

# PSY 478/578: Social Development

Spring 2008

Monday/Wednesday 12:00-1:20

Gerlinger 242

**Prof: Jennifer Ablow, 201 Straub Hall**

**Office Hours: Monday 1.30-2.30; and by appointment**

**E-mail: jcablow@uoregon.edu**

**No phone calls**

**Graduate Student Instructor: Jennifer Tininenko, 393 Straub Hall**

**Office Hours: Thursday 9:00-10:00, and by appointment**

**E-mail: jtininen@uoregon.edu**

**No phone calls**

## ***Course Content/Objectives/Prerequisites***

This course will cover theoretical and substantive areas of social and personality development during infancy and childhood. Special emphasis will be placed on the development of attachment relationships with parents, emergence of self-understanding, emotion regulation, and contextual factors (such as variations in child rearing styles and family organization), which influence social and personality development.

The course is research based, meaning that the course material is derived mostly from empirical research in social development. Thus, you will not only study theories of social development, but also review some of the research that was carried out to investigate existing theories and generate new ones. In addition to the required textbook, readings are also assigned that are "primary sources." In other words, they are reprints of original journal articles. For this reason, Psychology 302 and 303 (Statistical Methods and Research Methods), or their equivalents, are required as prerequisites for this course.

By the end of the course, you should have a good understanding of the major topics of study in social development, and how social development research is conducted. You should be able to identify the strengths and weaknesses of research methodologies used to study child social development; comprehend and critique published reports in peer reviewed journal articles focusing on some aspect of child social development; define basic terms used to describe and/or study children's social development; be familiar with major findings, controversies, and issues relevant to various indices of children's adaptation and maladaptation in early and middle childhood; identify gaps in a specific area of social development and provide suggestions for the future that would potentially contribute to knowledge of children's social development.

## ***Course Requirements (detailed below)***

***Please Note: This course requires a lot of reading, work, time management, and small-group meetings outside of class time. If you are looking for an easy course with a light load, then this is probably not the course for you.*** The course requirements include completing the readings prior to class, attending class, small-group activities in and out of the classroom, a term paper, participating in a class debate/presentation, up to 6 quizzes, and taking 1 exam.

## ***Contact Hours and Class Attendance***

We will meet each Monday and Wednesday, 12:00-1:20, in Gerlinger 242 and your attendance is expected. *This is not a course to take if you anticipate missing more than two class meetings, as class discussion, and exercises are crucial to your success in the course.* Your participation is part of the course requirements. It is also recommended that you check the course web site on Blackboard at least twice a week, as important course information may be posted by the instructor or teaching assistant.

## ***Using Blackboard***

The web site for this course is constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all

documents for the course (including this syllabus), links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

### **Course Readings:**

Readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned. Typically, there is one required textbook chapter and journal readings for each class meeting. Journal readings will be available electronically through Blackboard. This course has a considerable amount of reading and you will not be able to do well on the exam or quizzes if you do not do the reading. On average, close to 100 pages of reading must be completed each week.

The **required text** for this course is:

***Social & Personality Development, Fifth Edition* by David R. Shaffer: Wadsworth.**

It is available for purchase at the bookstore.

**Journal readings** are available electronically through Blackboard. *Adobe* .pdf files have been saved according to their assignment number (e.g., Reading 5, see schedule below) and in the course's Blackboard site within the following section:

**PSY478/578 > Course Documents > Course Readings > Reading 5 (for example)**

**NOTE:** Some of the .pdf files may print poorly due to the way a publisher saved the document. If you find that an article does not print clearly, I recommend either reading the paper on line or finding the reference in the library and making yourself a copy. I apologize for this inconvenience.

### **Course Schedule**

Lecture topics, reading assignments, and assignment due dates follow below. Readings are to be completed BY the day they are listed. The schedule listed here will be adhered to as closely as possible, but is subject to change. Should changes occur, you will be notified.

