

Developmental Psychology
California State University, Fullerton
Tuesdays & Wednesdays & Thursdays 12:00-2:50pm in H-228

Instructor: Pi-Ju (Marian) Liu, MA

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Office hours: Wednesdays & Thursdays 11-12pm, or by appointment

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How to reach me: I am most easily reached via email at pliu@fullerton.edu; nonetheless, please allow a minimum of 24 hours for a response.

Description and goals of the course:

This is a 3-unit developmental psychology course covering major theories, concepts, and issues in the field of developmental psychology. Psychology 101 (Introductory Psychology) is a pre-requisite for this course. Students who did not take those classes need to get permission from the instructor before enrollment.

The format of this class consists of (1) presentations by the instructor covering selected topics in each area of developmental psychology and (2) discussions lead by the students on cutting-edge topics in developmental psychology. Class attendance and participation are required. The course is organized topically, rather than chronologically. We will begin by studying the foundations and theories of developmental psychology, including research methods used in the field, genetics and prenatal factors. Next, we will cover different areas of development, including cognition, language, intelligence, socio-emotion, and self development. Finally, developmental contexts such as family, peers, school, and culture will be discussed. Guest lecturers are invited to present their expertise in developmental psychology and demonstrate a career path in psychology research.

One goal of the course is to gain an understanding of topics in developmental psychology. In addition, through the class, students are expected to think critically about the topics in developmental psychology.

Required textbook: *Life Span Development: A Topical Approach* by Robert S. Feldman (2010, 1st edition). Prentice Hall, Pearson.

Blackboard: Additional readings and handouts will be posted on Blackboard (access from <https://learn.fullerton.edu/index.html> or <http://www.fullerton.edu/>). Please check that you can access the course site and contact helpdesk if you have problems.

Recommended readings:

1. *Taking Sides: Clashing Views in Life-Span Development* by Andrew Guest (2010, 3rd edition). McGraw-Hill.
2. *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society*. (2011, 5th printing). Worth Publishers.

Course requirements and grading: Attendance and completion of assignments are required, whether taking the course for credit or auditing. The course grade will be based on the following:

10%	PBL participation
10%	PBL paper
20%	Individual project
15%	Midterm 1
15%	Midterm 2
15%	Midterm 3
15%	Final exam

Problem Based Learning (PBL):

PBL is a student-centered approach in which students learn about challenging, open-ended, ill-defined, and debatable problems. Working in collaborative groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem.

Each group should consist of 4 to 5 students, depending on the size of the class. Before each PBL, everyone needs to read the assigned articles (will be uploaded to Blackboard). If no article is assigned, we will watch a video regarding topics in developmental psychology. Group members should sit together with each other during each PBL.

The process of PBL is a 7-step model:

1. Clarifying unknown terms / concepts
2. Defining the problem, listing the key points
3. Analyzing the problem, explanations, brainstorming
4. Analysis- arranging the suggested explanations to produce a coherent description
5. Formulate learning objectives
6. Self study- filling gaps in knowledge
7. Report findings back to the tutor

We will have 4 PBL sessions over the 5 weeks. During each session, a chairperson leads the discussion, and a minute-taker documents the content of discussion (live on a Word document). Chairpersons and minute-takers are voluntary positions, but each group needs to adopt one chairperson or one minute-taker position. The responsibility of a chairperson includes maintaining order or the class, leading the discussion within the topic, deciding when to proceed to the next step. The responsibility of a minute-taker includes recording unknown concepts, key points, and learning objectives. Organizing main points on the spot will be the challenge for minute-takers. The minute will be uploaded to Blackboard right after each PBL session. Group members of the chairperson and the minute-taker should sit at the front of the classroom, in order to help the chairperson and the minute-taker with their responsibilities.

After each PBL session, each group should submit a learning objective to the instructor for paper. The learning objective is going to be the topic of your paper, and the question you would like to find out more about. Each group is required to submit at least one paper out of the four PBL sessions. Since PBL is a group learning process, at least 2 students need to be the authors of the paper. Students are welcome to submit more than one paper, and the paper with the highest score will be adopted for final grade calculation. Every student in the group is required to submit at least one paper. The paper should be about 3-page long, double-spaced with 12 pitch font and one inch margins, starting with a title, author names, introduction,

discussion of the learning objective, conclusion, and references. The dates of each PBL and due dates for PBL papers are listed on the tentative syllabus (see page 7).

