

CPSY 2301: Introduction to Child Development (Spring 2021)

Section: 006

Co-Instructors: Meriah DeJoseph & Lauren Eales

Meeting times: Tuesday/Thursday 9:05 AM – 11:00 AM CST (4 Credits)

Zoom info:

<https://umn.zoom.us/j/95886149900?pwd=VUU0WERWemFoMjhKbDd6T3Z3WStlQT09>

Meeting ID: 958 8614 9900

Passcode: 1ajJ4F

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Office Hours: By appointment

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Office Hours: By appointment

How to reach us

Email is the best way to reach us. We'll do our best to get back to you within 24 hours, though at times (e.g. weekends, holidays), a longer response time may be needed. Please include both instructors in all forms of communication (i.e., email both of us!). Please also include "CPSY 2301" in the subject line of your email.

Course overview & objectives

This course will provide an overview of human cognitive, social, and emotional development from the prenatal period to adolescence. The primary goals include familiarizing students with contemporary and foundational theories and methods of developmental science, fostering an appreciation for the utility of applying developmental frameworks to understanding psychological phenomena, and engaging students to think critically about how developmental research impacts policy for children and families. The course invites students to consider diverse perspectives to address the most pressing issues affecting today's youth, while strengthening their ability to thoughtfully consume and communicate research presented in both empirical and popular press formats.

Course format & website

Every Tuesday and Thursday from 9:05 - 11:00am CST **class will meet on Zoom *live***--this means that even though we are remote, we will all log-in to Zoom at 9:05 and meet with each other synchronously. All course content will be posted on Canvas. To access Canvas, login to www.canvas.umn.edu with your UMN ID and password. We will also record all Zoom meetings and post them to Canvas within 24 hours after the lecture is complete. However, please keep in mind that this does *not* mean your attendance is *not* required for this course. Please see 'In-class activities' to learn more about how your attendance in class affects your grade.

The course will consist of lectures, in-class activities, discussions (in large and smaller groups), guest speakers, and out-of-class readings, podcasts, and videos. **There is not a required textbook for this course.** All assigned reading will be empirical and popular press articles, all of

which will be uploaded to Canvas. Links are also provided within the syllabus should you want to download them directly from the sites. We will also assign some podcasts and YouTube videos, all of which are free to access and the links are provided in the course calendar and on Canvas. *Active participation in in-class activities will require knowledge from the assigned readings/videos/podcasts, therefore these should be completed prior to attending class.* We encourage participation as well as thoughtful and respectful discourse from all students in in-class discussions. We aim to foster an environment in which students feel comfortable and motivated to express a diversity of opinions.

Useful online resources: If there's ever a concept that you want more information on, these open-access resources provides great overviews of some main theories and concepts discussed in this course (and we have assigned some sections as readings throughout the course):

Lumen Learning:

<https://courses.lumenlearning.com/atd-fscj-childpsychology/>

Child Growth and Development:

<https://open.umn.edu/opentextbooks/textbooks/child-growth-and-development>

Zoom a Scientist Series: Throughout the semester, we have invited guest lecturers from UMN's Institute of Child Development to talk about their research in the field. These will just be a portion of the class period (20-ish minutes) and will offer students a chance to ask questions to better understand how developmental psychology is applied in the lab! Speaker biographies will be added to Canvas before class, and *students are expected to read it and come prepared with questions for them.*

Evaluation & assignments

Exams (80 pts; 40% of grade): There will be 3 (open book/resource) exams worth 40 points each. There is no cumulative final exam. Exams will cover assigned readings, podcasts, videos, and lecture materials (including any audio/visual materials shown in class) up to prior week. The lowest of the 3 exam grades will be dropped, but you must take all 3. In the circumstance that you miss an exam, you will be offered a long essay format makeup exam.

