Instructor Information

Instructor: Traci A. Johnston, M.S.
Office: B Building, Room 103B
Mailbox: B Building, Room 103
Hours: **Mon. 1:00-2:00, Tues. 8:00-9:00, Wed. 1:00-2:00,**
**Thurs. 8:00-9:00, Fri. 8:00-9:00**
Phone: 501-812-2817
Email: tjohnston@uaptc.edu

*All emails and telephone calls will receive a response within two business days.

Chair: Becca Chism 501-812-2331 rchism@uaptc.edu
Dean: Christy Oberste 501-812-2869 coberste@uaptc.edu

*If your emails and telephone calls do not receive a response within two business days, the appropriate chain of command is above.

Course Information

Hybrid: Class will meet every Tuesday, 9:25-10:40 and course work will be submitted online.

Catalog Description

This course introduces the candidate to the physical, cognitive, language/communication, social and emotional development of individuals from infancy through adulthood. This course surveys six developmental stages: prenatal development, infancy and toddlerhood, early childhood, middle childhood, adolescence, and early adulthood, and the physical, cognitive and emotional changes that occur during these periods. Lectures, discussions, visual presentations, demonstrations, and field experiences are central to this course. 3 credit hours

Course Materials


Mission Statement

University of Arkansas – Pulaski Technical College provides access to high-quality education that promotes student learning and enables individuals to develop to their fullest potential.

Institutional Learning Outcomes and General Education

UA-PTC supports a college-wide institutional learning assessment program which concerns effective instructional methods and promotes student learning achievement by assessing:
1. Communication
2. Critical Thinking
3. Cultural Awareness
4. Information Literacy
5. Professionalism
6. Quantitative Literacy
7. Technology Literacy

For more information, please consult the following website: https://uaptc.edu/sla

Department / Program Learning Outcomes

The Education department, consistent with the College’s mission and the Division’s objectives, encourages the success of its students in all technical fields and academic disciplines by promoting:

1. Apply developmentally appropriate standards to their daily classroom practices and instructional practices.
2. Demonstrate ethical behavior and principles drawn from the NAEYC Code of Ethical Conduct.
3. Apply culturally competent practices with children, families, colleagues and the community.
4. Develop instructional lessons and materials to meet learning standards and child development theory and principles.
5. Apply developmental domains, developmental learning theory, and technology learning theory and instructional practices and education activities.

Student Learning / Course Outcomes

1. The candidate analyzes the history and theories of human development. (AR Comp. K-6 Diversity: 1.1b; InTASC: 1; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 6b, and S.S. 5)
2. The candidate understands genetic and environmental impact on development. (AR Comp. K-12: 1.1; AR Comp. K-6 Diversity: 1.2, 1.3; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 1c and SS 3)
3. The candidate understands prenatal and perinatal development processes and challenges. (AR Comp. K-12: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 1c and SS 3)
4. The candidate understands characteristics of physical, cognitive, language, social, and emotional development at various developmental levels and utilizes this understanding to explain behaviors and characteristics of individuals. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Art, Music and PE: 3.1, 4.1; AR Comp. K-6 Diversity: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b and SS 2)
5. The candidate uses the theories of development, learning, and motivation (e.g. psychosocial, contextual, behavioral, behavior motivation, cognitive, information processing, cognitive, constructivism, and group) to develop an eclectic perspective about effective learning among all students within an inclusive environment. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.1, 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, and SS 3)
6. The candidate understands how developmental domains affect one another and utilize
this understanding to analyze activities and experiences at various developmental levels
and their implications to learning. (AR Comp. K-12: 1.1, 1.2; InTASC: 1, 2; ACEI: 1;
CEC: 1.1, 1.2; NAEYC: 1b and SS 4)
7. The candidate understands how to offer developmentally appropriate support for
students and families in crisis, taking into consideration levels of functioning in various
developmental domains (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.2, 1.3;
InTASC: 1, 2; ACEI: 1; CEC 1.1, 1.2; NAEYC: 1b, 6c and SS 5)
8. Candidates will demonstrate an understanding of the Early Childhood & Special
Education’s Disposition Development process (InTASC: 9, 10; NAEYC: 6b, 6d, 6e and
SS 3, 4)

Policies

Report a Complaint or Concern

UA-PTC takes very seriously complaints and concerns regarding the institution. Most
complaints or concerns of a specific nature should be initiated and resolved at the campus level
through normal college processes whenever possible. UA - Pulaski Technical College receives
and resolves complaints using a variety of methods. To report a complaint or concern, please
follow the link below.

https://www.uaptc.edu/report-a-concern-complaint

Communication

All students must acquire a U of A Pulaski Technical College Student identification name badge
before making an observation in a private or public educational setting. The name badge will
have their picture and identify them as an Education student. It must be worn on the upper
torso, clearly visible, when making a school visit.

