Human Development: Child and Adolescence  
SESP 201  
Monday & Wednesday 2:00 P.M - 3:20 P.M.  
Via Zoom meeting on Canvas

Instructor: Terri Sabol, Ph.D.  
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Email: terri.sabol@northwestern.edu  
Office hours: Wed 3:30-4:30 CT (meet on Zoom link) or by appointment

Teaching Assistant: Timea Viragh  
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Email: timeaviragh2023@u.northwestern.edu  
Office hours: Friday, 1:00-2:00 pm CT (meet on Zoom link) or by appointment

Major social and economic transformations in the United States have changed the lives of young children and families. For instance, economic mobility across generations has stalled, with only 10 percent of children born into the bottom income quintile moving to the top quintile when they are adults. In addition, the world is in the midst of a global pandemic that has upended every aspect of children’s lives. As a result, there is increased momentum across the country to invest in policies and programs designed to promote the life chances of children and adolescents.

Understanding how education and social policy can improve the lives of children and adolescents requires an in-depth understanding of human development. Advanced research in human development has led to a better understanding of the conditions that influence child and adolescent development. In this course, we explore the fundamental question of “what drives developmental change from birth to adolescence?”, drawing on an ecological framework in which development is based on the interplay between individual dispositions and multiple spheres of influence (e.g., families, schools, and culture).

The course is divided into two parts. First, students will learn about the core human developmental theories, including cognitive, sociocultural, behavioral, psychoanalytic, and neurodevelopmental theories, and how they apply to infancy through adolescence. We will also discuss the application of these theories to existing interventions and policies. In the second part of the course, we will consider how context, including parents, families, school, and COVID-19 affect the wellbeing of children and adolescents.

As each new topic is introduced, we will want to understand the quality of available evidence, how the evidence informs our understanding of child development, and how the science of child development can apply to practice and policy. This course will combine lecture and seminar format. Class discussions will complement the material presented in the lecture and focus on applying the scientific knowledge of child development to current programs and policies aimed to improve children’s lives.


Canvas: Additional course materials will be posted on Canvas. It is your responsibility to check the site frequently.
Objectives
Upon completion of this course, students should be able to demonstrate:

1. An orientation to the key human developmental theories from the 20th and 21st century for children and adolescents

2. A basic understanding of the stages of development and key milestones across multiple domains (e.g., cognitive, language, social, and physical)

3. An understanding of the ecology of development and how context affects development

4. An ability to apply human development theory to understand existing interventions and policies for children and adolescents

5. An understanding of the contributions that the science of child development can make to contemporary issues that face children and adolescents

Course Structure and Policies in 2021

As we embark on 2021, we continue to face many of the same challenges that we faced in 2020, and perhaps even have new ones. One of the greatest breakthroughs in developmental science is that development takes place within context, and our own emotional, cognitive, social, and physical well-being is inextricably tied to the settings in which we live and grow. Our classroom is designed with awareness and sensitivity to our current economic, health, and sociopolitical realities. I also recognize that we may not all experience the realities of 2021 evenly and will work with you on an individual basis to make sure you can succeed in this course. I look forward to building a community with you all that acknowledges and supports each other as we all deal with the “new normal.”

The course has been redesigned to support learning in an online environment. Below is a summary of the adapted course policies:

- Synchronous course meeting times have been reduced and may vary depending on weekly discussion topics to reduce Zoom fatigue and increase flexibility
  - Lectures will be uploaded two days before class. I have provided course time to watch the lectures, but you may watch it at any time that is convenient to you
- The course is designed to be interactive, but also recognizes the number of challenges that students face while taking virtual classes. To that end, please try to keep your video on if possible, but I understand that it may be necessary to turn the camera off (myself included!)
- All synchronous Zoom sessions will be recorded if a student cannot attend a class. If circumstances necessitate arriving late or leaving early to the synchronous Zoom session, feel free to depart or arrive as needed
- Students will need access to a reliable internet connection. If at any time this becomes a difficulty, please reach out to the instructor so we can figure out how to support you.
- Given the nature of this quarter, late work will always be accepted up until the date of the next assignment deadline.
- In the event of an emergency or medical challenge, additional flexibility beyond these provisions is always available. If an extension is required beyond these guidelines, or a lengthy absence from asynchronous and synchronous conversation is anticipated, students should reach out to the instructor to form a plan.
Instructional Methods/ Online Structure

The course will use multiple different structures during class time. About half of the time, we will meet on Zoom during the normal class time (2pm-3:20 CT). The other half of the time, course time will include an asynchronous component (typically a pre-recorded lecture) and a synchronous session via Zoom beginning at 2:20 CT. Please check each day on what schedule we are using.

