter until the end of the second week of classes; no point thereafter. Information is for me alone, as the course professor. Please do not email me your form – you earn the allotted points ONLY when you submit via the course website.</p> <p>-- Student-Intro Form: Available for completion via our Blackboard course website (Student-Intro Link, toward the left side of the site) as from 12:55 PM today (08/30/2021).</p> <p>-- Student-Intro Form: Due before 11:59 PM (09/03/21) <i>to earn full points.</i> SLO 6, 7</p> <p>*****</p> <p>-- Syllabus Quiz: Will be available for completion via our Blackboard course website (Exam Room Link, toward the left side of the site) from 12:55 PM (08/30/2021).</p> <p>-- Syllabus Quiz: Due before 11:59 PM (09/03/21) to earn points; no points thereafter. SLO 6, 7</p>
1	Wed., Sept. 1, 2021	<p>CLASS MEETINGS BEGIN REMOTELY TODAY!</p> <p>Chapter 1: Basic Concepts and Methods</p> <p>NOTE -- Chapter 2: Theories of Development – We will not discuss the chapter in class nor will the material be tested. This is because the theories considered therein are touched upon in later chapters of the e-book. Students who however wish to obtain in-depth background information about theories of development should read this chapter.</p>
2	Mon., Sept. 6, 2021	NO CLASS -- LABOR DAY

2	Wed., Sept. 8, 2021	Chapter 3: Prenatal Development and Birth Student-Intro Form: Submit by 11:59 PM (09/10/21) to earn partial (2) points.
2	Sat., Sept. 11, 2021	Test 1 (Chapters 1 & 3) Available on course website (Exam Room) by 11:59 PM
3	Mon., Sept. 13, 2021	NO CLASS; Test 1 (Chapters 1 & 3) Due on course website (Exam Room) by 11:59 PM. [SLO 1, 2, 4-7]
3	Wed., Sept. 15, 2021	Chapter 4: Physical, Sensory, and Perceptual Development in Infancy
4	Mon., Sept. 20, 2021	Chapter 5: Cognitive Development in Infancy
4	Wed., Sept. 22, 2021	Chapter 6: Social and Personality Development in Infancy
5	Mon., Sept. 27, 2021	Chapter 6: Social and Personality Development in Infancy (continued) Test 2 (Chapters 4 - 6) Available on course website (Exam Room) by 11:59 PM
5	Wed., Sept. 29, 2021	NO CLASS; Test 2 (Chapters 4 - 6) Due on course website (Exam Room) by 11:59 PM. [SLO 1, 2, 4-7]
5	Mon., Oct. 4, 2021	Chapter 7: Physical and Cognitive Development in Early Childhood
5	Wed., Oct. 6, 2021	Chapter 8: Social and Personality Development in Early Childhood
6	Mon., Oct. 11, 2021	Chapter 9: Physical and Cognitive Development in Middle Childhood Test 3 (Chapters 7 - 9) Available on course website (Exam Room) by 11:59 PM
6	Wed., Oct. 13, 2021	NO CLASS; Test 3 (Chapters 7 - 9) Due on course website (Exam Room) by 11:59 PM. [SLO 1, 2, 4-7]

7	Mon., Oct. 18, 2021	Chapter 10: Social and Personality Development in Middle Childhood.
7	Wed., Oct. 20, 2021	Chapter 11: Physical and Cognitive Development in Adolescence
8	Mon., Oct. 25, 2021	Chapter 12: Social and Personality Development in Adolescence
8	Wed., Oct. 27, 2021	Chapter 12: Social and Personality Development in Adolescence (continued)
8	Sat., Oct. 30, 2021	Test 4 (Chapters 10-12) Available on course website (<i>Exam Room</i>) by 11:59 PM
9	Mon., Nov. 1, 2021	NO CLASS; Test 4 (Chapters 10 - 12) Due on course website (<i>Exam Room</i>) by 11:59 PM. [SLO 1, 2, 4-7]
9	Wed., Nov. 3, 2021	Chapter 13: Physical and Cognitive Development in Early Adulthood
10	Mon., Nov. 8, 2021	Chapter 14: Social and Personality Development in Early Adulthood
10	Wed., Nov. 10, 2021	Chapter 15: Physical and Cognitive Development in Middle Adulthood
11	Mon., Nov. 15, 2021	Chapter 16: Social and Personality Development in Middle Adulthood Test 5 (Chapters 13 - 16) Available on course website (<i>Exam Room</i>) by 11:59 PM
11	Wed., Nov. 17, 2021	NO CLASS; Test 5 (Chapters 13 - 16) Due on course website (<i>Exam Room</i>) by 11:59 PM. [SLO 1, 2, 4-7]
13	Mon., Nov. 22, 2021	Chapter 17: Physical and Cognitive Development in Late Adulthood
13	Wed, Nov. 24, 2021	NO CLASS – THANKSGIVING HOLIDAY

14	Mon., Nov. 29, 2021	Chapter 18: Social and Personality Development in Late Adulthood
14	Wed., Dec. 1, 2021	Chapter 19: Death, Dying and Bereavement
15	Mon., Dec. 6, 2021	Chapter 19: Death, Dying and Bereavement (continued); Course Wrap-up Last Day Class Meets Test 6 (Chapters 17-19) Available on course website (<i>Exam Room</i>) by 11:59 PM
15	Wed., Dec. 8, 2021	NO CLASS; Last Day of Course; Test 6 (Chapters 17-19) Due on course website (<i>Exam Room</i>) by 11:59 PM. [SLO 1, 2, 4-7]
	COURSE EVALUATION	The Provost Office/its representative will administer all course evaluations for the term. PLEASE, evaluate this course when you receive an invitation to do so. Thanks in advance.

P.S. Students must complete all course requirements **by 11:59 PM on Wednesday (December 8)**. Please note that I will be sending students' final grades to the Registrar's office **before Finals Week**, which is Dec. 13 – Dec. 17, 2021.

WELCOME!

I look forward to engaging with you throughout this semester!