All students must also carry a copy of a cleared maltreatment form and criminal background
check to all observations.

Communication between instructor and a student regarding course information or grades MUST
be through the student’s U of A Pulaski Technical College e-mail address or course messages
in Blackboard. The instructor will use course messages in Blackboard to communicate with
students in this course. It is the responsibility of the student to check course messages.

Office Hours

Office hours are available to assist students with their learning. The instructor’s office hours are
located on page one. You may also schedule an appointment with your instructor outside those
office hours. The instructor will use these hours to assist any student who is showing an effort.
Please feel free to drop by or schedule an appointment if you do not understand course work. It
is important to gain a clear understanding when the work is first assigned rather than wait until
the assignment/project is due. Waiting until later may mean that the coursework cannot be
completed properly or with the intent that it was assigned.
UA-PTC Attendance Policy

Education at UA-PTC requires students’ active involvement in the learning process. Thus, students are expected to attend all classes and actively engage in all learning assignments and/or opportunities provided in their classes. Class attendance should be treated as mandatory by all students as attendance will be taken by all instructors during the first two weeks of class. Additionally, a written policy on student attendance that is tied to course objectives and included in a course syllabus will be provided for each course by instructors.

Departmental Attendance Policy

This is a hybrid course, which means you will be required to attend scheduled class meetings and participate in the course through Blackboard. Some course work will only be completed during scheduled class dates. If you miss a scheduled class meeting, those points cannot be made up if missed, no exceptions. You are required to attend the scheduled meeting times for this course, which are listed on the course schedule and in Blackboard. You cannot turn in course work and leave, you will be counted absent. Students will be required to sign in at the beginning of each class period and may be asked to sign out at the end of class. Signing in or out for another student is prohibited. It is the student’s responsibility to sign in after class if they come in late and document the correct time. Each student is expected to arrive on time, attend all scheduled classes, and stay for the entire class session. Students who are 15 minutes or more late to class, or who leave 15 minutes or more early, will be marked tardy. Three tardies will be counted as one absence. This demonstrates your professionalism. The student is responsible for getting notes and information missed from another student in the class, Blackboard, or the instructor.

Students missing three scheduled class meetings or three weeks of course work online, will have their grade dropped one letter grade per absence.

Grading Policy

Letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 to 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 to 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be earned through a variety of experiences. All course work has a specific due date. Blackboard course work for each week will be due on Tuesday's by 11:59 PM. You will also receive points for course work due in class each week. In-class activities and assignments cannot be made up if missed.
Course work will NOT be accepted through email unless approved/requested by the instructor. You will earn a zero on your coursework if it’s not submitted correctly through Blackboard. All course work must be in Microsoft Word (doc or rtf file). If you are attaching a file, please make sure you are attaching the correct file before you submit. It is the student’s responsibility to make sure they upload or attach the correct file before submitting their course work.

Any work submitted as an attachment must be in Microsoft Word (doc or rtf). You will earn a zero on your course work if it’s not submitted through Blackboard correctly or not submitted in the correct format.

When submitting your answers for assignment questions from the textbook, your answers should be detailed and specific. The instructor is looking for your answers to reflect that you have read and understand the material being read for that week. Points will be taken off of your review questions for lack of detail, incorrect answers, spelling, grammar and punctuation errors. Please proofread all work closely before submitting your assignment. If you are attaching a file, please make sure you are attaching the correct file and in the correct format.

Late Work
Course work identified as a project only can be submitted up to one week late for a 20% reduction of total points possible. Students must notify their instructor of their intent to submit a late project so the course work can be reopened on Blackboard. Students that submit all course projects by the due date will receive 20 bonus points at the end of the semester.

Grades are available in My Grades in Blackboard. It is the student’s responsibility to check grades and discuss any concerns with the instructor.

