

## GRAND VALLEY STATE UNIVERSITY

Child Development – PSY 301, Section 3 (11am)  
Instructor

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### Josita Maouene

Associate Professor  
Office AuSable Hall, room 2213

### Class Times and Location

Mo, Wed, Fri: 11 to 11:50 am  
Building: ASH 1310

**Email:** [maouenej@gvsu.edu](mailto:maouenej@gvsu.edu)

**Web:** <http://www.gvsu.edu/psychology/josita-maouene-159.htm>

**Office Phone:** 616-331-3369

### OFFICE HOURS:

Drop in **MWF 10-10:50** or by appointment

or virtual via Collaborate Ultra

**email me first!**

Virtual office hours are held on Blackboard. In the content area under COMMUNICATION, you will find the link. **The supported browser is chrome.** Instructions how to get there are provided on BB under **Instructor information** that reads:

There is a menu item labeled, "Virtual Office Hours". You'll click on that menu item, then select "Virtual Office Hours" and then "join session" and select "join from browser".

**Blackboard Course site:** [mybb.gvsu.edu](http://mybb.gvsu.edu)

**Blackboard Student Mobile App:** [bit.ly/bbmobilestudent](http://bit.ly/bbmobilestudent)

## Course Description

### Child Development

PSY 301/ 3 Credit Hours

This course focuses on the developmental changes that take place between conception and adolescence. We will cover several aspects of these changes including theories of development (why does it change), milestones of development in various domains (what changes) and a the study of the roots of aggressive behavior development with the book Ghosts from the Nursery. The approach to the course topics is scientific, with an emphasis on scientific observation and research finding in developmental psychology. An appreciation for cultural diversity is an integral part of this course and will be addressed in the lectures and video segments. A major emphasis will be put on applying theoretical concepts about cognitive and social development in your tutoring project.

**Offered Fall and Winter semesters. PSY 101 prerequisite.**

**This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies>**

## Objectives

- 1) Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology
- 2) Describe, and think critically about, changes within the developing person from conception to adolescence.

- 3) Discuss both traditional and current explanations for trends in children's physical, cognitive, and social/emotional growth.
- 4) Understand the scientific method and apply it to the understanding of child behavior and development.
- 5) Apply and create knowledge regarding child development to both observations of children and to interactions with children.

In addition, since this course is one of those required for admission to the COE (Council for Opportunity in Education), it should be noted that it also supports the vision, mission, and values of the COE, which are as follows:

- Vision: "Promoting teaching excellence, active scholarship, and social responsibility.
- Mission: "We develop quality educators to teach, lead, and serve in local and world communities."
- Values: Inquiry, ethics, collaboration, decision-making.

### Required textbook and book, software, accounts, and supplies

- 1) Siegler, Deloache, Eisenberg & Saffran (**4<sup>rd</sup> Edition, 2014**), How Children Develop. Worth Publishers.  
*(this is an older version of the textbook to reduce costs for students)*
- 2) Karr-Morse, R. & Wiley, M. S. (**2<sup>nd</sup> edition 2013**). Ghosts in the Nursery: Tracing the roots of violence. Atlantic Monthly Press.  
*(this is the newer version (new statistics) that you will need for the quiz)*
- 3) Tophat software for attendance, in-class questions and exams
- index cards

### TOPHAT software

TOPHAT will be used for activities and interactive polling and exams : the access is direct through <https://tophat.com/> (24\$ +10\$) so you will need either a laptop, a smartphone, an ipod or a tablet in class. If you do not have any of those, let me know, there are ways to provide you with a laptop.

**The unique course url is: <https://app.tophat.com/e/799388>**  
**The join code is: 799388**

**Beware that the grace period is 7 days!**

**We will start using Tophat the 1st day of class !**

- How to Get in Touch with **TOPHAT SUPPORT**

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491.

## SPECIFICS TO THE DELIVERY OF THE COURSE

**Methods of Instruction:** Instructional strategies will include interactive slides with polling through TOPHAT, textbook Test yourself and Critical thinking questions, MCQ on BB for training, interactive videoclips, an individual project on tutoring a child, 3 guided essays for extra credits and 1 review session on the book Ghosts, note taking instructions.