Everyone has unique forte. Some people read fast, some people are good at spotting main points, some people integrate materials very well, and some people write beautifully. The main objectives of this learning process include helping each other and show your strengths.

Individual project:

As part of the course, you will be required to write a paper on some topic in developmental psychology. Because this is a General Education class, the paper will follow a write/rewrite procedure. Feel free to choose one of the following ideas, or propose your own idea to the instructor. The first draft of the paper is due at the start of class on **July 21**. The first draft could be an outline, a summary, or an actual draft of your project. The first draft will not be graded, but you should at least submit an outline of your project. Submission of the first draft is your opportunity to get feedback on the individual project, so I encourage everyone to start thinking about the project. The draft will be returned to you as soon as possible. There is no page limit for the first draft. However, your final project should be about 3-page long, double-spaced, 12 pitch font, and with one inch margins. The final version of the project is due at the beginning of the class on **August 3**. When you turn in the individual project, be sure to attach your first draft! Quality of the final draft and the improvement from the first to the final draft will be important criteria for grading. Late papers are not accepted, so be sure to schedule a timeline for the project (especially writing!). Do NOT turn in a paper that you previously turned in for another class. That is considered to be academic dishonesty. If you have identified a specific research interests from other classes and would like to continue exploring the topic, please discuss with the instructor. The following are potential topics for your project:

(1) Review paper: The project will be a review of a published research article in a developmental psychology journal. Some of these research journals can be accessed online, while others are only available in the library. You will need to find an empirical study, based on data obtained by running subjects, and review the article. Remember, we are looking for a published research article. Articles appearing in Psych Today or online blogs do NOT count. Your paper will present, but not limited to, the following information:

- WHY did the researchers want to investigate the topic?
- WHAT was the hypothesis of the researchers?
- HOW did they test their hypothesis?
- WHO did they test it on?
- WHAT were their results?

I do not expect you to include a detailed analysis of the statistics used. The main point is to summarize large amounts of detailed information in such a way that I know what you read and what the experiments did in their research. Clarity is the key. You are required to submit a copy of the article you reviewed. Attach it to the end of your review. Due to the page limit, if you review a paper with more than one experiment, you will only have to review one of the experiments presented in that article.

(2) Piagetian experiment: Does Piaget's case studies with his children apply to the children you know? This project requires you to run a Piagetian task on a child, and write a paper to report your findings. The paper should include the following information:

- Introduction: What is your hypothesis according to Piaget's theory?
- Method: Who is your participant? How old is he/she? What did you do?
- Result: What happened? Did the result confirm your hypothesis?
- Discussion: To what extent does Piaget's theory apply to your case?

Please read the Manual for Reporting Experimental Results from page 9 to 11 for the format of your paper. Cover sheet, references, tables and figures are not included in the 3-page limit. You do not need to write an abstract for this project. If you do, the abstract is not included in the 3-page limit, either. The goal of this project is to conduct a mini research, and learn to report the results of your study in a scientific way.

(3) Life story: The completion of an interview with an older adult (over 60) is another option. The goal is to understand their life story. You can choose to work with a partner on the interview, but each student will turn in individual projects. The first step will be completing a structured interview to map out a basic sense of their life narrative and to potentially identify the stage of life that may become the focus of your paper. In your interview, ask the individual about their current life, and what they see as the continuities and changes in the time since childhood and young adulthood. Make sure to ask about multiple domains of functioning: physical health, cognitive functioning, self and personality, emotion and affect, social relationships, work and leisure and activities. Also, when you have finished asking all the "topic" questions that you have prepared, give the interviewee a chance to add anything they feel might have been left out that would be important for you getting to really "understand" their current lives. During the interview, you should take copious notes, or ask the interviewee if they would allow you to audiotape the interview to help you organize the interview for your paper. For the project, you should first try to present a snapshot of the person's life, so that the reader feels as though they have met the individual. Second, you should try to make links between particulars of the person's life and the concepts, themes, theories, and research we are discussing in the course. Obviously, you will be limited by the material we have covered when the first draft is due, but remember to connect the individual to bigger themes from the course. For example, does your interviewee's experience suggest stages of development, or do stages seem inappropriate in their case?

Remember that copying papers from other students is strictly prohibited and will result in zero score for the entire assignment. You need to turn in a hardcopy of your assignment at the beginning of class on the due date. If you need to miss class, you can email me a copy before the deadline, but remember to submit a hardcopy afterwards. Again, no late assignment will be accepted.

