

DEP4104 Advanced Child Psychology

Fall 2014 TR 10:50a-12:05p, Building 51 Room 1101

PROFESSOR: Dr. Susan M. Perez

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OFFICE HOURS: Tuesdays 9a-10:30a, 12:15-2:15p

Thursdays 9a-10:30a

OR by appointment

**The best way to contact me outside of class and office hours is via email.

PREREQUISITE: DEP 3054 Lifespan Developmental Psychology

REQUIRED TEXTS:

1) Tobin, J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in three cultures revisited: China, Japan, and the United States*. University of Chicago Press.

2) Photocopies of additional readings will be posted on Blackboard and are referred to in the course schedule as **PC**.

PURPOSE OF THE COURSE: In field of developmental psychology, the biological, cognitive, social, and emotional domains of development are traditionally theorized about and researched separately and the role of culture may or may not be considered. However, in everyday experience and practice, these domains influence and inform each other over the course of child growth and child development is situated in sociocultural context. In this class we will explore the intersection of these domains of development and how development is situated in and influenced by the cultural context. Finally we will explore how our existing theories and research findings might be used to optimize child development (i.e., improve the lives of children).

COURSE OBJECTIVES: At the conclusion of this course students will be able to: 1) discuss and analyze theory and research that examines the ways in which the biological, social, emotional, and cognitive domains of development inform and influence one another during the course of child growth; 2) discuss and evaluate theory and research regarding the role of cultural context in child development across domains; and 3) apply theory and research to understanding how to optimize child development.

COURSE FORMAT: The format of the course will largely be discussion based. It is expected that students will come to this course with sufficient background knowledge regarding child development (based on experience in the DEP 3054 Lifespan Developmental Psychology course). Therefore, the majority of class time will be spent in a round-table format where students are expected to discuss the readings with one another. It is well known that social interaction facilitates learning. For our discussions and social interactions to facilitate learning in this course, we must be familiar with the topics we discuss. Therefore, students are expected to attend class and be prepared for all class discussions.

COURSE ASSIGNMENTS:

Preparation for Class Discussion– The success of this class relies heavily on your participation and therefore preparation before class is imperative. The better prepared you are for class the more stimulating and interesting the class discussion will be. The following assignment is meant to help you understand the readings and to begin to think about the readings critically in preparation for class discussion.

- **Reading Questions (126 points)** – For each assigned reading day you will need to answer the following 3 questions: 1) What is one sentence that describes the main point of the reading? 2) What aspect of the reading did you find most difficult to understand? 3) What aspect of the reading would you most like to learn more about? These questions will need to be submitted in Blackboard no later than 12p the day before the class for which the readings are assigned (i.e., on Monday or Wednesday). Each set of responses to the questions will be worth 6 points and each answer will be graded based on the rubric below.

Rubric for Assessing Reading Question Quality

0	No answer submitted
1	Answer does not reflect a close reading of the material
2	Answer is thoughtful and clearly relates to the major themes of the reading

Participation in Class Discussion and Activities (100 points) - Critical analysis of material through discussion fosters deep understanding and learning. Deep understanding and learning increases the chances that you will be able to apply what you have learned to situations and contexts outside the classroom.

- **Recording and Rating Participation in Class Discussion** – For each class day students will keep track of their own in-class participation and will rate their own overall participation. At the end of each class, students will turn in a hand written form (provided by Dr. Perez) that briefly states the nature of the overall contribution to discussion and rates the level of that overall contribution based on the rubric below.
 - **Note that 16 points will be given automatically for attending the Community Based Learning Activity (described below).**

Rubric for Self-Assessing Participation in Discussion Quality

0	Did not attend class
1	I attended class but did not participate in discussion
2	My contribution was fact based in response to basic questions about the material; my participation included minimal involvement in class activity
3	I offered thoughtful or meaningful comments in response to questions posed by others; I played a leadership role in class activity
4	I posed meaningful, thought provoking questions to others; I provided comments that advanced the understanding of other students (e.g., by adding information or explaining difficult concept); my comments offered synthesis of material or related material to previous discussions

Reaction Papers to Assigned Readings (100 points)