Course Work:

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Course Agreement Form</td>
<td>10</td>
</tr>
<tr>
<td>Syllabus Scavenger Quiz</td>
<td>15</td>
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<tr>
<td>Maltreatment Completion Form</td>
<td>10</td>
</tr>
<tr>
<td>Maltreatment Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Review Questions/In-Class Assignments</td>
<td>210</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
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<tr>
<td>Lifespan Observation 1</td>
<td>70</td>
</tr>
<tr>
<td>Lifespan Observation 2</td>
<td>70</td>
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<tr>
<td>Interview 1</td>
<td>50</td>
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<tr>
<td>Interview 2</td>
<td>50</td>
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<tr>
<td>Article Review Paper</td>
<td>45</td>
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<tr>
<td>Discussion Postings (6 total)</td>
<td>120</td>
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<tr>
<td>Exams</td>
<td></td>
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<tr>
<td>Quizzes</td>
<td>150</td>
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<tr>
<td>Pre-Test Assessment</td>
<td>20</td>
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<tr>
<td>Post-Test Assessment</td>
<td>20</td>
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<tr>
<td>Exams</td>
<td>150</td>
</tr>
<tr>
<td>Total Points in Course</td>
<td>1,000</td>
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<tr>
<td>Bonus Points</td>
<td>40</td>
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</tbody>
</table>

There are a total of **1,000** points available for this course.
Course Work/Projects:

**Lifespan Observations**
Students will pick two age groups and conduct observations. Students may choose to observe in an infant/toddler classroom, preschool classroom, elementary classroom, middle school classroom or high school classroom. Each observation will be for 2.5 hours, for a total of 5 hours of observation. The permission form must be submitted to receive credit for your observation. Without the permission form with the correct class/grade requirement, the observation will not be accepted and you will earn a zero. A scoring rubric will be available.

**Interviews**
Students will pick two age groups and conduct interviews. Students may choose to interview an individual in their early adulthood (ages 18-25), transitional (ages 20-40), middle adulthood (ages 41-64) and/or late adulthood (ages 65 to end of life). A scoring rubric will be available.

**Article Review Paper**
Students will complete an article review during the semester. The topic for your articles will be discussed and students will have their topic and article approved by the instructor. The entire article you review must be submitted along with your final article review project. A scoring rubric and more detailed instructions will be provided by the instructor.

**Discussion Board Postings**
The student is required to participate in discussions, which will take place on the Discussion board in Blackboard. During the semester, the student will be given selected discussion topics to reflect upon. You are required to post at least three times to each discussion topic. One Discussion Posting MUST be your own thoughts about the topic that reflects that you read the material assigned. The second and third Discussion Posting will be a quality response to another student’s post. A scoring rubric will be available.

Points will be awarded for discussion postings based on the following criteria:

**Original Post: 10 points** for a quality response to the discussion topic posted by the instructor on the Blackboard discussion board. Failure to give a quality response will result in a reduction in points. The instructor is looking for at least 200 words in your original post. Anything less than 200 words will not be considered a quality response. Your original posting should occur early in the week so all classmates have an opportunity to respond. Waiting until the due date is not acceptable or fair to the other students waiting to post a response. Please review the scoring rubric.

**Response to at least TWO classmates: 10 points** for two quality participation responses to a discussion topic posted by one of the student’s fellow classmates. Each response to your classmates should be at least 100 words. Anything less than 100 words will not be considered a quality response. Failure to give a quality response will result in a reduction in points. Please review the scoring rubric.

A quality response to a topic includes statements that apply, reflect, analyze, or evaluate the ideas or issues in the posting. The quality response also is relevant to the topic and clearly shows that information from the chapter and any supplemental website(s) has been reviewed.
This is in contrast to a participatory response which merely restates information in the text and/or does not include relevant information from any supplemental information provided.

The instructor is looking for details in your discussion postings. **If you use information from your textbook or another resource, it must be cited correctly in APA style. Failure to do so is considered plagiarism.** You will be graded on spelling, punctuation, grammar, etc. Please proofread your discussion postings before submitting.

Each discussion posting has a value of 20 points and may not be submitted late.

**Quizzes & Exams**
You will have scheduled quizzes and exams throughout the semester. Students will be informed of the amount of time available before the start of each quiz/exam. **There are no make-up quizzes or exams.**

* Instructors have one week to provide feedback and post grades for all assignments unless otherwise noted by a departmental policy that has been approved by the Dean of the School.

In an online class, eligibility for Financial Aid is based on student participation. Logging into the course does not constitute participation. For purposes of roster certification, students must complete a gradable attendance artifact.