Exams: There will be three midterms and a final. All the exams will be in-class, close-book, close-note, and no laptop is allowed. Midterms will be on **July 14, July 21, and July 28** (Thursdays). Final will be on **August 4** (Thursday). You have to be able to attend midterms and final on the scheduled dates to take this course. Each exam will assess learning by measuring mastery of the definitions and theories presented in class and in the textbook. Be aware that some test questions will require application of theories covered. Thus, both breadth and depth of learning are important. Each exam might contain true-false questions, multiple choice questions, matching items, and short essay questions. Remember to bring your Titan

card for admission to the exam. Students are not allowed to leave the exam room to use the restroom or get drink during exam hours.

For security reasons, after the first person is done and turns in their exam, no more exams will be handed out, so BE ON TIME! During the exam you may not look at other students' exams nor talk to them. You may not consult your cell phone or any other source during the exam. Penalties for academic dishonesty range from receiving a zero for that exam to receiving an F for the course. Either way, your name will be sent to the Dean.

No make-up examination will be given except for reason of illness or other verified emergencies. If you miss an exam due to illness be sure to provide medical documentation when you return to class in order to take a make-up exam. You may not postpone an exam because you didn't have time to study, don't feel prepared, or had to work. The make-up exam will be offered at the instructor's convenience, and is likely to represent a longer and more difficult version of the exam.

Grading: Regulations from the psychology department stipulate major and minor students to complete the class with a letter grade of "C" or higher; a "C-" is not sufficient to fulfill the major/minor requirements.

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
F = Below 60%		

Extra credit policy: None.

Accommodating students with disabilities: For students requiring extra time or other accommodations related to disabilities, I am happy to help optimize the learning experience in this course. Please provide me with written documentation prior to the first examination so that we can arrange for a mutually agreeable alternative time for the exam, or other accommodations as needed.

Class policies: I expect students to behave professionally and value other students' right to learn. To limit distractions, please avoid coming late to class, have no food during class sessions, turn off cell phones and smart phones, and leave your laptop in your bag. All written products should be the student's own work. Students should not submit papers that have been written for prior or concurrent courses. In addition, all students should review university policies on plagiarism. Plagiarism is a serious offense, even if unintentional, and is subject to serious sanctions. It is also assumed that you will:

- Attend all classes and arrange to get what you need from others if absent.
- Raise relevant questions and appropriate observations on the topic.
- Participate through reflection on both your relevant professional experiences, as well as your completion of the reading assignments.
- Depend on each other as well as me, for learning.
- Learn and have fun!

Class attendance: All students are expected to attend all class sessions. Please be on-time to class. Late students should enter the classroom quietly and take an available empty seat closest to the entrance. If students need to leave the class prematurely, be sure to inform the instructor before class starts, take the seats closest to the exit, and leave quietly during class. Students are responsible for everything that is covered in the lecture, including announcements of assignments, due dates, and changes in the syllabus. You will need to take notes, but you are expected to use something other than a laptop or other electronic device to do so. If you are unable to come to class, please arrange to get lecture notes from fellow students.

Cell phone and other electronic device use: Cell-phones and smart-phones use are prohibited in the class. Please turn off any ringing or beeping electronic device before class starts. Students are expected to take notes without a laptop. If students need to take notes with a laptop, please advise the instructor. If students are found checking emails or browsing websites unrelated to the class, they cannot use laptops during class afterwards.

Disruptive behaviors: Please do not carry on a personal conversation during class. Chatting with other students is distracting, and highly disrespectful to fellow students' right to learn. According to the Student Responsibility Code of the Psychology Department, "a student responsible for continual disruptive behavior may be required to leave class pending discussion and resolution of the problem." (Please refer to Student Responsibility Code for detailed responsibilities as a student.)

Academic honesty: Written work you submit must reflect your own work and completely indicate with citations material that came from another source. Any paper that fails to do so will receive a failing grade. "Plagiarism is a most serious offense in academia, subject to severe sanctions, including expulsion from school. Ignorance is no excuse, so it is important that you know what plagiarism is & how to avoid it. Plagiarism is presenting words or ideas of another without giving appropriate credit. Even if plagiarism is unintentional, it is still a serious breach of ethical standards in academia, and the plagiarist is subject to sanctions. The most obvious form of plagiarism is when exact words are taken from someone else's work and presented without a proper citation. Less obvious, but still plagiarism, is when ideas are taken and used without proper citation. Even if the work of another is paraphrased into your own words, you must cite the original source. Exact words must be enclosed in quotation marks and a citation given. If you draw material from a secondary source, you must cite both the original writer and the author of the secondary source. See the *APA Publication Manual* for detailed examples of proper citation format." (abstract from <http://www.cgu.edu/pages/903.asp>) Please also visit the Dean of Students Office to read university policies on related judicial affairs (<http://www.fullerton.edu/deanofstudents/Judicial/>).