In-class activities (ICAs) (30 pts; 15% of grade): To maintain active engagement with the material, individual and small group activities using google docs and/or breakout rooms in Zoom will be done periodically and will be completed during class time. There will be a total of 25 graded ICAs throughout the semester, worth 1.5 points each. Only 20 ICA points will be counted toward the course total, so you can miss up to five ICAs without consequence. However, you cannot make up ICA credits if you miss more than three. *The goal of these activities is to push students to think critically and more deeply about the topic of that class period while engaging in peer-to-peer learning and collaboration.*

Article review critique (40 pts; 20% of grade): Students will pick from three empirical psychology articles and write a summary of the paper. To help scaffold students' learning, students will be given a list of questions to respond to that will help them extract key

information from the article, which will be turned in ~3 weeks before the final paper is due. Instructions for this assignment are uploaded under the “Assignments” tab in Canvas. *The goal of this assignment is to learn to synthesize and critically evaluate empirical academic research in order to become thoughtful consumers of scientific research.*

Final letter (40 pts; 20% of grade): Based on the prompt in the assignment (see Canvas), students will describe two developmental phenomena, one in the domain of cognitive development and one in the domain of socio-emotional development. For each of these domains, they will explain how each developmental phenomenon is shaped by: (a) biological factors and (b) experiential factors and support these explanations with peer-reviewed articles. Instructions for this assignment will be uploaded under the “Assignments” tab in Canvas. *The goal of this assignment is to apply and integrate the material and research skills learned in this course to summarize concepts and translate developmental science to a friend or family member.*

Multimedia presentation (10 pts; 5% of grade): Students will take the topic they wrote about for the letter and create a VERY short multimedia presentation highlighting the major theme from the letter. This can be in the form of a TikTok (max 1 minute), a short Instagram story series, Flip Grid, YouTube video, pamphlet to hand to parents, etc. We encourage thinking creatively and checking in with us about what you’d like to do! Instructions for this assignment will be uploaded under the “Assignments” tab in Canvas. *The goal of this assignment is to learn how to quickly engage in scientific communication and succinctly discuss one area of child development to a broader audience.*

Grades

Exams (2 highest scores)	80 pts (40%)
ICAs	30 pts (15%)
Review critique	40 pts (20%)
Letter assignment	40 pts (20%)
Multimedia presentation	10 pts (5%)

TOTAL	200 pts (100%)

Grades will be assigned with the following cutoffs, according to university policy (<https://policy.umn.edu/education/gradingtranscripts>). A grading curve may be utilized to increase the average class grade:

93% A	83% B	73% C	60% D
90% A-	80% B-	70% C-	59% or less F
87% B+	77% C+	67% D+	

CPSY 2301 Spring Calendar

Week	Date	Topic	Read/listen/watch (to be completed BEFORE the assigned lecture date)	Assignment due (always due by 11:59pm that day unless otherwise noted)
1	1/19	Introductions & syllabus		
	1/21	Developmental theories and frameworks (Meriah)	Reading: Child Growth and Development online textbook (ONLY pages 8-13 and 21-38).	(1) Class introduction on canvas (2) Intro survey
2	1/26	Research methods, open science, & how to assess developmental research (Meriah) Librarian presentation	Podcast: Two Psychologists , Four Beers Podcast: Measurement Schmeasurement Reading: Child Growth and Development online textbook (ONLY pages 13-21) Video: How Scholarly Research Gets Published Video: What Does it Mean to be a Scholarly Source?	
	1/28	Culture & diversity: local and abroad (Lauren)	<i>These class assignments will take you some time - and that is because these are important concepts that we want to make sure we incorporate throughout the class. We will provide reading guides for these two assignments.</i> Reading: Valuing Diversity: Developing a Deeper Understanding of All Children's Behavior Reading: Syed, M., Santos, C., Yoo, H. C., & Juang, L. P. (2018). Invisibility of racial/ethnic minorities in	