**The instructor’s grade book serves as the official record for grades and attendance.**

**Academic Integrity**

It is expected that all students who attend UA-PTC conduct themselves in a manner appropriate for the college experience. Academic integrity is a vital component of collegiate behavior. The UA-PTC catalog states, “The gaining of knowledge and the practice of honesty go hand-in-hand.”

The catalog also states, “The responsibility and authority of initiating discipline arising from violations of the rules against dishonesty during the process of the course are vested in the instructor of that course.”

The complete Academic Integrity Policy is in the UA-PTC code of conduct.

Cheating, plagiarism, and any form of academic dishonesty is prohibited and will not be tolerated in any class. Any instance of cheating, plagiarism, and academic dishonesty will be disciplined as per the procedure outlined in the UA-PTC Student Code of Conduct on pages 107-108 in the 2018-2019 catalog: [http://www.uaptc.edu/catalog](http://www.uaptc.edu/catalog)

In addition, students will receive an F for the assignment and/or project, and a written report will be submitted to the program chair.
Accommodation Policy

Services for Students with Disabilities: UA-PTC is committed to fulfilling all federal requirements as stated in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the American with Disabilities Amendments Act (ADAAA) of 2008. Accommodations are available to students who have documented disabilities. Students who request accommodations must register with the Disability Services Office (Main Campus: 501-812-2738 or South Campus: 501-812-2862) and must provide current and relevant documentation.

Students requesting accommodations should inform the instructor at the beginning of the course or as soon as accommodations are approved. It is the student’s responsibility to provide their Accommodation Letter to the instructor. Accommodations are not retroactive and will only be provided once your instructor receives the Accommodation Letter.

Student Code of Conduct

All students are expected to abide by the UA-PTC Student Code of Conduct. For the full Student Code of Conduct, access the most current version of the UA-PTC Academic Catalog. http://uaptc.azurewebsites.net/docs/default-source/course-catalog/2018-19-academic-catalog.pdf?sfvrsn=998b87d7_2

Sexual Misconduct

No person at Pulaski Technical College will, on the basis of gender, be excluded from participation in, be denied benefits of, or be subjected to sex discrimination, sexual harassment or sexual misconduct under any education program or activity. All college administrative policies and procedures regarding sex discrimination, sexual harassment, and sexual misconduct are in compliance with Title IX. Students who feel they are victims of sexual misconduct should contact the UA-PTC Title IX Deputy Coordinator for Students:

Michelle Anderson, Director of Student Life and Leadership
Campus Center Building Room 216
501-812-2756
manderson@uaptc.edu

Course Evaluations

Students may be asked to evaluate their instructor and course near the end of the semester. These student evaluations are very important to the improvement in the quality of instruction and course materials. All results are anonymous and shared with the faculty only after the semester is over and grades have been posted.