Tentative Schedule of Topics and Readings

1. July 5 – Course Introduction

Turn in personal information sheet.

2. July 6 – An Orientation to Lifespan Development (Feldman chapter 1)

3. July 7 – Physical Development (Feldman chapter 2 & 3)

4. July 12 – Health and Wellness (Feldman chapter 4 & 1st PBL reading)

1st PBL (Please read the assigned article before class).

5. July 13 – Cognitive Development (Feldman chapter 5)

6. July 14 – Cognitive Development (Feldman chapter 6)

1st midterm from 1:30-2:50pm. Feldman chapters 1-4 & 1st PBL.

7. July 19 – Language Development (Feldman chapter 7 & 2nd PBL)

2nd PBL (Please read the assigned article before class).

1st PBL paper due.

8. July 20 – Intelligence (Feldman chapter 8 & Guest lecture)

Guest lecturer: Benjamin Uel Marsh, Claremont Graduate University.

9. July 21 – Social and Emotional Development (Feldman chapter 9)

2nd midterm from 1:30-2:50pm. Feldman chapters 5-8 & 2nd PBL & Guest lecture.

1st draft of individual project due.

10. July 26 – Social and Emotional Development (Feldman chapter 9 & 3rd PBL)

3rd PBL (Please read the assigned article before class).

2nd PBL paper due.

11. July 27 – Self, Moral Development and Aggression (Feldman chapter 10 & 11)

12. July 28 – Developmental Contexts (Feldman chapter 12 & 13 & 14)

3rd midterm from 1:30-2:50pm. Feldman chapters 9-11 & 3rd PBL.

13. August 2 – Death and Grieving (Feldman chapter 15 & 4th PBL)***4th PBL.******3rd PBL paper due.*****14. August 3 – Positive Developmental Psychology** (Guest lectures)

Individual project due.

***Guest lecturers: John Coffey, Qin Li, Michael Warren, & Christine Weinkauff,
Positive Developmental Psychology, Claremont Graduate University.*****15. August 4 – Epilogue*****Final exam from 12-2:50pm. Feldman chapters 12-15 & 4th PBL & Guest lectures.******4th PBL paper due.***

The above schedule is subject to change in case of unforeseen events (e.g., natural disasters) or topic shifts (e.g., we decided to spend additional time on certain topics). Readings and due date for assignments may also vary given progress in the course. The instructor and the department reserve the right to revise this syllabus, verbally or in writing. Students are responsible for materials indicated above, whether explicitly discussed in class or not.

Manual for Reporting Experimental Results

In most scientific fields, experimental reports are written in a specific format. There are two very good reasons for this. First, the format makes it easier for the reader to know where to look for information on a particular point. It is not necessary to read the entire article to find it. Secondly, the standard format makes the report easier to write. The author is spared all problems dealing with the literary structure of the report. The format specifies in which section of the report one should place particular types of information about the experiment. Thus, while writing the report, the author can focus on each section without having to make decisions about what information does or does not belong there.

Here are the headings for the different sections that make up the experimental report given in their order of appearance. **The paper is double-spaced throughout.** Do not move to a new page at the end of a section to start the next section. The only exception is the abstract which appears on its own page and the reference section which starts on a new page.

1. **Cover sheet:** with title and author's name and affiliation. Include the names of any collaborators on the experiment, but underline your name so we know who wrote the report. The title should refer to the major variables or theoretical issues you have investigated.
2. **Abstract:** The abstract appears on the second page of the manuscript and is the only section on this page. It is typed as a single paragraph and should be between 100 and 175 words. The abstract is a brief summary of the content and purpose of the report. It should be self contained and fully intelligible without reference to the body of the paper. It should include succinct information about the experimental problem, method, results and conclusions. Variables or techniques which are important in the experiment should be specifically mentioned. One way to write an abstract is to write one or two sentences for each section of the report.
3. **Introduction:** The purpose of the introduction is to state the specific research problem under study and to explain its importance in a broader context. In other words, you should explain what you are doing in the experiment and why. The introduction should include: a brief review of previous work in the area with a clear explanation of the relationship between this work and the problem under study; a brief discussion of relevant theories and how they are related to the problem; a preview of the particular methods used in the experiment with perhaps a statement of the independent and dependent variables; finally a statement of the experimental hypothesis.
4. **Method:** The purpose of the method is to describe exactly what was done in the experiment. The information should be specific enough that the reader could perform precisely the same experiment and thus independently verify the results. The method is usually divided into the following subsections, which begin with their headings.
Participants. This subsection gives information about how many people participated in