			developmental science: Implications for research and institutional practices. <i>American Psychologist</i>, 73(6), 812–826. Bonus/optional: Podcast: Within and Between: History of Racism in Developmental Science	
3	2/2	Prenatal development & the newborn period (Meriah)	Reading: Child Growth and Development online textbook (ONLY pages 49-64).	
	2/4	Biology, genetics, & the brain (Meriah)	Reading: Lumen Learning (unit 3 part 1) AND (unit 1 part 2)	
4	2/9	Cognitive development theories (Lauren)	Reading: Child Growth and Development online textbook (ONLY pages 126-131, 188-194 [stop before “Theory of Mind”])	Review critique part 1
	2/11	Perception, action, and learning in infancy (Meriah) <i>Zoom a Scientist:</i> Charisse Pickron, Ph.D. on perception and bias	Podcast: It’s Innate: Nothing but some long-hair baldheaded faces	
5	2/16	Development of language and symbol use (Meriah)	Video: Patricia Kuhl’s TedTalk Radio excerpt: NPR’s Let’s stop talking about the 30 million word gap	
	2/18	Exam 1 (material until 2/11)	<i>Nothing -- take this time to review for the exam</i>	
6	2/23	Conceptual development (Lauren)	Reading: Child Growth and Development online textbook (ONLY pages 194 “Theory of Mind” - 197 [stop before “Milestones of Cognitive Development”], 205-208).	
	2/25	Intelligence and academic achievement (Lauren)	Reading: Intelligence, Learning, and Schools Video: Crash Course - Intelligence	

7	3/2	Social development part 1: Psychoanalytic theories, Learning theories (Lauren)	Reading: Psychosexual and psychoanalytic theories of development Reading: Behavioral and Social Learning Theories and Cognitive Theories Bonus: If you want a helpful visual of Erikson's 8 stages, watch this video: 8 stages of development	Review critique part 2
	3/4	Social development part 2: ecological theories, social cognition theories, new contexts (Lauren)	Reading: Bronfenbrenner, 1994 (just section 3, "Environments as contexts of development": pp. 39-41) Reading: Nesi, J., Telzer, E. H., & Prinstein, M. J. (2020). Adolescent development in the digital media context. Psychological Inquiry, 31(3), 229–234.	
8	3/9	Emotional development (Meriah) <i>Zoom a Scientist:</i> Shreya Lakhan-Pal, M.A. on emotion regulation	Video: You aren't at the mercy of your emotions -- your brain creates them (w/ Dr. Lisa Feldman-Barrett) Reading: Policy brief on emotion regulation	
	3/11	Attachment (Lauren)	Video: The Attachment Theory: How Childhood Affects Life Reading: Child Growth and Development online textbook (start at "Forming Attachments" on page 155 - 162 [end before "Child Care"])	
9	3/16	Self and identity development (Lauren)	Video: James Marcia's Adolescent Identity Development Reading: Child Growth and Development online textbook (ONLY pages 384-395)	Letter: Topic Proposal
	3/18	Family, childcare, and the neighborhood (Meriah)	Reading: Excerpts from Neurons to Neighborhoods (ONLY pgs. 225-229, 244-250,	

			265-266, 297-302, and 307-314) Podcast: Hidden Brain: Zipcode Destiny	
10	3/23	Development in the context of adversity (Meriah)	Reading: Nelson, C. A., Scott, R. D., Bhutta, Z. A., Harris, N. B., Danese, A., & Samara, M. (2020). Adversity in childhood is linked to mental and physical health throughout life. <i>bmj</i>, 371. Reading (blog): Race and Racism: The Blind Spot in Research on Poverty and Child Development Video: Broken Places (select any 2-3 short videos to watch and come prepared to discuss what you saw) Optional reading: Ellis, B. J., Abrams, L. S., Masten, A. S., Sternberg, R. J., Tottenham, N., & Frankenhuis, W. E. (2020). Hidden talents in harsh environments. <i>Development and Psychopathology</i>, 1, 19.	
	3/25	Peer relationships (Lauren) <i>Zoom a Scientist:</i> Narges Afshordi, PhD on friendship	Reading: Child Growth and Development online textbook (ONLY pages 319-326). Reading: The importance of peer relationships for social-emotional development (PDF)	
11	3/30	Exam 2 (material from 2/16 - 3/16)	<i>Nothing -- take this time to review for the exam</i>	
	4/1	Moral development (Meriah) <i>Zoom a Scientist:</i> Pearl Han Li, M.A. on moral decision making	Podcast: It's Innate: What's morals got to do with it?	Letter: Sources
12	4/6	SPRING BREAK -- NO CLASS		
	4/8			