Information Literacy

UA-PTC is committed to the Information Literacy Competency Standards for Higher Education as established by the Association of College and Research Libraries and endorsed by the National Forum on Information Literacy. Therefore, all courses will incorporate an information literacy component so that, by graduation, all students will be able to recognize the need for information, then locate, evaluate, synthesize, and communicate information in an ethical
manner. Information literacy encompasses critical thinking, research, media, technology, health, business, and visual literacy skills to produce lifelong learners who can make informed decisions in the workplace and in their personal lives.
Course work for **EDUC 2301 Development & Learning Theory Hybrid** will be completed on Blackboard and in class every Tuesday throughout the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment/Class Activities</th>
<th>Course Work Due</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Week 1: January 9-15</td>
<td><strong>Class Meets Jan. 15th; 9:25-10:40 AM</strong> Review course syllabus, course schedule</td>
<td><strong>Assignment:</strong> Course Agreement Form (10 points)</td>
<td>1-8</td>
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<td><strong>BB Assignment:</strong> Syllabus Scavenger Quiz (15 pts)</td>
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<td><strong>BB Exam:</strong> Pre-Test Assessment (20 points)</td>
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<td><strong>1-8</strong></td>
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<tr>
<td>Week 2: January 16-22</td>
<td><strong>Class Meets Jan. 22nd; 9:25-10:40 AM</strong> Read/Study Chapter 1 Read/Study Chapter 2 *Review Observation Requirements</td>
<td>In-Class Assignment: Chapters 1 &amp; 2 Review Questions (15 points) In-Class Quiz Observation Requirements (10 points) BB Quiz: Chapter 2 (10 points) BB Discussion Posting 1 (20 points)</td>
<td>1,2</td>
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<td><strong>1,2</strong></td>
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<td>Week 3: January 23-29</td>
<td><strong>Class Meets Jan. 29th; 9:25-10:40 AM</strong> Read/Study Chapter 3 Watch Video: Life's Greatest Miracle Exam: Chapters 1-3 Due Next Week</td>
<td>In-Class Assignment: Video Notes (10 points) In-Class Assignment: Chapter 3 Review Questions (10 points) BB Quiz: Chapter 3 (10 points)</td>
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<td>Week 4: Jan 30- Feb 5</td>
<td><strong>Class Meets Feb. 5th; 9:25-10:40 AM</strong> Read/Study Chapter 4</td>
<td>In-Class Assignment: Chapter 4 Review Questions (10 points) In-Class Assignment: Observation Data Required (20 points) BB Exam: Chapters 1-3 (30 points) BB Quiz: Chapter 4 (10 points) BB Discussion Posting 2 (20 points)</td>
<td>4-8</td>
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<td><strong>4-8</strong></td>
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<tr>
<td>Week 5: February 6-12</td>
<td>Class Meets Feb. 12th: 9:25-10:40 AM</td>
<td>In Class Assignment: Chapter 5 &amp; 6 Review Questions (15 points)</td>
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<td></td>
<td>Read/Study Chapter 5</td>
<td>BB Quiz- Chapters 5 &amp; 6 (10 points)</td>
<td>4-8</td>
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<td></td>
<td>Read/Study Chapter 6</td>
<td>BB Assignment: Child Maltreatment Completed Form (10 points)</td>
<td>4</td>
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<tr>
<td></td>
<td>Review Child Abuse &amp; Neglect PowerPoints</td>
<td>BB Assignment: Child Maltreatment Quiz (10 points)</td>
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<tr>
<td>(BB Due: Feb. 12th by 11:59 PM)</td>
<td>Class Meets Feb. 19th: 9:25-10:40 AM</td>
<td>In-Class Assignment: Chapter 7 &amp; 8 Review Questions (15 points)</td>
<td>4-8</td>
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<td></td>
<td>Read/Study Chapter 7</td>
<td>In-Class Project Due: Lifespan Observation 1 (70 points)</td>
<td>4-8</td>
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<td></td>
<td>Read/Study Chapter 8</td>
<td>BB Quiz: Chapters 7 &amp; 8 (10 points)</td>
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<td>Exam Chapters 4-8 Next Week</td>
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<tr>
<td>(BB Due: Feb. 19th by 11:59 PM)</td>
<td>Class Meets Feb. 26th: 9:25-10:40 AM</td>
<td>In-Class Assignment: Chapter 9 &amp; 10 Review Questions (15 points)</td>
<td>4-8</td>
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<td></td>
<td>Read/Study Chapter 9</td>
<td>In-Class Quiz- Interview Project Requirements (10 points)</td>
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<td>Read/Study Chapter 10</td>
<td>BB Exam: Chapters 4-8 (40 points)</td>
<td>4-8</td>