**Groups.** You will be asked to work with your neighbors, and answer polls and discussion questions through TOPHAT during activity, video clips and slide times throughout the entire course. I'll also expect they will cheer you up when needed and make sure you reach your main goal for this course.

### Structure of the class

The whole semester is divided in **three units of 5 weeks each:**

UNIT 1: Theories and Methods, textbook chapters 1,4,9;

UNIT 2: Milestones, textbook chap. 2 (partial), 5, 6(partial), 14 (partial), 11 (partial);

UNIT 3: Ghosts from the Nursery, chapters 1-10. A case study of aggressive behavior development from conception to adolescence

### Assignments

For the first 10 weeks (2 units) in syllabus schedule

- Readings: sections of chapters in the textbook “How children develop”
- the MCQ on BB called MCQ PRACTICE on each chapter

For the last 5 weeks (1 unit) in syllabus schedule

- Readings: The book “Ghosts from the Nursery”, one chapter each time we meet.
- Index cards for each chapter
- Guiding questions posted on BB

**Tutoring project** (due on the 10<sup>th</sup> week, **MO** MARCH 9 After SPRINGBREAK)

Bring a **hard copy** to class Mo

**Worth 60pts.**

I will only grade the hard copy papers unless discussed otherwise beforehand!

- Three sessions of tutoring is required: (3 sessions, 50 min for the older children and the teenagers, adjusted time for infants, toddlers and preschoolers).  
The age of the child is left up to you. Helping a relative or the child of a friend of yours is possible.
- The primary goal here is to experience firsthand what teaching and learning means in a one-on-one interaction and how it relates to the concepts learned in class on theories of cognitive, social and cultural development.
- All the documents are on my BB under Course documents.
- The first deadline is **Mo Feb 3** (after the 4<sup>th</sup> week) to give me the document entitled **tutoring slip** that you will have filled out. It gives me the details of where you are going to go, when and whom your will be tutoring.

## Exams

**All 3 Exams and the quiz on Ghosts will be taken through Tophat in class.** A code will be given to you right before the exam. A simulation will precede the first exam to make sure everybody is onboard.

There will be 3 exams, 40 MCQ, worth **40 pts** on textbook content and lecture slides.

- 3 index cards 3 by 5 inches hand written only are allowed for each exam.

There will be one quiz, 20MCQ, worth **20pts**, on the book "Ghosts".

- 10 index cards 3 by 5 inches (one per book chapter) hand written only are allowed during this quiz. A special format will be required for these.

## In-class participation

I will propose polls and activities in each class, either individually or in groups.

**Tophat** has a grading system attributing automatically ½ pt for correctness for questions and 1pt for discussion questions. The maximum of points (undetermined as of yet ) will amount to 20% of your grade for in-class participation for a total of **40 pts**. **A mid-term percentage will be reported in your BB**, the day to day points /percentages will be recorded in Tophat gradebook.

## Extra credits

I make it a practice to give **3 extra credits opportunities, not more. They happen in class at fixed times, marked in the calendar as "guided essays"**. No other opportunities will be offered. These opportunities are hand written. A maximum of **15** points is possible (5 pts for each essay).

You get either the 5 pts for all concepts explained or zero point per essay. If you give a partial guided essay, don't expect any point (it is all or nothing).

## Make up

- If you should have a legitimate reason for missing an exam or a quiz you are expected to let me know before the exam (email), so a make-up exam can be arranged. I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, or if I judge that your excuse is not acceptable.
- **There is no make-up for missing Tophat questions, but you can use your extra credits points to compensate for missing classes.**

## Attendance

- Attendance will be taken **through Tophat** every time you log-in.
- There is a direct relationship between attendance and your in-class participation grade. If you miss class, your grade will be negatively impacted.
- If you cannot come to class regularly **for chronic illness**, please let me know at the beginning of the semester so that we can find a solution for the Tphat in-class questions.
- See the [university's attendance](http://gvsu.edu/s/XZ) (gvsu.edu/s/XZ) policy in the online catalog for more information.
- Students are responsible for material, announcements, and learning activities covered in class. Obtain lecture notes from a classmate if you miss class. You can communicate with classmates electronically via email and [Bb IM](http://gvsu.edu/s/Wm) (gvsu.edu/s/Wm).