**COURSE SNAPSHOT**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Watch/listen before class</th>
<th>Do before class</th>
<th>Class start time</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>I. FOUNDATIONS</strong></td>
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<tr>
<td>I.</td>
<td>1</td>
<td>11-Jan Introductions/History</td>
<td>--</td>
<td>Read</td>
<td>2pm CT</td>
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<tr>
<td></td>
<td></td>
<td>13-Jan Ecological Theories of Child and Adolescent Development</td>
<td>--</td>
<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<tr>
<td>II.</td>
<td>2</td>
<td>18-Jan NO CLASS</td>
<td></td>
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<td></td>
<td><strong>II. CORE DEVELOPMENTAL THEORIES</strong></td>
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<td></td>
<td>3</td>
<td>20-Jan Attachment Theory and the Science of Child Development</td>
<td>Attachment lecture</td>
<td>Read/discussion prompt</td>
<td>2:20pm CT</td>
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<tr>
<td></td>
<td>25-Jan</td>
<td>25-Jan Neurodevelopmental Theory and the Magic of Human Development</td>
<td>Neurodevelopmental lecture</td>
<td>Read/discussion prompt</td>
<td>2:20pm CT</td>
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<td></td>
<td>27-Jan</td>
<td>27-Jan Cognitive Stage Theory</td>
<td>Cognitive lecture</td>
<td>Read/discussion prompt/annotate lecture in Panapto</td>
<td>Asynch</td>
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<td></td>
<td>4</td>
<td>1-Feb Sociocultural and Social Learning Theories</td>
<td>Sociocultural lecture</td>
<td>Read/discussion prompt</td>
<td>2:20pm CT</td>
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<td></td>
<td>3-Feb</td>
<td>3-Feb Psychoanalytic Theories</td>
<td>Psychoanalytic lecture</td>
<td>Read/discussion prompt/annotate lecture in Panapto</td>
<td>Asynch</td>
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<td></td>
<td>5</td>
<td>8-Feb Language Development</td>
<td>Listen to Podcast: Baby Talk</td>
<td>Read/discussion prompt</td>
<td>2:20pm CT</td>
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<td></td>
<td>10-Feb</td>
<td>10-Feb Information Processing Theory</td>
<td>Information Processing lecture</td>
<td>Read/discussion prompt</td>
<td>2:20pm CT</td>
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<td></td>
<td>6</td>
<td>15-Feb Adolescent Development</td>
<td>--</td>
<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<td></td>
<td>17-Feb</td>
<td>17-Feb Methods of Child Development</td>
<td>--</td>
<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<td></td>
<td><strong>III. CONTEXTS</strong></td>
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<td>7</td>
<td>22-Feb Contexts: Early Childhood Education</td>
<td>Listen to Podcast: Prek-O</td>
<td>Read/discussion prompt</td>
<td>2:20pm CT</td>
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<td></td>
<td>24-Feb</td>
<td>24-Feb Contexts: Kids in a Global Pandemic</td>
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<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<td>8</td>
<td>1-Mar Contexts: Parenting</td>
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<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<td>3-Mar</td>
<td>3-Mar Contexts: Schools</td>
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<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<td>9</td>
<td>8-Mar Contexts: Cross-Cultural Comparisons</td>
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<td>Read/discussion prompt</td>
<td>2pm CT</td>
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<td></td>
<td>10-Mar</td>
<td>10-Mar Pulling it all Together &amp; Presentations</td>
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<td>Read/discussion prompt</td>
<td>2pm CT</td>
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</tbody>
</table>
Course Requirements

A. Class Participation (20 percent).
The success of this course depends on your active participation. The readings and discussion prompts should be done prior to class and you should come prepared with questions and an ability to contribute to the discussion based on what you have learned from the readings. You are responsible for all material in the assigned texts, even though we may not review all of it during class time. When determining grades for class participation, I value quality of comments much more than quantity. Attendance will be taken during each class. Students may have two absences that will not count against their grade (no need to contact the instructor). Please speak with the instructor if you anticipate having three or more absences this quarter.