	<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
Week 1	Mon, 3/31	Course overview and introduction to Social Development	
	Wed, 4/2	Methods for Studying Social Development	DS Chp. 1; Reading 1
Week 2	Mon, 4/7	Methods Continued and Theories of Social Development	DS Chp. 2
	Wed, 4/9	Theories of Social Development	DS Chp. 3; Reading 2
Week 3	Mon, 4/14	The Infant's Social Tools: Emotions, Emotion Regulation and Early Social Interactions	DS Chp. 4; Readings 3, 4
	Wed, 4/16	Attachment Theory and Assessment	DS Chp. 5
Week 4	Mon, 4/21	Attachment Continued <b>*Team Bibliography of references due</b> <b>*Post required readings</b>	Readings 5, 6, 7
	Wed, 4/23	Self Development and Social Cognition <b>*Outline for paper due</b>	DS Chp. 6; Reading 8
Week 5	<b>Mon, 4/28</b>	<b>IN-CLASS MIDTERM EXAM</b>	***
	Wed, 4/30	Parenting and Parent-Child Relations	DS Chp. 11; Reading 9
Week 6	Mon, 5/5	<b>Debate 1: Does Maternal Employment Have Negative Effects on Development?</b>	Readings 10, 11
	Wed, 5/7	Parenting Continued	Readings 12,13
Week 7	Mon, 5/12	<b>Debate 2: Is Spanking Detrimental?</b>	Readings 14, 15
	Wed, 5/14	Marital Relations and Social Development <b>*First draft of paper due</b>	Readings 16, 17
Week 8	Mon, 5/19	<b>Debate 3: Are Fathers Necessary?</b>  <b>*Peer review due</b>	Readings 18, 19
	Wed, 5/21	Peer Relationships and the Socialization of Aggression	DS Chp. 9, 13; Reading 20
Week 9	<b>Mon, 5/26</b>	<b>NO CLASS ~ Memorial Day</b>	
	Wed, 5/28	<b>Debate 4: Should Preschool be Mandatory?</b>	DS Chp. 12, pp. 402-416; Readings 21, 22
Week 10	Mon, 6/2	Contexts for Social Development: Culture	Readings 23, 24, 25
	Wed, 6/4	<b>Debate 5: Is Media Violence Harmful?</b>	DS Chp. 12, pp., 386-402; Readings 26, 27
<p align="center"><b>Monday, June 9 (by 4 pm): Final paper due</b>  <b>Please have it time-stamped and put in my mailbox at the Department of Psychology</b></p>			