Item	Number	Points	Total
Individual and Group participation, polls and in-class activities through Tophat (~16.6%)	Every class	40	40
Tutoring project hard copy (25%)	1	60	60
3 MCQ Exams on 3 units through Tophat (~16.6% each)	3	40	120
Quiz on Ghosts through Tophat (~8.3%)	1	20	20

**TOTAL: 240 pts**

**Possibility of getting 15 points of extra credits total over the semester at fixed times in class.**

- Expect a minimum time commitment of SIX hours each week to complete reading assignments and concept learning outside of class, note cards, journal observation and tutoring questionnaire (for every hour in-class, at least two hours outside of class).

Your grade will be determined using the standard campus grading scale shown below:

93 – 100% A	80 – 82.99% B-	66 – 68.99% D+
90 – 92.99 % A-	76 – 79.99% C+	60 – 65.99% D
86 – 89.99% B+	73 – 75.99%	<60% F
83– 85.99% B	70 – 72.99% C-	

**Note: At end of the semester, no round up to the next grade is to be expected if students have not taken the opportunity offered with the 15 extra credits points or missed more than 3 classes.**

- You will need to be able to open PDF files and can find links to download this from the “Online Orientation” (<http://www.gvsu.edu/online>) or from the GVSU IT website.
- The standard GVSU word processing program is Word, and that is what I will use. Word documents in the course site are as posted as .docx or .doc.
- If this is not compatible for what you have access to, please let me know. I prefer documents submitted to me as Word documents, and will not accept incompatible programs (if you are unsure, please save your document as rich text format (.rtf) or send me a “test” document to make sure that we are compatible. Contact me if you have any questions or concerns.

As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at <https://www.gvsu.edu/it/gvsu-softwarehardwareapps-69.htm>

- . Contact me if you have any questions or concerns.

## COMMUNICATION

- 1. All official Grand Valley State University email goes to your student (Gmail) account, including any email sent from Blackboard. I will send email through Blackboard, so it is very important that you check your GVSU Gmail account on a regular basis. Many times, I will send reminders, tips

and general FYI information as an e-mail message. Likewise, I would also expect that you check our Blackboard class site on a regular basis (4+ times per week).

- 2. Email sent from Blackboard includes the course number. When sending me an email message that does not originate in Blackboard, please indicate the course number in the subject line and sign your name within the body of the message, so that I know with whom I am corresponding. If it is an urgent message, please also include the words “help” in the subject line. Based on the sheer volume of email I receive every day, this will help me to give priority to urgent messages from my students.
- During the workweek (Monday – Friday) I will check my email several times between the hours of 9- 5. You will receive a response within 24-hours (and usually much quicker.)
- I often check my email at least once during the weekend, and reserve the right to limit my email access. Therefore, please do not expect that I will return email messages on the weekend.
- Depending on when you send your message, it may be Monday before you hear back from me.

## TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & assignments DUE THAT DAY
<b>UNIT 1: What is development? Historical foundations Themes Theories and Methods</b>		
<b>Week 1</b>		
Mo Jan 6	Admintrivia and intro	
Wed Jan 8	<a href="#">Presentation of the Tutoring Project with activity</a>	
Fri Jan 10	Introduction: What is development, what develops, why study development ?	textbook chap. 1 pp. 1-7
<b>Week 2</b>		
Mo Jan 13	Chap. 1 Historical Foundations	textbook chap. 1 pp. 8-10 Study the concepts p.37
Wed Jan 15	Chap.1 Themes in development	textbook chap. 1 pp. 10-22 Study the concepts p.37
Fri Jan 17	Chap. 1 Research methods	textbook chap. 1 pp. 22-35 Study the concepts p.37
<b>Week 3</b>		