the study and demographic information that is relevant, e.g., sex, age, and educational level. Other information should be included when it is relevant to the problem under study; for example, in experiments involving auditory perception it would be important to report whether participants had normal hearing. You should always state how participants were selected, e.g., through local schools, in dormitories, by answering an advertisement, etc. **Apparatus and materials.** This subsection describes the equipment and stimuli used in the experiment. There are experiments which use no equipment, for example a study of memory span for words in which words are presented on a card and the subject writes the response on a sheet of paper. In this case the subsection would be titled just "Materials," and would describe the words, i.e., how many syllables, parts of speech, and how they were selected. **Procedure.** This subsection would summarize each step in the execution of the experiment, as experienced by the participant, from beginning to end in chronological order. One way to organize the procedure subsection is to think about what was done to a subject from the beginning of the experiment to the end. It should also include information about the experimental design, e.g., were variables manipulated between or within participants; what was the order of presentation of the variable, e.g., were the different variables presented in "blocked" or "random" order? Instructions should be summarized.

5. **Results:** The results section presents a summary of the data collected in the experiment, usually by reporting mean number or percent. First, state the main finding of the experiment. You should be very careful to state only what the data show, not an interpretation of the data. There is usually data to be presented in tables and figures. You must verbally describe in the results section any tables or figures you wish to include. You should refer to data concerning the effects of all independent variables, even if they are counter to your hypothesis. If you know the proper statistical tests to perform on your data, by all means perform the tests and report the results. However, it is of no use to anyone for you to find a statistical test that you do not understand and apply it blindly in a "cookbook" fashion. The descriptive statistics (means, percentages) are what the reader wants to know, and they should be presented clearly and completely.

6. **Discussion:** In the discussion, you should first evaluate your results with respect to your original hypothesis. You might also give attention to the implications of the results for the theoretical issues raised in the introduction. You should note any differences between your results and the previous research reviewed in the introduction. You should state clearly and directly what conclusions can be drawn from the study.

7. **References:** The reference section begins on a separate page. In it you must list all references cited in the experimental report. It is assumed you have read all references cited. The references must be listed in the references section according to a specific format, the rules of which are given below. The rules are all exemplified in the illustration that follows. In the text, refer to an article by citing the last name of the author or authors, and put the date of the article in parentheses: "According to Burke (1990)". If there are two authors, cite thusly: "Hackl and Burke (2004) showed that ...". If there are three or more, name them all in the first citation, but thereafter refer to the paper by mentioning only the first author, followed by "et al." and the date if appropriate.

In the references. For articles, the format is

Last name, I., Last name, J., & Last name, K. (Year), Title. Journal Name, vol. #, page to page.

For books the format is

Last name, I., Last name, J., & Last name, K. (year). Title. City: Publisher.

Examples of the reference section looks like this.

References

Beatty, W. R., Gray, T. J., & Nemo, C. (1990). Ingestion of flies by Venus' flytraps (*Dionaea muscipula*): A failure to replicate. *Journal of Plant Behavior*, 16, 269- 275.

Bump, V. R. Y. Sand, grit, and other dirt. (2000). *Bulletin of the Atomic Botanist*, 82, 596-604.

Ison, K. B., & Gray, T. J. Forgetting in plants and elephants. In T. M., Mason & J. K. Jarr (Eds.) (2004). *Learning is where you find it*. New York: Mediocre Press.

Kamano, M. *The neurophysiology of American plants*. (2001). Outlandish, N. J: Bench Press.

8. Tables and figures: Tables are placed after the reference section and they are followed by figures. Number all tables with Arabic numerals in the order in which they are first mentioned in text. Give every table a brief but clear explanatory title. All graphs, charts, and illustrations are called figures when mentioned in text. Number all figures consecutively with Arabic numerals. Each figure should have a caption that describes the contents of the figure in a brief sentence or phrase.