**Readings (Changes possible; will be announced)**

1. Ablow, J.C., Measelle, J.R., Kraemer, H.C., Harrington, R., Luby, J., Smider, N., Dierker, L., Clark, V., Dubicka, B., Heffelfinger, A., Essex, M.J., & Kupfer, D.J. (1999). The MacArthur Three-City Outcome Study: Evaluating Multi-Informant Measures of Young Children's Symptomatology. *Journal of the American Academy of child and Adolescent Psychiatry*, 38, 1580-1590.
2. Collins, A.W., Maccoby, E.E., Steinberg, L., Hetherington, E.M., et al. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55, 218-232.
3. Cole, P.M., Martin, S.E., & Dennis, T.A. (2004). Emotion Regulation as a Scientific Construct: Methodological Challenges and Directions for Child Development Research. *Child Development*, 75, 317-333.
4. Wingert, P. & Brant (2005). Reading your baby's mind. *Newsweek*, August 15, pp. 33-39
5. Main, M. (2000) The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attention under attachment-related stress. *Journal of the American Psychoanalytic Association*.
6. Hesse, E. & Main, M. (2000). Disorganized infant, child, and adult attachment: Collapse in behavioral and attentional strategies. *Journal of the American Psychoanalytic Association*, 48, 1097-1127.
7. Karen, R. (1990). Becoming Attached. *The Atlantic Monthly*.
8. Flavell, J.H. (2004). Theory of Mind Development: Retrospect and Prospect. *Merrill-Palmer Quarterly*, 50, 274-290.
9. Steinberg, L., Lamborn, S.D., Darling, N., Mounts, N.S., Dornbusch, S.M. (1994). Over-time changes in adjustment and competence among adolescents and competence among adolescents from authoritative, authoritarian, Indulgent, and Neglectful families. *Child Development*, 65, 754-770.
10. TBD by debate 1 Team.
11. TBD by debate 1 Team.
12. Hildyard, K.L. & Wolfe, D.A. (2002). Child neglect: Developmental issues and outcomes. *Child Abuse and Neglect*, 26, 679-695.
13. Dixon, L., Hamilton-Giachritsis, C., & Browne, K. (2005). Attributions and behaviours of parents abused as children: A mediational analysis of the intergenerational continuity of child maltreatment (Part II). *Journal of Child Psychology and Psychiatry*, 46, 58-68. TB
14. TBD by debate 2 Team.
15. TBD by debate 2 Team.
16. Fincham, F. (1998). Marital Conflict and Child Development. *Child Development*, 69, 543-574.
17. Ablow, J.C. (2005). When parents conflict or disengage: Understanding the links between marital distress and children's adaptation to kindergarten. In P.A. Cowan, C.P. Cowan, J.C. Ablow, V. Kahen-Johnson, J.R. Measelle (Eds.), *The family context of parenting in children's adaptation to school* (pp. 189-208). *Monographs in Parenting. Marc H. Bornstein (Series Editor)*. Mahwah, NJ: Erlbaum Publishers.
18. TBD by debate 3 Team.

19. TBD by debate 3 Team.
20. Crick, N.R., Casas, J.F., Nelson, D.A. (2002). Toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science*, 11, 98-101.
21. TBD by debate 4 Team.
22. TBD by debate 4 Team.
23. Cole, P.M, Bruschi, C.J, & Tamang, B.L. (2002). Cultural differences in children's emotional reactions to difficult situations. *Child Development*, 73, 983-996.
24. Bradley, R.H., Corwyn, R.F., Pipes McAdoo, H., & Garcia Coll, C. (2001). The home environments of children in the United States Part I: Variations by age, ethnicity, and poverty status. *Child Development*, 72, 1844-1867.
25. Bradley, R.H., Corwyn, R.F., Burchinal, M., Pipes McAdoo, H., & Garcia Coll, C. (2001). The home environments of children in the United States Part II: Relations with behavioral development through age thirteen. *Child Development*, 72, 1868-1886.
26. TBD by debate 5 Team.
27. TBD by debate 5 Team.

### **Course Requirements:**

- 1) Class participation and attendance (25 points): You are expected to attend class and your small-group meetings. Some topics not found in the reading will be covered in lecture. In addition, there will be some in-class activities in which you will be expected to participate. Furthermore, your contributions to the class are a potentially valuable resource to the other class members. I don't plan on taking attendance regularly, but I may do so periodically (e.g., during small group meetings and discussions) and absences will count against your participation grade. I strongly recommend planning to attend EVERY class. If you know that you must miss a class, or leave a class early, I would appreciate you telling me in advance.

I hope to create a class environment in which you will feel comfortable speaking up in class, but I realize that some of you may be reluctant to speak in a classroom with potentially 60+ students. If you like, please feel free to send your comments over E-mail, or write them down during class and give them to me, or talk with me after class, during office hours, or by appointment.

- 2) Class Midterm (100 points):  
There will be 1 mid-term exam in this class. **There will be no make-up or rescheduled exams, except in extraordinary circumstances and with legitimate documentation.**
- 3) Course assignments: The assignments for this course are designed to make you an active consumer of the material. They are designed to make you think about the topics of the course, generate new ideas, make new observations in the domain of social development, and to provide you with a forum to express these new thoughts, ideas, and observations in writing. The schedule of the assignments is designed to keep you up to date and interacting with the material on an on-going basis, and to help ensure steady progress on your major term paper.