Mo Jan 20	Martin Luther King Day	review chap. 1 + MCQ on BB
Wed Jan 22	Chap. 4 Theories of Cognitive Development The precursor Piaget I	textbook chap. 4 pp. 129-134 Study the concepts p.169 on Piaget
Fri Jan 24	Chap. 4 Theories of Cognitive Development The precursor Piaget II	textbook chap. 4 pp. 134-145 Study the concepts p.169 on Piaget
<b>Week 4</b>		
Mo Jan 27	Motor component of cognition (Thelen & Smith) and Dynamic Systems Theories (DST) chap.4	textbook chap. 4 pp. 161-167 + Study the 10 concepts from class on DST
Wed Jan 29	Guided Essay 1 on Dynamic System Concepts applied to an activity with motor component you learned for 5 extra credits	Textbook chap. 4 pp. 145-161 Study the concepts p. 169
Fri Jan 31	Chap. 4 Theories of Cognitive Development info processing & socio-cultural	review chap. 4 +MCQ on BB
<b>Week 5</b>		
Mo Feb 3	Chap. 9 Theories of Social Development Freud and Erikson	SLIP TUTORING PROJECT DUE textbook chap. 9 pp. 339-348 Study the concepts p. 381
Wed Feb 5	Chap. 9 Watson, Skinner, Bandura Theories of Social Cognition Selman, Dodge, Dweck.	textbook chap. 9 pp. 348-362 and 366-369 (Bronfenbrenner). Study the concepts p. 381
Fri Feb 7	Exam 1 40 multiple-choice questions	Review chap. 9 + MCQ on BB

**UNIT TWO  
MILESTONES FROM CONCEPTION TO  
ADOLESCENCE**

**Week 6**

Mo Feb 10	<b>Pre-natal development I</b>	textbook chap. 2 pp. 39-56. Study the concepts p. 83
Wed Feb 12	<b>Pre-natal development II</b>	textbook chap.2 pp.67-81. Study the concepts p. 83
Fri Feb 14	<b>The birth and the newborn</b>	<b>Review chap. 2 (partial, not the teratogens) + MCQ on BB</b>

**Week 7**

Mo Feb 17	<b>Infancy I</b> perception	textbook chap. 5 pp. 171-186 perception Study the concepts p.213
Wed Feb 19	<b>Infancy II</b> Motor development	textbook chap. 5 pp. 188- 198 motor Study the concepts p.213
Fri Feb 21	<b>Infancy III</b> Cognition: Learning about the physical world (Baillargeon)	Textbook chap. 5 pp.198-208 Study the concepts p.213

**Week 8**

Mo Feb 24	<b>Toddlers:</b> Symbol learning Some pointers to language symbols and non linguistic symbols (Deloache)	textbook chap. 6 pp. 252-254 (On Deloache's work) <b>Review chap. 5+6 (partial) + MCQ on BB</b>
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Wed Feb 26	<b>Middle childhood I</b> Moral development Babies Personal, social and moral judgments Piaget the precursor	textbookbook chap.14 pp. 553-558 Study the concepts of Piaget's moral development
Fri Feb 28	<b>Middle childhood II: Moral Development:</b> Kohlberg's theory	textbook chap. 14 pp. 558-566 Study the concepts of Kohlberg's moral

**WEEK 9 : MARCH 1-8 SPRING BREAK**

**MARCH 6 : LATE DRP WITH A W**

<b>Week 10</b>		
Mon March 9	<b>Middle childhood III: Moral Development,</b> the cultural view, the intuitionist view	<b>TUTORING PROJECT DUE</b>
Wed March 11	<b>Adolescence I</b> The evolution of the concept of adolescence	Review chap.14 (partial) + MCQ on BB
Fri March 13	<b>Adolescence II Identity formation</b>	textbook chap. 11 pp. 446-449 Study the concepts of Erikson and James Marcia

