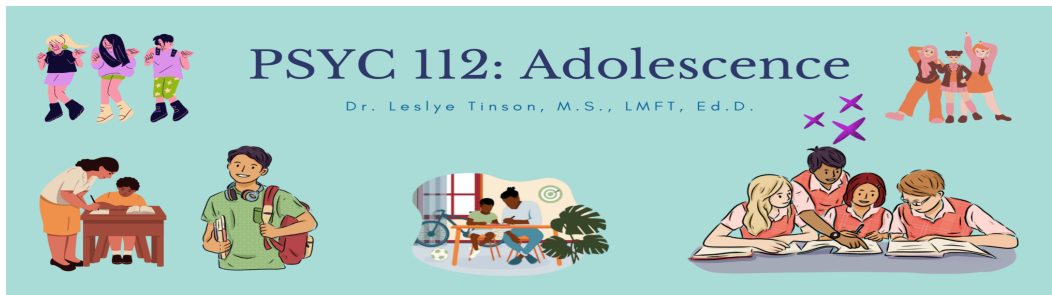


San José State University

College of Social Sciences, Department of Psychology

PSYC 112: Psychology of Adolescence, SPRING 2025

Section 80, CRN# 24077, Tuesday/Thursday 1:30pm-2:45pm



Instructor Information

Instructor:	Dr. Leslye Whitehead, M.S., LMFT, Ed.D. (she/her) Senior Lecturer of Psychology & African American Studies
Email:	Preferred method: Please use the Canvas Inbox to email me. Leslye.Whitehead@sjsu.edu
Office Location:	Virtual Office Hours (All office hours will be held virtually)
Office Hours:	<ul style="list-style-type: none">• Mondays 4pm-6pm (Zoom Link to Dr. Whitehead's office hours)• Thursdays 12-1pm• Google Appointments Calendar
Faculty Websites:	Dr. Whitehead's Course HQ ; SJSU People: Leslye Whitehead
Class Days/Time:	PSYC 112: Section 80, CRN 24077, January 23, 2025 - May 12, 2025 Tuesdays & Thursdays, 1:30pm - 2:45pm (Zoom classroom)
Class Location:	All class meetings will be held online in a synchronous format. We will use Zoom to meet for online course lectures and discussion, and we will use Canvas to submit all course assignments. There are no in-person, face-to-face meetings for this course.

Course Description

PSYC 112 - Psychology of Adolescence, 3 unit(s)

Psychological development of adolescents' and young (emerging) adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

Prerequisite(s): [PSYC 1](#).

Welcome to our online synchronous course!

[Proceed To Our PSYC 112 Canvas Course](#)

[SJSU Learn Anywhere Portal](#)

Welcome Letter

Dear Students,



Welcome to our class! My name is Dr. Whitehead and I am excited that you will be joining me in **PSYC 112: Psychology of Adolescence** this semester! This is one of my favorite courses to teach because I love helping children and adolescents and their families. I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead. It's an interesting time to be exploring the psychological, biological and sociocultural aspects of adolescence, and the psychological changes of this developmental phase of life. This topic is more timely given the added challenges that have come since the COVID-19 pandemic, a rise in teenagers deaths by suicide and other mental health challenges. I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead.

To successfully login use the following: [SJSU Canvas website](#)

This welcome letter provides a brief overview of our first day of class and some logistics. We will cover the course in greater detail by reviewing the syllabus together on our first day of class. At our orientation meeting, I'll use Zoom to give you a tour around our course website and answer your questions. You can join from your desktop, laptop, or smartphone. **You must use your SJSU authenticated Zoom account to access our online classroom.**

Our class is fully online, with no in-person meetings. We will **meet synchronously using Zoom** as a class during our scheduled times. Our class time will be used to discuss course readings, films, and interact with each other in small groups.

There are required activities to complete in order to stay actively enrolled for the course. Please login and finish the following Orientation module by **FIRST WEEK OF CLASS**

1. Read the Module 0: Orientation module (includes our syllabus)
2. Submit the "Getting To Know You" survey
3. Participate in the "Welcome- Introduce Yourself to Classmates" Discussion Board
4. Complete the "Syllabus Quiz"
5. Setup your study plan schedule for the semester

Feel free to email me if you have any questions or concerns getting started. I'm looking forward to an awesome semester of learning with you.