B. Discussion Posts (25 percent)
Each student will complete 8 discussion posts over the quarter (one per week). We will drop the lowest score (so 7 will count toward your grade). Each class has a discussion post prompt. The student may choose to either respond to the discussion prompt or use the opportunity to respond to how the readings inform your thinking about your final paper project. This is your opportunity to raise questions from the readings/lecture; highlight dilemmas posed; provide your assessment of the most important or innovative aspects of the materials; respectfully critique the study's research design, methodology or conclusions; discuss the study's application to your final policy paper; or integrate the findings with previous assigned readings and discuss any disparate findings.

Each discussion post should be around 1 paragraph (no references are needed). See NYT article by Heitman (2014) “Keep it Short” for a discussion on the art of concise, insightful writing. They should be written in complete sentences and proofread for clarity. Class discussion will incorporate the ideas and questions raised in these activities and each week students may be called upon to summarize their reactions for the class. See Discussion Post guidelines for further details and rubric for grading criteria. Discussion posts should be posted to Canvas prior to the “live” class that day.

C. Individual Short papers (20 percent)
Each student will write two 1-2 page short papers (no more than .8” inch margins, single spaced, 12 point font). You may hand in an individual short paper any time during the week in which it is due (Mon-Sun 8pm of that week).

- Short Paper 1: Apply one relevant theory to final paper topic
- Short Paper 2: Describe how one context (schools, parents, neighborhoods, culture) may interact with your final paper topic

D. Final Paper (35 percent)
“Promoting the Wellbeing of Children and Adolescents in the United States: Intervention/Policy Proposal.” Each year, local, state, and federal governments spend billions of dollars designed to promote the lives of children and adolescents in the United States. Employing your new understanding of how children develop and learn, you will write a paper on one existing policy or intervention that holds promise for promoting children’s outcomes. This existing intervention or policy can be targeted toward infants through adolescents. The intervention should have an evidence-base to improve the lives of young children and/or adolescents in contemporary society.
Please address the following research questions:

a. What is the key problem/issue you are trying to address? What is the social importance?

b. What are the key features of the program/intervention/policy that you selected? Who is the target (e.g., age group etc.)?

c. Use at least 2 developmental theories to generate hypotheses/garner theoretical support for why the intervention may promote children's well-being.

d. What does the research say about the short- and long term impacts of the program/intervention/policy on children's well-being and the problem you are trying to solve? Be honest when empirical support is absent or lacking. What is the likely success of this program/policy? How is it likely to be affected by context (e.g., family, school, neighborhood)?

e. End your paper with a summary recommendation.

Two products are associated with the final project:

1. Final presentation: 1 minute overview of your intervention and implications for child development (or how it is informed by developmental science) uploaded to FlipGrid

2. Final course paper. The final paper should be 8-10 pages double-spaced for the main text. It should also include a title page and references (which are not included in the page limit). The entire paper should be in APA format.

**Final Paper Checklist:**

1. Title page (Title and student name)
2. 8-10 pages double spaced paper (excluding title and references)
3. References in APA Style
4. Refer to memos on Canvas for selecting articles (Science of Child Development memo) and the grading rubric

**E. Extra Credit**

- All students are *strongly* encouraged to meet with Prof. Sabol for a one-on-one meeting to discuss your final paper. Please sign up on Calendly.
- We will start each class with music as students arrive. Please send any suggestions to Timi for music that is related to the class that day and/or children and families.
## Course Grading