A description of each assignment follows. *Note that additional assignment information will be posted on Blackboard.*

- a) **Current Controversies in the Area of Social Development Debate Team (135 points)**  
There are numerous ongoing "debates" and "controversies" that involve or stem from theory,

research, and practice in the area of social development (e.g., effects of daycare, effects of same sex parents, etc.). The goal of the “debate” assignment is to provide students with an in depth look at a current controversy in the area of socioemotional development. For example, one of the topics to be considered involves the potential merits versus potential problems associated with physical discipline: I.e., Is spanking detrimental to children?

At the outset of the term, the class will be divided into groups of 4-5 students each. Pairs of groups will be assigned a controversy topic, which during the latter weeks of the course, will be debated in an in-class debate. Prior to the actual debate, small groups will meet regularly outside of class time to prepare for their debate. Each group will have a facilitator (in most cases this will be a graduate student who has registered for the class as Psy 578). The facilitator will take attendance at each group meeting, keep a log of the groups’ activities, and provide a brief evaluation of each group members’ contributions to the group meetings and to the preparation of the debate. These evaluations will be submitted to the professor. The expectation is that you will meet a minimum of five times as you prepare for your debate.

Important: because groups assigned to a particular topic will not know which side of a debate they will present until the morning of the debate, it will be incumbent on the members of a group to prepare BOTH sides of the issues. On the morning of the debate, each team will be assigned at random to a side of the debate (e.g., Team 1 assigned to represent the “virtues of daycare” and Team 2 assigned to represent the potential “liabilities” of daycare).

1. **Weeks 1-5 of term:** During the first half of the term, all groups will meet with their facilitator and begin to research their particular controversy. By April 21st, all groups will submit to the instructor a tentative bibliography of references and resources that they have located during their preparation (10 points). In addition, by April 21<sup>st</sup>, each team will post on BlackBoard, 1 reading on the topic that they want the entire class to read in preparation for the debate (Note: each group will have to clear the assigned reading with their facilitator in advance of the posting to assure that the selected articles are not redundant for a specific topic.). (5 points)
2. **Date of debate:** On the day of the in-class debate, each group will participate in a moderated (by the facilitator and the instructor) formal debate (structure, rules, and procedures to be described soon). The morning of the debate, a flip of the coin will decide which perspective a team will be responsible for and each team will receive an e-mail indicating the decision. Debates will last approximately 40 minutes and will comprise opening statements, and point-counter points. Following the debate, time will be allowed for questions from the audience. (75 points)
3. **Class responsibility and accountability for debates in which students are not directly involved (45 points):** All students are required to read the assigned readings on the topic of debate. By 9.00am on the morning of the debate, students are required to post at least 2 thoughtful questions that make it clear that s/he has completed the assigned readings. The question postings will be worth 5 points each (5 X 5 = 25 points). The instructor and debate team will read the questions prior to the debate. In addition **ALL** students are required to attend each class and, in particular, each debate. To assure processing of the information and attendance at the debates, all students in the class will complete a brief “quiz” immediately following the debate, which they will turn in to the instructor before leaving class. The “quiz” will be worth 15 points each (15 X 5 = 75).