Dr. Whitehead

Dr. Leslye Whitehead, M.S., LMFT, Ed.D.(she/her)
Senior Lecturer of Psychology & African American Studies
Email: Leslye.Whitehead@sjsu.edu

[Course Headquarters](#)

Webpage: [Whitehead, Leslye | People | San Jose State University](#)

About your instructor

My name is Leslye Whitehead and my pronouns are she, her. Please refer to me as **“Dr. Whitehead”** or **“Professor Whitehead.”** I am a Senior Lecturer in the Department of Psychology and in the Department of African American Studies at SJSU. I have been teaching at SJSU since 2015 and enjoy meeting new students and helping you as you make progress in your educational journey. To learn more about my background and experiences please view our [Course Headquarters](#), [view my SJSU faculty webpage](#), or my [professional website: Leslye Whitehead LMFT](#).

How to contact your instructor

If you have a question as you are moving through the class, please do the following:

- 1) If it is a general question about the class, please post it on the **Q&A forum** inside Canvas for our class.
- 2) If it is a personal question (your grades, disability accommodations, etc.), please send me a message using the **Canvas inbox**.
- 3) **OR** you may email me directly at Leslye.Whitehead@sjsu.edu. If you email me directly, be sure to let me know it's for our PSYC 112, Section 80 course.

Textbooks and Materials

The required textbook for our class is:

- Kuther, T. L. (2021). *Adolescence in context*. SAGE Publications.
- ISBN: 978-1-5063-7609-7 (print)
- ISBN: 978-1-5063-7608-0 (ebook)

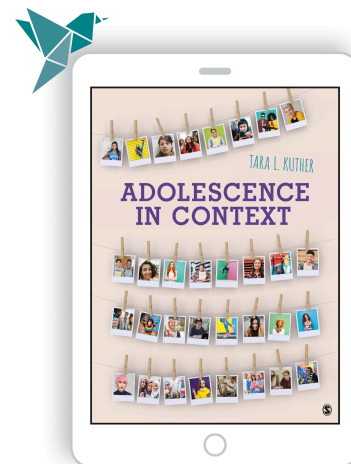
From award-winning author Tara L. Kuther comes **Adolescence in Context**, a topically oriented text that connects learners to the science that shapes our understanding of today's teenagers and young adults. The book is organized around three core themes: the centrality of context, the importance of research, and the applied value of developmental science. The text presents classic research, current research, and foundational theories, which Kuther frames in real-life contexts such as gender, race and ethnicity, and socioeconomic status. Students will come away with an understanding of the book's themes and material that they will immediately be able to apply to their own lives and future careers.

- **Links for textbook purchase:** [SJSU Bookstore](#); [VitalSource](#); [RedShelf](#); [SAGE Publisher](#)

No additional software is required for our course. I recommend using the e-book.

You will also need:

- a composition book or paper for taking notes,
- a computer/laptop/e-device for accessing Canvas, and submitting assignments, and
- reliable Wi-fi connection for accessing our online classroom discussions.
- Please use earbuds (or headphones) with a microphone for our class meetings.
- [Computers are available for rental from SJSU Student Computing Services.](#)



Course Format

This course will be conducted through weekly Zoom meetings, online discussion forums, required films, and assignments on the Canvas course website. To use Canvas, students will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Canvas

Canvas is SJSU's Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Students are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. **Since this is an online course, Canvas will be the centralized source of course material, communication and supplemental material.** You will also need to use your SJSU Library account to access certain required films in the course.

- **Login regularly and check Canvas often!!!**
- Video: [How to Access Canvas \(Canvas Overview\)](#).

Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course's content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

[Student Computing Services](#)

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

Need Tech Support???

If you think you need tech support, try these things first:

1. Log out and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our **Q&A forum** on Canvas.
4. Visit the [Canvas Student Guide](#) for step-by-step instructions.
5. Contact [SJSU IT Help Desk](#) for help
6. Inside Canvas, on the left menu bar, use the help emoji (question mark icon) and submit a trouble ticket.
7. If all else fails, email Professor Whitehead: Leslye.Whitehead@sjsu.edu

How do I get help outside of class?

If you have any questions about the class, take the following steps.

1. **Review the [Course Headquarters](#) website.**
2. **Read the syllabus.** Most questions about assignments and requirements are answered in this document. Based on student need, we may make some adjustments to dates as the semester progresses. Be sure to write those new dates on your syllabus.
3. **Visit my [virtual office hours](#).** My office hours are listed on Page 1. All office hours are virtual, using Zoom or Google Meet. You do not need to set up an appointment for office hours. This is my regular time that I will be available to you. If my office hour times do not work for your schedule, we can set up an appointment at an alternate time to meet.
4. **Setup an appointment** – If you want to set up an appointment with me outside of my office hours, please send me an email with your available times and dates. Be sure to include your availability options (at least 2 times and days), as this helps me figure out a time that is best for the both of us.
5. **[Send an email with your specific question](#)** – Please use proper decorum when sending emails. Please do not expect an immediate response. I will do my best to reply to your emails within 48 hours (during the school week, not including holidays and weekends), but I am teaching multiple courses and this timeframe of response may not always be possible. Please use kind words and be respectful in your emails to me. See example emails below.