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Date</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>Throughout</td>
<td>15</td>
<td>20%</td>
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<tr>
<td>Fill out Name Coach</td>
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<tr>
<td>Annotate lecture on 1/27</td>
<td>1/27</td>
<td>5</td>
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<tr>
<td>Annotate lecture on 2/3</td>
<td>2/3</td>
<td>5</td>
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<tr>
<td>Bring in article on COVID and Kids</td>
<td>3/3</td>
<td>1</td>
<td></td>
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<tr>
<td>In-class activities and discussion</td>
<td>Throughout</td>
<td>14</td>
<td></td>
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<tr>
<td>Discussion Prompts</td>
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<td>50</td>
<td>25%</td>
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<tr>
<td>Complete 7 discussion prompts (if you complete 8, the lowest score will be dropped)</td>
<td>Anytime Week 1-9</td>
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<tr>
<td>Short Paper</td>
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<td>40</td>
<td>20%</td>
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<tr>
<td>Short Paper 1- Theory</td>
<td>Week of 2/8</td>
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<tr>
<td>Short Paper 2- Context</td>
<td>Week of 3/1</td>
<td></td>
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<tr>
<td>Final Paper</td>
<td></td>
<td>70</td>
<td>35%</td>
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<tr>
<td>1. 1 minute presentation on FlipGrid</td>
<td>3/10</td>
<td>15</td>
<td></td>
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<tr>
<td>2. Final paper</td>
<td>3/16</td>
<td>55</td>
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<tr>
<td>Extra Credit</td>
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<td>2</td>
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<tr>
<td>1. Meet with Prof Sabol</td>
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<tr>
<td>2. Chose a song related to the topic that day (or kids/families)</td>
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</table>

There are a total of 200 possible points in this course. Letter grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>186-200</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>180-185</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>174-179</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>166-178</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>160-165</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>154-159</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>146-153</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>140-145</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>120-139</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-119</td>
<td>59% or below</td>
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</table>

**NOTE:** No grades will be discussed via email. If you have an issue or a question about your grade, please make an appointment to come speak with the Instructor or stop by during office hours. If at any point you are concerned about your work or your understanding of the subject matter, please arrange a meeting with the instructor.
Course Policy

(1) **Academic Integrity:** Every student in this course is expected to fully comply with all of the provisions of the Northwestern honor system ([http://www.northwestern.edu/provost/students/integrity/](http://www.northwestern.edu/provost/students/integrity/)). Papers and individual assignments will be considered pledged that the student has neither given nor received help. Direct quotations as well as paraphrases of others’ work must be cited properly and direct quotes must be enclosed in quotation marks. All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. Assignments or exams where honor infractions or prohibited collaborations occur will receive a zero grade for the assignment or exam. All alleged honor violations brought to the instructor’s attention will be forwarded to the Dean of Students Office for academic integrity violations.

(2) **Disabilities:** Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university’s established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act

(3) **Incompletes:** Incompletes are strongly discouraged and granted only in extreme cases in consultation with the Dean’s office.

(4) **From Northwestern on Electronic Materials and Class Recordings:** “This class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. Portions of recordings in which students are visible will be deleted at the end of the Winter 2021 term. Your instructor will communicate how you can access the recordings.”

“Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.”
# Course Outline

## I. FOUNDATIONS

### WEEK ONE

### 1/11 Introduction/History

**Join Zoom:** 2pm CT

**Watch (before class):** None

**Do (before class):** Think About key questions: What is developmental psychology? What is the state of children and families in the United States? How can the study of human development inform how interventions and policies support children and adolescents?

**Read (before class):**

### 1/13 Ecological Theories of Child and Adolescent Development

**Join Zoom:** 2pm CT

**Watch (before class):** None

**Do (before class):** Discussion Prompt- What is a theory of change? What is the ecology of human development? How does context affect children’s development?

**Read (before class):**
WEEK 2
1/18 | NO CLASS - MLK DAY
1/20 | Attachment Theory and the Science of Child Development

**Join Zoom:** 2:20pm CT*

**Watch (before class):** Attachment lecture

**Do (before class):** Discussion Prompt:
*What are the strengths and weaknesses of attachment theory? What is the science behind attachment theory and is it generalizable across contexts?*

**Read (before class):**


WEEK THREE
1/25 | Neurodevelopmental Theory and the Magic of Human Development

**Join Zoom:** 2:20pm CT*

**Watch (before class):** Neurodevelopment Theory Lecture

**Do (before class):** Discussion Prompt:
*How does the brain grow and develop in early childhood? What is the role of early life adversity on life course development? Is the effect of early life adversity fatalistic or malleable?*

**Read (before class):**

### 1/27 Cognitive Stage Theory

**NO Zoom Today** (individual meetings with Dr. Sabol instead)

**Watch:** Cognitive Development Lecture

**Do:** Discussion Prompt -
Is development continuous or does it occur in stages? What is cognitive stage theory and constructivism? What are the strengths and limitations of Piagetian theory?