DEPARTMENT OF PSYCHOLOGY

Student Responsibility Code

The Department of Psychology is dedicated to providing you with the highest quality educational program. In order to maximize the benefits of our program, it is important that you meet your responsibilities as a student. Listed below are some of the responsibilities to be met.

Advisement – Please familiarize yourself with university and departmental policies and deadlines.

You should obtain and read pertinent sections of the University Catalog, Class Schedule booklet, and instructor course outlines. If you are a psychology major or minor, you should read the Psychology Student Handbook and meet with a psychology undergraduate advisor (Room H-830J) at least once a year to review your study plan and career goals. The Handbook is available to you at no charge from the Psychology Department Office (H-830M) or from the Psychology Undergraduate Advisement Office (H-830J). Please also consult <http://hss.fullerton.edu/psychology> for further information.

Class Attendance – Please remember that you are responsible for attending all classes and laboratory meetings, and for being on time. The benefit you derive from your education is often lost if you are lost too!

The Learning Environment – Please be mindful of your fellow students and the instructors.

Behavior that persistently interferes with classroom activities may be subject to disciplinary action. Such behavior may include, but is not limited to, cell phones or beepers ringing, entering the class late, leaving the class prematurely, eating in class or chatting with other students during class. A student responsible for continual disruptive behavior may be required to leave class pending discussion and resolution of the problem.

Workload – Please be realistic in adjusting your outside responsibilities (work, family, social obligations, etc.) in order to allow sufficient time for your education.

In order to receive a quality education, you must not overload yourself. As a general rule, you should allow two to three hours of study outside of class, for each hour spent in class. Additional information on this topic is discussed in the Psychology Student Handbook.

Academic Integrity – The world of academia is completely dependent on straightforward honesty and integrity, and it protects these values in many ways. Your ability to think of yourself as an educated person depends on these same values. For these reasons the University imposes serious penalties for breaches of academic honesty and cases of suspected breaches of honesty may be reported. Please familiarize yourself with the academic integrity guidelines found in the current student handbook.

- o Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the academic integrity guidelines. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the University, policies on academic integrity are of great concern to us all.
- o Your exams, homework, research reports, and term papers should reflect your own work, unless your instructor directs you otherwise.
- o Proper methods of referencing outside sources of information should be used at all times. Additional information on this requirement may be obtained by reading the University Catalog section on Academic Dishonesty.

Special Needs – If you need special assistance in the classroom, please inform the instructor in order to facilitate contact with Dr. Paul Miller at the office of Disabled Student Services located at UH-101, (657) 278-3117.

*If you have any questions concerning the above responsibilities,
please contact your psychology instructor or the Psychology
Department Chair. Rev. 8-07*

**Emergency Procedures Notice to Students (from
<http://www.fullerton.edu/emergencypreparedness/>)**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. In the event of an emergency, please adhere to the following guidelines.

Before an emergency occurs-

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at <http://www.fullerton.edu>, calling the University's hotline number at 657-278-4444, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

MY GRADING POLICY IF CAMPUS IS SHUT DOWN
If the campus is shut down for the rest
Of the semester and I am required to
post course grades anyway, then your
grade may be based only on the work you
submitted prior to the shutdown (eg.,
papers, exams). There may be no further
exams or assignments. Therefore, you
should do your best on every exam and
assignment because they may end up being
the total basis for your course grade.
**IN CASE OF A SHUTDOWN, CHECK YOUR CSUF
EMAIL FOR FURTHER INSTRUCTIONS REGARDING
THIS COURSE.**

EMERGENCY CALLS**DIAL 9-1-1**

All campus phones and cell phones on
campus reach the University Police
Department

Non-emergency line: (657) 278-2515

24-hour recorded emergency
information line:
(657) 278-4444

Personal Information Sheet

Please fill out the following information about yourself. All information will be used within the context of the course and will remain confidential.

First Name _____ Last Name _____

I prefer to be called _____

Major & Minor _____

Year in the program _____

Intended Career _____

(if related to education or counseling, please specify age – e.g., elementary school, adolescence, college, older adults)

Imagine I called on you to give your thoughts/opinions on a topic in class, and circle the number on the scale below that best represented your likely reaction.

5	4	3	2	1
Good luck shutting me up	I usually enjoy sharing my opinion	A bit uncomfortable, but I can handle it	Pretty nervous	I may actually throw up

What do you hope to learn from this class? (Be as specific or general as you like.)

What techniques/activities/strategies have other teachers used before that helped you learn?

Anything else you would like me to know about your background, recreational interests, research interests, current work, future goals, learning style, or expectations?