If you are having trouble in the class, remember:

- I am here to help you
- I expect you to take initiative by coming to see me during office hours **as soon as** you notice having difficulty with course material and assignments.

Please **ALWAYS** include “PSYC 112 ” in the subject line of the email. Example emails are below:

Dear Professor Whitehead: I am in your Psyc 112 class. I have a question about tomorrow’s exam. Can you help me understand the reasoning behind social psychologists’ studies on behavioral compliance? Thanks, Janet M.

Hi Ms. T: I would like to meet but can’t attend your scheduled office hours. Can we set up an alternate time? I’m available Tuesday and Wednesday 3-5pm. Sincerely, Mateo W.

The Purpose of this Course

The **Psychology of Adolescence** course focuses on the integration of research and context of developmental psychology, with a focus on the developmental period often called adolescence or the “teenage” years. In addition to learning about specific aspects of life that adolescents experience, we will examine young adulthood and various contextual factors including gender, race, ethnicity, and socioeconomic status, and access to education, healthcare, and communities that allow them to grow and thrive.

A primary objective of this course is for students to integrate their scholarly learning of the course material with applied aspects of the material. In addition, students will get a chance to integrate their knowledge from other related areas (such as child psychopathology, sociology, and family systems). Students will have the opportunity to express their learning in written format, as well as through oral discussions and presentations during our Zoom class meetings. Students will be encouraged to develop additional analytical thinking skills by critically evaluating original research in applied psychology and by applying their knowledge of adolescent development to specific case studies.

Our course will meet weekly on Zoom. Outside of our course Zoom meetings, you will typically have the rest of the week to work independently.

In this course, some lecture-based material will be provided, however my teaching style often incorporates active participation from you. We will have online discussions, small group exercises, and interactive activities throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience. Additionally, you will have access to online resources to supplement course material via the course Canvas site. We will meet each week once per week for class discussions and the rest of the class will be conducted asynchronously.

I expect you to come to class having **read the assigned readings prior to class**, with a winning attitude and willingness to give their best efforts in class. It has been my experience that those who are prepared for class, and who attend class regularly perform best. The value of your presence in class and participation in the class really enriches the learning experience for everyone. Students will be expected to contribute both orally and in written form during the semester.



Course Learning Outcomes (CLO)

For this course, the following student learning objectives will be met through a variety of assigned readings, films, writing assignments and class discussions.

Students will be able to:

- 1) Identify life stages and theories that inform adolescent development, using an integrative approach.
- 2) Critique various life contexts (family, peer, community, etc.) and their impact on adolescent development.
- 3) Apply sociocultural contexts to gain better understanding of unique circumstances that adolescents face.
- 4) Formulate community-based options that help support growth and personal development of adolescents and their families.

Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology

Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Research Methods in Psychology

Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

3. Critical Thinking Skills

Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

4. Applications of Psychology

Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology

Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Assignments (Requirements)

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course.

Assignment Descriptions

Course orientation module (20 points)

- Setup your Canvas profile, add profile picture, and set your notifications **ON**
- Setup your Zoom account, add profile picture, add gender pronouns
- Attend Zoom orientation
- Watch the introduction video on Canvas
- Read the syllabus and Prepare a learning schedule/study plan

Ungraded Assignments in the Orientation Module

- In order to stay enrolled in the course, you must complete the “Getting to know you” survey.

Graded Assignments in the Orientation Module

- Meet your classmates by posting in the **introductory discussion board** (Submit text with photos, or making a short video to share), 10 points
- Syllabus Quiz, 10 points

Syllabus Quiz

Students are expected to read the syllabus thoroughly and refer to it often during the course. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. **Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

Discussion Posts – 50 points (10 points per activity)

There are 6 online discussion forums available in the course. Your best 5 scores will be retained toward your final grade. Students will participate in virtual dialogue with classmates through the Canvas discussion forums. Examples might include: sharing your favorite research finding of the week’s readings and why, analyzing your own lived experiences in connection to our course readings, or analysis of a video or controversial issue in adolescent psychology. Students will post their original ideas then reply to several colleagues in the course. The goal is to have authentic dialogue with at least 2 classmates in the forum. **Discussion posts can be submitted as written text, audio files, or video submissions. Canvas discussion posts will stay open for 7 days past the deadline.** After that date, the assignment will be locked, and will not reopen or accept any additional submissions.