**Summary of Debate Assignment Points:**

- Attendance at meetings and participation in group discussions (graded by facilitator): 45 points
- Bibliography: 10 points
- On-time selection of reading assignment 5 points
- Debate 75 points
- "Audience" points**
- Question posting (5 points X 5) 25 points
- Post-debate survey (15 points X 5) 75 points

- b) **Paper (140 points):** The culmination of the debate assignment is a 8-10 page paper in which undergraduate students will summarize the research findings addressing a component of the larger debate topic to which s/he was assigned. For example, a student assigned to the controversy on the early effects of daycare may choose to focus only on the "sub-topic" of maternal work attitude and the effect of daycare, while another student may choose to focus on the effects of daycare on cognitive development. It is required that each group member focus on a different "sub-topic." This division of sub-topics will be great preparation for your debate. Specific paper guidelines will be circulated later in the term, however as this course is designed to help develop your writing skills, there are several deadlines associated with your review paper. Failure to meet deadlines 1, 2, and 3 will result in forfeiting the points indicated below and you will not have the opportunity to receive feedback on your outline/draft. Late papers will be marked down substantially.

**1. April 23 (or sooner):** Submit an outline of your review paper. (15 points)

**2. May 12:** Submit a first draft of your review paper to be read by another student. I will collect these papers, remove the cover pages with names, and then on May 14th, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on May 14th, everyone who turned in a paper on May 12th will be given a paper by another student to review. In the past, some students have turned in "papers" at this stage that were little more than outlines – not finished enough to allow another to edit and give feedback. In such cases, your paper will be returned to you and you will not be given another student's paper to review.

**3. May 19:** Submit your written peer review plus the edited paper (25 points). On May 21st, I will give you back your own review paper, along with the peer review.

**4. June 9, 4:00 pm:** Turn in the final draft of your paper (100 points). When you turn in your paper, you need to include:

1. The first draft and the feedback you received from another student
2. Your final draft
3. Your brief assessment of how helpful you found the feedback.

***Papers are to be 8-10 typed text pages (DOES NOT INCLUDE title or reference pages) in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side (these are consistent with the APA style).***

Use the APA *Publication Manual* (4<sup>th</sup> edition) style for reference citations. A reference copy of the manual is available in the Knight Library. If you foresee problems meeting these qualifications, please discuss them with me before the paper due date.

**References:** You must cite **at least 7 peer-reviewed scientific references**, which means you must READ at least 7 references (more would be great!). **Important: Book chapters and internet site information DO NOT COUNT as part of your 7 references.** You may cite your text (Shaffer), or cite articles "as cited in Shaffer," but these don't count in your 7 original references.

Some great journals to look in for your literature review, include, but are not limited to:

*Child Development*  
*Developmental Psychology*  
*Journal of Applied Development Psychology*  
*Development and Psychopathology*  
*Merrill-Palmer Quarterly*  
*Journal of Child Psychology and Psychiatry*  
*International Journal of Behavioral Development*  
*Psychological Bulletin*  
*Journal of Child and Adolescent Psychiatry*  
*Journal of Family Psychology*  
*Journal of Marriage and Family*  
*Journal of Abnormal Child Psychology*  
*Psychological Review*  
*American Psychologist*  
*Infant Behavior and Development*  
*Journal of Consulting and Clinical Psychology*

Please make appropriate citations, using APA parenthetical citations. If you directly quote, use quotation marks and provide the page number of the quotation in your citation. You also should have an APA style reference section at the end of your paper. Use the APA *Publication Manual* (most current edition) style for reference citations. A reference copy of the manual is available in the Knight Library. In addition, you are required to photocopy and turn in with your final paper the first page of each original reference that you cite.

If you feel that your writing abilities may be a hindrance and prevent you from expressing your thoughts in a clear and concise manner, I encourage you to seek the services of the **Writing Lab** at the **Academic Learning Services (ALS) (68 PLC, phone 6-3226)**. The Writing Lab (room 72, PLC) is available to all University students on a walk-in basis, and is open Monday-Friday, 9am-4pm. In general, all papers benefit significantly from feedback from others, thus it is encouraged that students have their papers read for typos, awkward phrasing, and clarity prior to turning them in. In addition, tips on writing and editing papers will either be posted on a course web-page or circulated by e-mail.