<b>Week 11</b>		
Mo March 16	<b>Adolescence III Ethnic identity; sexual identity of minority youth</b>	Textbook chap. 11 pp.449-458 Study the concepts
Wed March 18	<b>Guided Essay 2 from prenatal to adolescence development</b> For 5 extra credits	Review chap. 11 + MCQ on BB
Fri March 20	<b>Exam Unit 2</b> 40 multiple-choice-questions	

<b>Week 12</b>		
<b>UNIT THREE</b>		
<b>CASE STUDY from "Ghosts from the Nursery"</b>		Aggressive Behavior Development
Mo March 23	Intro to Ghosts and note taking	Ghosts chap. 1

Wed March 25	Neural development I	Ghosts chap. 2
Fri March 27	Neural development II	Ghosts chap. 3
<b>Week 13</b>		
Mo March 30	Neural Development III	Ghosts chap.4
Wed April 1	Temperament I	Ghosts chap. 5
Fri April 3	Temperament II	Ghosts chap. 6
<b>Week 14</b>		
Mo April 6	Parenting style I and II	Ghosts chap. 7
Wed April 8	Attachment I	Ghosts chap.8
Fri April 10	Attachment II	Ghosts chap. 9
<b>Week 14</b>		
Mo April 13	Quiz 20 MCQ on Ghosts (10 hand written note cards)	Ghosts chap.10
Wed April 15	Guided Essay 3 on Ghosts with open book for 5 extra credits	
Fri April 17	Review session	
<b>Week 15</b>		
April 20-25	Exam unit 3, 40 MCQ non cumulative	Same classroom <b>Wed April 22</b> <b>10 am !</b> (10 -11.50)

Grand Valley maintains a Religious Inclusion Policy ([PC 9.6](#)) that commits the university to accommodate religious and faith observances and holidays for students, faculty and staff members. Please let me know as soon as possible if I need to make arrangements.

### Class Policies

#### GVSU Email and Course Communications

Students are responsible for all communications sent via Blackboard and to their GVSU email accounts. [GVSU student email](mailto:mail.gvsu.edu) can be accessed by visiting: mail.gvsu.edu and [Blackboard](#) at: mybb.gvsu.edu

Professor Maouene | PSY 301| Winter 2020. This syllabus is using the layout and font recommended by the DSS.

## Social Media, Cloud Accounts, and Privacy

As an emerging professional, your online persona and “personal brand” is important.

Under [FERPA](http://www.gvsu.edu/registrar/ferpa-access-to-student-records-21.htm) (www.gvsu.edu/registrar/ferpa-access-to-student-records-21.htm), as a student, your educational records are considered confidential. If you have any concerns about privacy, please contact the instructor immediately. Also please note that all course communications will fall under the Student Code of Conduct and Academic Integrity policies referenced below.

## Grades

Scores are posted in Blackboard as soon as possible after the due date. To see scores and detailed grading feedback, click “My Grades” from the Blackboard course main navigation.

There is a gradebook in Tophat that I will be using too on a day to day basis for in-class participation scores.

## Assignments and Assessments

Each student is required to complete all learning activities by the due date deadline, as indicated in the syllabus.

**No assignments are accepted via email, unless discussed otherwise with the professor.**

There are [several available computer labs](http://gvsu.edu/it/lab-hours-66.htm) (gvsu.edu/it/lab-hours-66.htm) available for you to complete course work. Note: GVSU Lab Assistants are not tutors, however, they are available to help with lab computer issues. Your instructor is available to help with assignment questions.

## University Policies

### Registrar - Last Day to Drop

Last day to drop with a “W” **March 6**. Students must initiate drop through [Registrar](http://gvsu.edu/registrar/course-withdrawals-6.htm) (gvsu.edu/registrar/course-withdrawals-6.htm).

**Incomplete:** Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this, and to provide me with written documentation of why the course could not be completed. Note that an Incomplete grade must be completed by the end of the next academic semester, or is automatically converted to an F. An Incomplete will not be given for falling behind in the course or wanting to repeat the course for a better grade.

## Disability Support Resources

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and [Disability Support Resources](http://gvsu.edu/dsr/) (gvsu.edu/dsr/) at 616.331.2490.