In-Class Discussion (Pair & Share) - 50 points (10 points per activity)

There will be several opportunities during Zoom class meetings for interaction with your classmates. Examples might include: get with a partner and share a significant experience you had in high school that you believed shapes who you are today. During these discussions, a short written response must be submitted for grading. Students will receive credit based on completion of these in-class discussions. **In-class discussions may not be made up. Absent students will receive 0 points.** **In-class assignments** are due on the same date of the class

lecture in which they were assigned (11:59pm). **Late submissions will not be accepted, even if you attended class on that date.**

Exams – 100 points (25 points each exam)

Course exams will consist of multiple choice, true/false, short answer, and essay questions and will be timed for 1 hour. The exam will cover all chapters, cases, lectures, videos, and classroom activities up to that date. The primary purpose of this exam is to verify your mastery of the course material. The focus will be on integration of course concepts, rather than simple presentation of memorized concepts. The exams are open book, open notes. I recommend you create a page or two of notes to help you, instead of rummaging through the textbook during the scheduled hour. **Missed exams will result in 0 points.**

- Exam 1 (Chapters 1, 2, 3): [Study Guides for PSYC 112](#)
- Exam 2 (Chapters 4, 5, 6)
- Exam 3 (Chapters 7, 8, 9)
- Exam 4 (Chapters 10, 11, 12) - this is the final exam

Course Schedule

Our class meets twice weekly, and the remainder of the week should be spent on reviewing materials on Canvas, practicing study questions, and watching required videos within the modules.

Class Assignments: Unless otherwise noted, all assignments are set on Canvas to be **due by 11:59pm.**

- **In-class assignments:** are due on the same date of the class lecture in which they were assigned (11:59pm). **Late submissions will not be accepted, even if you attended class on that date.**
- **Late Policy:** Canvas discussion posts will stay open for 7 days past the deadline. After that date, the assignment will be locked, and will not reopen or accept any additional submissions.
- I **do not** accept work submitted to me by email. All items to be graded for the class need to be submitted within Canvas.

Exams: You will be taking the exams online during a scheduled class session. **The exams are open book and open notes, and timed for 1 hour.** On the date of the exam, it will open by 8am, and will close at 11:59pm on Exam Day.

- All exams have specific dates and times, and deadlines of when you should submit. **These are hard deadlines. A student who misses the window for the exam will not be able to take it at a later time.**
- Please be sure to take the exam during the time and date that it is available.
- While the exams are taken, it is expected that each student conducts themselves with **academic integrity** and does not share answers, nor take the exam with other students present, nor sharing information or questions about exams with anyone else, or post to social media/websites/CourseHero, etc. Violations will result in college disciplinary action. [Study Guides for PSYC 112](#)

Final Examination

- The final exam for our course is Exam 4. The final exam is not weighted any heavier than any other exam in our class and will cover the course material since Exam 3. **The final exam for our class is listed in the course schedule.** The final exam may **not** be taken early. Please plan your vacations for after final exams.
- If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the [SJSU final exams policy](#).

Final Exam: Tuesday, May 20

1:00-3:00 PM

Assignment Group	Point value of assignment	Percentage Weight toward final grade
Getting To Know You Survey	Complete/Incomplete (0 points)	Must be completed to stay enrolled
Intro discussion post "Welcome"	10 points	10% of total grade
Syllabus Quiz	10 points	
Discussion Posts, 10 points each	50 points	22.5% of total grade (4.5% each assignment)
In-Class Pair & Share, 10 points each	50 points	22.5% of total grade (4.5% each assignment)
Exams (4), 25 points each	100 points	45% of total grade (11.25% per exam)
Total Assignments	220 points	100%

Grading for the course

Students will be assigned a letter grade based on the percentage they earned in the course. Letter grades on the Canvas website are not considered official grades. If students have questions about their progress in the course, I strongly encourage you to meet with me during office hours. The table below demonstrates the minimum percentage for each letter grade:

- **Last day to register for CREDIT/NO CREDIT: February 18**

Letter Grade	Percentage
A plus	97%
A	93%
A minus	90%
B plus	87%
B	83%
B minus	80%
C plus	77%
C	73%
C minus	70%
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
Credit	70% or better
No Credit	Below 70%

Determination of Final Grades

- Final letter grades are not rounded up. Percentages on Canvas are not the official grade until all assignments have been submitted and graded by the instructor. Students should refer to this syllabus for the percentage assigned to each letter grade.
- Except in the case of an instructor clerical error, **all grades submitted to the University Registrar are final and cannot be changed after the semester ends.**

Classroom Protocols

I have developed a centralized location for all course policies and expectations of students. All course policies and procedures are listed on [Dr. Whitehead's Course Headquarters Website](#) and shall be considered part of this course syllabus. Students are responsible for reviewing this material and being familiar with the policies of our class. The following policies are included, as well as the links to my office hours, and other important course details to help you get started.