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<td></td>
<td>Review Interview Project</td>
<td>BB Discussion Posting 3: (20 points)</td>
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<tr>
<td>(BB Due: Feb. 26th by 11:59 PM)</td>
<td>Class Meets March 5th: 9:25-10:40 AM</td>
<td>In-Class Assignment: Chapter 11 &amp; 12 Review Questions (15 points)</td>
<td>4-8</td>
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<td></td>
<td>Read/Study Chapter 11</td>
<td>BB Quiz: Chapters 11 &amp; 12 (10 points)</td>
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<tr>
<td></td>
<td>Read/Study Chapter 12</td>
<td></td>
<td></td>
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<tr>
<td>(BB Due: Mar 5th by 11:59 PM)</td>
<td>Class Meets Mar. 12th: 9:25-10:40 AM</td>
<td>In Class Assignment: Chapter 13 &amp; 14 Review Questions (15 points)</td>
<td>4,6,7</td>
</tr>
<tr>
<td></td>
<td>Read/Study Chapter 13</td>
<td>In Class Project Due: Lifespan Observation 2 (70 points)</td>
<td>4-8</td>
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<tr>
<td></td>
<td>Read/Study Chapter 14</td>
<td>BB Quiz: Chapters 13 &amp; 14 (10 points)</td>
<td>4,6,7</td>
</tr>
<tr>
<td></td>
<td>Review for Exam Chapters 9-14</td>
<td>BB Discussion Posting 4: (20 points)</td>
<td>4,6,7</td>
</tr>
<tr>
<td>(BB Due: Mar 12th by 11:59 PM)</td>
<td>March 18-22</td>
<td>SPRING BREAK</td>
<td>NO COURSE WORK DUE</td>
</tr>
<tr>
<td>Week 10: March 25-26</td>
<td>Class Meets Mar. 26th: 9:25-10:40 AM</td>
<td>In-Class Quiz- Article Review Requirements (10 points)</td>
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<tr>
<td>(No BB Course Work Due)</td>
<td>Read/Study Chapter 13</td>
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<tr>
<td></td>
<td>Review Article Review Paper</td>
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</tbody>
</table>
| Week 11: Mar 26-Apr 2 | Class Meets April 2nd: 9:25-10:40 AM  
Read/Study Chapter 15 | **In Class Assignment:** Chapter 15 Review Questions (10 points)  
**BB Exam:** Chapters 9-14 (40 points)  
**BB Project Due:** Interview 1 (50 points) | 4, 6, 7 4-8 4, 6, 7 |
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<tbody>
<tr>
<td>(BB Due: Apr 2nd by 11:59 PM)</td>
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</table>
| **Week 12: April 3-9** | **Class Meets April 9th:** 9:25-10:40 AM  
Read/Study Chapter 16 | **In Class Assignment:** Chapter 16 Review Questions (10 points)  
**In-Class Assignment Due:** Article Submitted for Instructor Approval (10 points)  
**BB Quiz:** Chapter 16 (10 points)  
**BB Discussion Posting 5:** (20 points) | 4, 6, 7 1-8 4, 6, 7 |
| (BB Due: Apr 9th by 11:59 PM) | | | |
| **Week 13: April 10-16** | **Class Meets April 16th:** 9:25-10:40 AM  
Read/Study Chapter 17 | **In-Class Assignment Due:**  
Chapter 17, Review Questions (10 points)  
**BB Quiz:** Chapter 17 (10 points) | 4, 6, 7 |
| (BB Due: Apr 16th by 11:59 PM) | | | |
| **Week 14: April 17-23** | **Class Meets April 23rd:** 9:25-10:40 AM  
Read/Study Chapter 18 | **In Class Assignment:**  
Chapter 18 Review Questions (10 points)  
**BB Quiz:** Chapter 18 (10 points)  
**BB Discussion Posting 6:** (20 points)  
**BB Project Due:** Interview 2 (50 points) | 4, 6, 7 |
| (BB Due: Apr. 23rd by 11:59 PM) | | | |
| **Week 15: April 24-30** | **Class Meets April 30th:** 9:25-10:40 AM  
Read/Study Chapter 19 | **In Class Assignment:**  
Chapter 19 Review Questions (10 points)  
**In Class Project Due:** Article Review Paper (45 points)  
**BB Quiz:** Chapter 19 (10 points) | 4, 6, 7 1-8 4, 6, 7 |
| (BB Due: Apr 30th by 11:59 PM) | | | |
| **Week 16: May 1-5** | **No Class Meeting This Week**  
Read/Study Chapter 20  
Prepare for Final Exam | **BB Assignment:** Chapter 20 Review Questions (10 points)  
**BB Quiz:** Chapter 20 (10 points)  
**BB Exam:** Post-Test Assessment (20 points) | 4, 6, 7 1-8 |
| (Due: May 5th by 11:59 PM) | | | |
| **Finals Week** | **BB Final Exam:** Chapters 15-20 (40 points) | **BB Final Exam:** Chapters 15-20 (40 points) | 4, 6, 7 |
| Wed. May 8th by 11:59 PM | | | |
| **denotes a shorter week** | | | |
Course Agreement Form

Read, complete, and return to instructor:

I have read the course syllabus for Traci Johnston’s EDUC 2301 Development & Learning Theory Hybrid class at the U of A Pulaski Technical College, and I understand its content. I also understand the rules for the class, and I will follow and abide by these rules, including those relating to attendance, assignments, grading criteria, plagiarism, and behavior.

________________________________________
Semester

________________________________________
Date

________________________________________
Print name

________________________________________
Signature

________________________________________
UA-PTC Email address

________________________________________
Telephone