- Students will write 5 reaction papers (**worth 20 points each**), 3-4 pages in length, over the course of the semester. The reaction papers are staggered throughout the term (see the Class Schedule) so that Reaction Paper 1 should be completed on either week 1, 2, or 3; Reaction Paper 2 should be completed on either week 4, 5, or 6; Reaction Paper 3 should be completed on either week 7, 8, or 9; Reaction Paper 4 should be completed on either week 10 or 11; and Reaction Paper 5 should be completed after the Community Based Learning Activity and discussion (described below).
- Each reaction paper should address all of the readings assigned on Tuesday *and* Thursday for the chosen week. The reaction paper will be due the Tuesday *after* the readings have been discussed. You can only submit a reaction paper for a given week if you were present for *both* class discussions.
- The reaction paper should provide a thoughtful analysis as well as comparison and contrast of perspectives discussed in all of the assigned readings. Students should relate their reactions to class discussion by providing specific examples of discussion topics and comments. In addition, students should relate the assigned readings to at least one *additional* empirical article, to be found by the student, of the same topic and address the extent to which the findings support or contradict the theoretical perspectives discussed in the assigned readings. Finally, at the end of each reaction paper students should address the following questions: *Does the material discussed have the potential to improve the life of a child? Why or why not?* Each reaction paper is worth 20 points and will be graded based on the rubric below.

Reaction Paper Grading Rubric

Worth up to 5 points	Provided a thoughtful analysis and/or comparison and contrast of the assigned readings
Worth up to 5 points	Related the assigned readings to at least one empirical article of the same topic and addressed the extent to which the findings supported or contradicted the theoretical perspectives discussed in the assigned readings
Worth up to 5 points	Related reactions to the readings to class discussion (and/or the community based learning activity)
Worth up to 5 points	Addressed the following questions: Does the material discussed have the potential to improve the life of a child? If so, how and why? If not, why not and what needs to be added or changed?

Community Based Learning Activity (CBLA)

- The purpose of this **mandatory activity** is to give you first-hand experience with the workings of a local preschool program and to relate this experience to the Preschool in Three Cultures book and related readings. The class will carpool and visit the Precious Promises Preschool of Jacksonville (see the website for location and additional information <http://christianfamilychapel.com/ministries/children/weekday-preschool/>) on November 13, 2013 from 10am to 11am. Our class will divide up and visit several different classrooms available in the preschool. You are expected to take notes to bring to discussion on Tuesday 11/18.
- The reaction paper for this activity should follow the format of all other reaction papers with two differences: 1) you will substitute your observations of the preschool classroom for an additional empirical article; 2) you will relate your observations of the preschool to a minimum of 3 assigned class readings (any 3 from throughout the semester are fine). You will still need to incorporate examples from class discussion and answer the questions about whether what was observed/read/discussed has the potential to improve the life of a child? If so, how and why? If not, why not and what needs to be added or changed?
 - **Important information:**
 - Since our field trip is scheduled slightly outside of our regular meeting time, you will need to let Dr. Perez know ASAP of any relevant potential conflict. If you have a class scheduled during that time, please let Dr. Perez know and she will make arrangements with your professors. If you have an exam scheduled in a class during that time, we may need to make alternative arrangements for you. Please check your syllabi and schedules ASAP and stay in communication with Dr. Perez about this.
 - **Note that if you do not participate in the activity, you cannot get credit for one of your reaction papers, or for the other points for class discussion noted above (a total of 36 points lost).**

Group Project – Putting it into practice! (100 points)

- The purpose of this project is to apply the theory and research we are learning about in the readings and discussions to a real-world problem. You will be working with other classmates (minimum group size 3, maximum group size 4) to address a question that is important to parents (e.g., how to explain death to a child; how to help children adjust to the birth or adoption of a new sibling). This project has 2 main goals:
 - To prepare and present a professional and scientific discussion of your topic, incorporating formal sources, to your classmates. The presentation should incorporate psychological theory and empirical research from at least two domains of developmental psychology (e.g., biological, cognitive, emotional, social) on your topic. You will mainly rely upon formal primary sources (i.e., journal articles, books, book chapters) in your professional presentation. But, you may also use some informal sources such as interviews with professionals in the field, interviews with people of interest, observations, site visits, information from the internet, case studies, surveys, questionnaires, videos, non-scholarly books, etc. Your use of formal sources shall outweigh your use of less formal sources.
 - To prepare an informational pamphlet that is meant for parents on your specific question. In developing your informational pamphlet, your job is to translate the science into easy to grasp information about a topic that parents care about. You will provide copies of this pamphlet to the class and briefly describe it as part of your professional presentation.
- Additional details:
 - You will need to sign up for your group project topic preference. Sign-up will be on a first-come-first-serve basis on a form that will be posted under the Group Project link in Blackboard no later than **Thursday 9/4/14, 11:59pm**. Some groups have a limit of 4 members, other groups have a limit of 3 members. You may not sign up for a group that is already full. If you sign up for a group that is already full or do not sign up for a topic by the deadline, Dr. Perez reserves the right to assign you to a group of her choosing.
 - Once group assignments are completed, your group is required to complete a group contract (described later in this syllabus). A copy of your signed group contract must be turned into Dr. Perez by **Thursday 9/11**. Although this contract does not contribute to your total points for the group project, you will not be allowed to continue as a group (e.g., meet with Dr. Perez, earn points for requirements) unless Dr. Perez has received your contract.
 - Your group must have at least **one meeting** with Dr. Perez (**worth 5 points**) prior to turning in your list of sources on **Thursday 10/2**. You should bring a working draft of your source list to the meeting. Dr. Perez will serve as a resource and guide, providing individualized recommendations for each project selected.
 - A detailed listing (i.e., APA reference list) and **description of sources** (i.e., brief summary of each source) to be used (e.g., scholarly articles and books, names of individuals to be interviewed and interview dates, movies, etc.) is due on **Thursday 10/2 (worth 15 points)**. You should include a minimum of 5 primary sources that have been published within the last 10 years. Your source list will be submitted in Blackboard on that day by 5pm.