- Academic Integrity
- A.I. Resources and Ethical Use
- Attendance (Do I have to attend class?)
- Disability Accommodations
- Diversity Statement
- Student Absences
- Course Incompletes
- Course Withdrawal and Grade Changes
- Exams
- Extra Credit
- Final Grades
- Late Work
- Mental Health Support Services
- Major Advising Resources
- Library Resources
- Office Hours
- Online Exams
- Practicing Netiquette
- Zoom Classroom Etiquette
- Zoom Recordings (Will the class be recorded?)

University Policies

This page contains information relevant to all courses at SJSU.

- [General Expectations, Rights and Responsibilities of the Student](#)
- [Academic Integrity](#)
- [Accommodation to Students' Religious Holidays](#)
- [Adding and Dropping Classes](#)
- [Attendance and Participation](#)
- [Accommodations for Students with Disabilities](#)
- [Consent for Recording of Class and Public Sharing of Instructor Material](#)
- [Timely Feedback on Class Assignments](#)
- [Workload and Credit Hour Requirements](#)

University Resources for Students

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

Course Schedule: PSYC 112, Section 80

Tuesday, Thursday 1:30pm - 2:45pm

The following schedule outlines assigned readings and general topics that will be covered each week. Changes will be posted on Canvas and announced in class.

Week	Dates	Class topics, Readings and Assignments
1	January 23	Module 0: Course Orientation <ul style="list-style-type: none"> <input type="checkbox"/> Read the Syllabus and Course Headquarters Website <input type="checkbox"/> Complete Module 0: Orientation Module <input type="checkbox"/> Participate in Intro Discussion Forum “Meet your classmates” <input type="checkbox"/> Submit the “Getting To Know You” survey to Professor Whitehead <input type="checkbox"/> Complete Syllabus Quiz
2	January 28 January 30	Module 1: Introduction to Adolescent Psychology <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> In-class Discussion (Pair & Share)
3	February 4 February 6	Module 2: Biological Development <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 2 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #1
4	February 11 February 13	Module 3: Cognitive Development <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 3 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #2 <input type="checkbox"/> Study for Exam 1
5	February 18 February 20	Study session at regular class time (attendance is optional) EXAM 1: Modules 1-3 (Exam 1 will be open 8am-11:59pm on Exam Day, February 20)
6	February 25 February 27	Module 4: Self and Identity <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> In-class discussion (Pair & Share)
7	March 4 March 6	Module 5: Gender <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 5 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #3
8	March 12 March 14	Module 6: Sexuality <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #4 <input type="checkbox"/> Study for Exam 2

9	March 18 March 20	Study session at regular class time (attendance is optional) Exam 2: Modules 4, 5, 6 (Exam 2 will be open 8am-11:59pm on Exam Day, March 20)
10	March 25 March 27	Module 7: Morality, Religion, Spirituality and Value Systems <input type="checkbox"/> Read Chapter 7 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> In-class discussion (Pair & Share)
Spring Recess - no classes, March 30 - April 6.		
11	April 8 April 10	Module 8: Family <input type="checkbox"/> Read Chapter 8 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #5
12	April 15 April 17	Module 9: Peers, Friendships, and Dating <input type="checkbox"/> Read Chapter 9 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #6 <input type="checkbox"/> Study for Exam 3
13	April 22 April 24	Study session at regular class time (attendance is optional) Exam 3: Modules 7, 8, 9 (Exam 3 will be open 8am - 11:59pm on Exam Day, April 24)
14	April 29 May 1	Module 10: School and Work <input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> In-Class Discussion (Pair & Share)
15	May 6	Module 11: Media and Online Engagement <input type="checkbox"/> Read Chapter 11 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> In-Class Discussion (Pair & Share)
16	May 8	Module 12: Socioemotional and Behavioral Problems <input type="checkbox"/> Read Chapter 12 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Study for Exam 4: Final Exam
May 12		Last day of classes.
May 13		SJSU Study Day, No classes or final exams
FINALS	May 20	Exam 4: Final Exam, Covers Modules 10, 11, 12 Section 80 Final Exam Date: Tuesday, May 20 (1:00pm-3:00pm)