13	4/13	Gender development (Lauren) <i>Zoom a Scientist</i> : Robin Sifre, M.A. on work with transgender youth	Reading: This is what happens when gender roles are forced on kids (CNN article) Reading: Blum, R. W., Mmari, K., & Moreau, C. (2017). It begins at 10: How gender expectations shape early adolescence around the world. <i>Journal of Adolescent Health</i>, 61(4), S3-S4. Podcast: Gonads: Dana Radiolab	
	4/15	Stress & self-regulation (Meriah) <i>Zoom a Scientist</i> : Isa Stallworthy, M.A. on dyadic self-regulation and dynamic systems theory	Reading: Thompson, R. A. (2014). Stress and child development. <i>The Future of Children</i>, 41-59.	
14	4/20	Risk, resilience, & psychopathology (Lauren) <i>Zoom a Scientist</i> : Andrea Wiglesworth on risk, resilience, and suicide in Native American youth	Video: Ann Masten, Inside Resilient Children Readings: Sroufe, L. A. (2013). The promise of developmental psychopathology: Past and present. <i>Development and Psychopathology</i>, 25(4pt2), 1215-1224.	
	4/22	To be determined: in-class activities and unique lecture topics	<i>Nothing -- take this time to finalize your presentations and/or review for the exam</i>	Letter: Final Letter due
15	4/27	Multimedia presentations	<i>Nothing -- take this time to finalize your presentations and/or review for the exam</i>	Multimedia Presentation (due IN CLASS)
	4/29	Final Exam	<i>Nothing -- take this time to review for the exam</i>	

**Note: course schedule is subject to change with advance notice*

Diversity & inclusion in this course

First, we acknowledge that the University of Minnesota stands on Miní Sóta Makhóčhe, the homelands of the Dakhóta Oyáte. We acknowledge the Dakhóta Oyate's sovereignty and their rightful ownership of this land, their place of origin. It is their continued displacement that allows the university to remain today.

In an ideal world, developmental science would be objective. However, much of developmental psychology (and psychology in general) is subjective and is historically built on a small subset of privileged voices. We acknowledge that many of the readings and resources for this course were authored by White men, and much of these studies were originally conducted with predominantly White, middle-class samples. We have done our best to include diverse voices in this course, including not using a textbook in order to present a diversity and variety of authors and perspectives in the field. However, we acknowledge that there will likely be overt and covert biases in the material. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact us (via e-mail, after class, or via Canvas) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Furthermore, we would like to create a learning environment for our students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UMN records, please let us know! You can also add it to the NameCoach on Canvas, if that is something you are comfortable with.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with us. We want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to us making a general announcement to the class if necessary, to address your concerns).
- We (like many people) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to us about it. (Again, anonymous feedback is always an option).

Equity, Diversity, Equal Opportunity, and Affirmative Action. The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_o

[ppportunity_and_affirmative_action.pdf](#)

Course policies

Student conduct code. The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

The Office for Community Standards has compiled a useful list of Online Learning Expectations. Please see: <https://communitystandards.umn.edu/know-code/online-learning-expectations>

Makeup work for legitimate absences. Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<https://policy.umn.edu/education/makeupwork>.

Appropriate student use of class notes and course materials. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/education/studentresp>.

Late assignments. All assignments are due as noted on Canvas. Late assignments will be 5% off per calendar day. Late assignments beyond 5 days must request permission from the instructors prior to submission.

Makeup exams. Failure to complete an exam during the online availability of the exam will be excused only in case of serious and unavoidable cause, such as confining illness. In such cases, you must notify (via email) your instructor PRIOR to the scheduled time of the exam if at all possible. Documentation of the emergency will be required.

Grading disputes. If a student disagrees with a grade received on an assignment or with points taken off on an exam, challenges to the grade must be submitted via email WITHIN ONE WEEK following the posting of the grade. Be sure to explain the reason(s) for the disagreement in detail and be as specific as possible. Challenges will be considered carefully, and students will be provided with a response for adjusting or not adjusting the grade within one week of submitting the challenge

Final grades. Grades will not be changed after final grades for the semester are submitted except in cases of documented errors in recording grades or in computation of total course points. ***There is no opportunity for extra credit.*** Throughout the semester, please be sure to check that grades are reported correctly in your Canvas record and notify us immediately of any discrepancies.