**Read:**

### WEEK FOUR

#### 2/1 Sociocultural and Social Learning Theories

**Join Zoom:** 2:20pm CT

**Watch (before class):** Sociocultural Lecture

**Do (before class):** Discussion prompt -
How do children’s social contexts and culture contribute to their development? What is behaviorism? What does sociocultural and social learning theory say about the interplay between individual, context, and behavior?

**Read (before class):**


#### 2/3 Psychoanalytic Theories

**NO Zoom Today** (individual meetings with Dr. Sabol instead)

**Watch:** Psychoanalytic Theory Lecture

**Do:**
What are the strengths or weaknesses of Freudian and Eriksonian approaches? What did Freud get right? What did he get wrong? How soon does identity emerge (and was Erikson
right about identity)?

**Read:**


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### WEEK FIVE

**2/8 Language Development**

**Join Zoom:** 2:20pm CT

**Watch/Listen (before class)**
Part I: Baby Talk: Decoding the Secret Language of Babies:  

**Do (before class):** Discussion Prompt-
What are the stages of language development? How does context affect language development? What is one thing that surprised you about the “secret language of babies”?

**Read:**

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**2/10 Information Processing Theory**

**Join Zoom:** 2:20pm CT

**Watch (before class):** Information Processing Lecture

**Do (before class):** Discussion Prompt-
Are children and adolescents “little computers”? What is the effect of technology on children’s learning and development? How much technology is too much or not enough?

**Read:**

### WEEK SIX

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Join Zoom: 2:00pm CT</th>
<th>Watch</th>
<th>Do: Discussion Prompt</th>
<th>Read</th>
</tr>
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### PART II: CONTEXT

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2/22</td>
<td>Context: Early Childhood Education</td>
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</table>
**Join Zoom:** 2:20pm CT

**Listen to (before class):** “Getting Away with It: Pre K-O” from This American Life

**Do (before class):** Discussion prompt-
What is the theory behind investing in early childhood education?
What does the evidence say on the effectiveness of early childhood education? How can we as developmental scientists communicate the complexities and uncertainties of behavioral science?

**Read**
Haspel, E., (2020). Bail Out Parents

**Read one article (assigned before class):**


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**2/24**

**Context:** Kids in a Global Pandemic
Join Zoom: 2:00pm CT (Guest Lecturer Timi Viragh)

Watch: None

Do (before class): Discussion prompt- Compare and contrast how COVID may affect children/adolescents depending on developmental stage (e.g., early childhood versus adolescents).

Read (before class):


Week 8
Context: Parenting

Join Zoom: 2:00pm CT

Watch: None

Do (before class): Discussion Prompt: What is a good parent like? How has the definition shifted over time? How do past and present theories of “good parenting” align or misalign with theories of human development?

Read (before class):

Read an excerpt from one parenting book (assigned before class)


Short Paper 2 due this week
### 3/3  
**Context: Schools**

**Join Zoom:** 2:00pm CT  
**Watch:** None

**Do (before class):** What is an effective school? Is it possible to measure? What skills or competencies outside of cognitive skills/achievement affect children and adolescents’ positive development? Are they measurable and can/should schools include them in accountability systems? What should the role of observation be in school accountability systems?


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### WEEK NINE  
**3/8**  
**Context: Cross-Cultural Comparisons**

**Join Zoom:** 2:00pm CT  
(Guest Lecturer Dr. Yang Qu)

**Watch:** None

**Do (before class):** Discussion prompt-
What is culture? How might culture be reflected in childrearing practices (personal examples are fine)? How are childrearing practices influenced by cultural norms and ideas?  

**Read (before class):**  

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### 3/10  
**Pulling It All Together**
<table>
<thead>
<tr>
<th>Join Zoom: 2:00pm CT (Guest Lecturers- SESP 201 Students)</th>
<th>Upload FlipGrid presentation</th>
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<tbody>
<tr>
<td>Watch: None</td>
<td>Discussion prompt</td>
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<td>Do (before class): Discussion prompt-</td>
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<td>What do you consider the most promising policy for</td>
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<tr>
<td>children/adolescents? Why?</td>
<td></td>
</tr>
<tr>
<td>Prepare and upload Flip Grid Classroom 1-minute</td>
<td></td>
</tr>
<tr>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td>Read (before class):</td>
<td></td>
</tr>
</tbody>
</table>

**FINALS WEEK**

| 3/16 | Upload Final Paper to Canvas by 5pm |