Assignment due dates and tardiness policy: The due date and time for each assignment is specified. Due dates are taken seriously and tardiness is penalized. If an assignment is turned in after the designated date and time, it is considered 1-day late with a 10% penalty. Each subsequent day rolls over at 4pm, with an additional 10% penalty. If you cannot be in town the day an assignment is due, you must TALK with me IN PERSON **before** the due date and make alternative arrangements (a message on my voice mail or via e-mail will not be sufficient). In case of unforeseen events that prevent you from either turning in your assignment on time or arranging to have somebody else turn in your assignment for you, exceptions may be accommodated but only with legitimate documentation of the excuse. No other exceptions will be made.

### **How to Prevent Computer Problems**

Computer problems are not allowed as an excuse for late submissions of assignments in this course. Because of the availability of computers in campus labs (library, EMU, etc.), you are expected to submit assignments printed clearly and on time. Your greatest insurance policy against computer problems is to avoid completing your work at the last minute. If you save finishing a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the TA **BEFORE** the deadline. Some steps (this is not an exhaustive list) you can take to eliminate the possibility of a computer mishap making your assignment late are as follows:



1. ***"I lost my file."*** Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by a) storing on a remote server (go to Computing Help Center to learn how to do this) or b) sending files to yourself by email attachment.
2. ***"My printer jammed" "I ran out of toner"*** First – Allow at least a half-day in advance to print your paper (while a computer lab is open). Have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko's is a 24-hour option for printing documents. Make arrangements with a friend, family member, or neighbor for getting help with printing. Ask them in advance: "If I were to have computer problems, would it be okay if I came over and used your printer? Is 2:30 in the morning okay with you? You could do the same at my house." Have a second toner cartridge on hand if you haven't changed yours recently.
3. ***"Something happened to my computer and I don't know how to fix it." "My computer crashed."*** Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you're on campus to ask questions about functions on your computer you don't understand. If you are unfamiliar with computers, make arrangements to work in a lab until you understand your home system better. (And, see #1 & #2).

### **Grading:**

Midterm Exam	= 100
Debate Team	= 135
Paper	= 140
"Audience" points	= 100
Class Participation	= 25

---

**TOTAL POINTS** = 500 points

Final grades will be curved upwards if I think it is necessary at the end of the quarter.

**Psy 578:** Students enrolled in 578 (i.e., graduate students) will have different requirements. Each graduate student will be assigned primary responsibility for coordinating the activities for 1 debate controversy (2 small groups). In addition, the term paper written by the graduate students will be more extensive (approximately 15 pages), and integrate all the subtopics of the larger controversy. I will discuss these requirements in the last half hour of the first day of class.

**ACADEMIC HONESTY:** All work submitted in this course must be your own and produced exclusively for this course. Cheating on examinations AND plagiarism on writing assignments will not be tolerated in this class. Violations will be taken seriously and are noted on student disciplinary records. Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but are not limited to: 1. copying from another student's test paper, computer program, paper, project, product, or performance; 2. collaborating without authority or allowing another student to copy one's work in a test situation; 3. using the course textbook or other material not authorized for use during a test; 4. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6. taking a test for someone else or permitting someone else to take a test for you; 7. plagiarizing or copying material from a source you did not write without giving credit or acknowledgement to the original author. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you

complete any requirement of the course. (Text adopted here as recommended from the UO web site regarding academic honest at: <http://darkwing.uoregon.edu/~conduct/>). Because some students are not entirely sure what counts as academic dishonesty, we encourage you to read the discussion of plagiarism and other forms of dishonesty at <http://darkwing.uoregon.edu/~conduct/sai.htm> .

You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so

#### ADDITIONAL NOTES

- **Concerns:** If you find yourself doing more poorly in the class than anticipated, please see the Instructor or your TA *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.
- **Accommodations:** If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments. You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155; <http://ds.uoregon.edu/> ). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible:
  - Documented learning or medical disability;
  - Non-documented need for adjustments to help you learn;
  - On a sports team that travels this quarter;
  - English is not your first language.