Incompletes. According to university policy, instructors may assign an Incomplete if a student has completed a substantial portion of the coursework, and the student was prevented from completing coursework due to extraordinary circumstances. Documentation will be required. Students will be required to make arrangements with an instructor before grades are due. Students will have one year to complete the class requirements for a letter grade. See university policy for further detail: <https://policy.umn.edu/education/gradingtranscripts>

Student Resources

- [Hardware and Software Information](#) - Computer and Device Support can connect you with discounted hardware, software, and cell phone options.
- U of M Support - Online specialists can be reached via email, phone, or chat: [Contact Us](#).
- [University Libraries](#) - Information about distance learning, as well as services to online students affiliated with each campus: [Twin Cities](#).
- University of Minnesota Libraries - [Online tutorials](#) and [workshops](#).
- The U of M Learning Platform - Academic applications (e.g., Canvas, myLibrary, podcasts). Students access the Learning Platform via the [MyU Portal](#) (login required).
- Tips and Training
 - Free [training courseware](#) for MS Office products.
 - Free [mini-course](#) (requires registration) on assessing and overcoming your tendency to procrastinate.
 - [Online learning tips](#) from the University of Illinois.
 - Information on [how to be a successful online learner](#).

Attendance and participation. Active student participation is essential to the success of the course. Participation in this course is defined as successful completion of course readings, review of instructional materials, review of student presentation materials, and all other mandatory assignments (graded and ungraded). Participation also requires sharing insights or questions about course topics and materials, responding to or providing feedback to questions in response to course activities, comparing and contrasting course material and integrating

knowledge gained from the course material with your own experiences, and participating in online discussions.

Expected behaviors and respectful contributions. Online learning can take place in a fully online course or as part of a face-to-face course. Participating in an online activity (e.g., discussion forum, Flipgrid, VoiceThread, peer review) can be different from the interactions that take place in a physical space. Without visual or verbal cues, it can be hard to communicate tone when using text. When you communicate online your content (files, text, images, and video) can be instantly copied and shared. Due to these differences, here are some things to keep in mind:

- Be polite. While there will inevitably be some things said in our online discussions that you will disagree with, always keep your responses constructive and, where possible, support your views with evidence from the readings or your own experiences.
- Keep your responses on-topic. If an individual mentions something that interests you in a post that seems completely tangential to the class discussion, respond by private email.
- Post messages to the appropriate audience. Be sure to post your questions/responses to the appropriate forum.
- Quote responsibly and reply substantially. Always weigh whether your comments are contributing substantially to the discussion before you post them to the discussion list--saying "I agree" after quoting a 25-line message can frustrate your peers and
- Keep your responses jargon-free. Always be sure to define terms and acronyms fully before using them. This rule applies particularly to the use of Internet abbreviations. These terms may be confusing to new users or users who are not native speakers.
- Be mindful of what you share and how you use what is shared. Check with the person who posted the media you would like to reuse before doing so. If you are posting the media or images, be sure to explore what copyright might apply to them. To find more information, see the [Libraries' resource on using copyright materials](#).

Adapted from: [Internet Learning Alternatives Netiquette Primer](#)

Other relevant university policies

Use of personal electronic devices in the classroom. Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

Scholastic dishonesty. You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic

work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. This also includes turning in an assignment submitted in a prior course. (Student Conduct Code:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Sexual harassment, sexual assault, stalking and relationship violence. The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services

(<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Sexual misconduct from the Aurora Center. As an instructor, one of our responsibilities is to help create a safe learning environment on our campus. We also have a reporting responsibility related to my role. We are required to share information regarding sexual misconduct or information about a crime of sexual misconduct that may have occurred with the Office for Equal Opportunity & Affirmative Action (EOAA) at diversity.umn.edu/eoaa/home.

Disability accommodations. The University views disability as an important aspect of diversity,

and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information:

- Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu

Mental health and stress management. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>

Academic freedom and responsibility. Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructors (Meriah and/or Lauren), the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students"*

Grading and Transcripts. The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 – Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 – Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 – Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 – Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/education/gradingtranscripts>.