[Assistive technology computers](http://gvsu.edu/dsr/accessible-computer-labs-68.htm) are available in many GVSU computer labs (gvsu.edu/dsr/accessible-computer-labs-68.htm). Also, Blackboard has a [commitment to accessibility statement](http://blackboard.com/accessibility.aspx) (blackboard.com/accessibility.aspx) providing information about accessibility in all of their products.

## Student Code of Conduct

### Standards of conduct <http://www.gvsu.edu/conduct/>

are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending GVSU automatically place themselves under the applicable rules and regulations of the institution.

### Accommodations for Non Native Speakers of English

If there is any student in this class who has special needs because they are in the process of learning English as a second language, please contact Dr. Maouene so that she can develop a plan to support your learning.

### Respect

Communication with your instructor is good. Communicating with other members of the class is good. We will maintain a respectful atmosphere in the classroom for all scholars regardless age, gender, sexual orientation, ethnicity, disabilities. If you experience a lack of respect at any point, please contact your professor.

*Cell phones rings* should be silenced during class time.

*Quiet food* is ok.

### Academic Integrity

All course assignments, learning activities, and assessments, are to be authored and completed individually, by the student themselves. Failure to be able to correctly cite, explain and defend your submissions is an indication that it is not your work. While assisting another student in learning is part of the academic process, completing the assigned work as a team or group effort (with the exception of group projects as assigned by the instructor) is not allowed and will be considered Academic Dishonesty. No Academic Dishonesty will be tolerated and such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code, and the consequences include penalties established by [GVSU's Academic Integrity](http://gvsu.edu/conduct/academic-integrity-14.htm) policy ([gvsu.edu/conduct/academic-integrity-14.htm](http://gvsu.edu/conduct/academic-integrity-14.htm)).

### Campus Emergencies

In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the [GVSU Emergency website](http://gvsu.edu/emergency) ([gvsu.edu/emergency](http://gvsu.edu/emergency)).

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and Your professor can develop a plan to assist you.

### Learning Resources

See the "Help & Support" section of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; [GVSU IT HelpDesk](http://gvsu.edu/it/helpdesk/) ([gvsu.edu/it/helpdesk/](http://gvsu.edu/it/helpdesk/)); accessibility and [Disability Support Resources](http://gvsu.edu/dsr/) ([gvsu.edu/dsr/](http://gvsu.edu/dsr/)).

**A link to RETENTION RESOURCES in blackboard with the different support services available to students will be there all semester.**

**Meijer Writing Center:** To assist you with any writing project, at any stage of your writing process. The center's well-trained peer consultants can help you to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. Make an appointment or visit during drop-in hours. Visit <http://www.gvsu.edu/wc/> or Call 331-2922.

**SASC Tutoring Center:** Need help understanding your course content or writing a paper? Want to learn more efficient study strategies? SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

### Changes to the Syllabus

The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes in class, through a Blackboard announcement, or through GVSU e-mail.

### Winter 2020 Academic Calendar

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course.

Visit our [calendars page](#) for past and future semester dates and the registration calendar. Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).

### Winter 2020 Academic Calendar [Download Calendar](#)

Event	Date
Registration Drop and Add	March 18 - January 10
Payment Deadline	December 13 by 5:00 pm
Classes Begin	January 6
<b>100% Tuition Refund Deadline</b>	<b>January 10 by 5:00 pm</b>
Last Day to Add, Register, or Pay	January 10 by 5:00 pm
Martin Luther King, Jr. Day Recess	January 20
<b>75% Tuition Refund Deadline</b>	<b>January 31 by 5:00 pm</b>
Mid-term Evaluations	February 17-21
Mid-term Grades Due from Faculty	February 25 by 12:00 pm

Event	Date
Mid-term Grades Available to Students	February 27
Spring Break	March 1-8
Drop with a "W" Grade Deadline	March 6
Classes End	April 18
Examination Week	April 20-25
Commencement	April 24-25
Semester Ends	April 25
Grades Due from Faculty	April 28 by 12:00 pm
Grades Available to Students	April 30