- You are **required** to meet with Dr. Perez at least **2 times** prior to the presentation to discuss your progress and ideas or concerns with your project **(worth 10 points)**.
- During one of the last four classes of the semester, your group will make a presentation to the class. During the semester each group will draw numbers to determine their presentation day. The presentation should include visual and/or auditory materials and will consist of a professional presentation of the scientific and informal information that you used to develop the informational pamphlet for parents **(worth 40 points)**.
- In addition to the professional presentation, your group will need to describe and provide the class with a copy of the pamphlet you designed for parents **(worth 10 points)**.
- Your group will need to turn in a portfolio that will include a copy of your overheads, power point presentation, and any additional relevant materials along with a final list of all sources used for your project **(worth 10 points)**.
- To assure that all group members are involved with the project, a grade for individual contribution will be assigned by each group member and averaged for the individual's grade. Please bring the form included in this syllabus on the day you present in class with a list of your group members' names (including you) with a score of up to 10 assigned to each group member. Your presentation will also be rated by the professor (up to 10 points). The individual contribution and professor scores will be averaged together for a total of up to **10 points**.
- Detailed grading rubric is provided below.
 - NOTE: Attendance at all Group Presentations is mandatory. There will be a penalty of 3 points taken from your participation in class discussion grade for each group presentation day missed.

Group Project Grading Rubric

Component	Due Date	Points
Sign up for Group Project topic in Blackboard	9/4/14	0
Turn in signed copy of group contract to Dr. Perez (in class)*	9/11/14	0
First meeting with Dr. Perez	Before 10/2/14	5
Detailed reference list, including a minimum of 5 primary sources published in the last 10 years (submitted in Blackboard by 5p)	10/2/14	15
Two meetings with Dr. Perez before presentation	Before 11/20/14	10
Presentation	TBD by Drawing	
Organization		10
Quality of Information		10
Clear Communication		10
Student Engagement and Professionalism		10
Parent Pamphlet Copy and Presentation	Presentation Day	10
Presentation Portfolio	Presentation Day	10
Individual Contribution Ratings (use form from syllabus)	Presentation Day	10
Total Possible		100

*Required in order to proceed with the project

Grading:

Source	Raw Points	Percentage of Final Grade	Weighted Points	Course Grade Scale
Preparation for Class Discussion: Discussion Questions	126	20%	25.2	94-100 = A 60-69 = D 90-93 = A- Below 60 = F 87-89 = B+
Participation in Class Discussion	100	20%	20	84-86 = B 80-83 = B-
Reaction Papers	100	30%	30	77-79 = C+
Group Project	100	30%	30	70-76 = C
Total possible	426	100%	105.2	

Academic Integrity: Academic integrity is expected for all course requirements and is necessary in order to complete the course successfully. Academic dishonesty includes but is not limited to cheating, plagiarism, or unauthorized collaboration. Cheating involves copying from another student's exam or homework assignment, using pre-prepared notes or other resources in any form during an exam, a student knowingly allowing another student to copy from homework or exams, forging or otherwise unauthorized changing of an earned grade, or arranging for someone else to take an exam under your identification. Plagiarism is the act of stealing and passing off, as one's own, the ideas or words of another. You must document the use of ideas and words from other sources with citations. Unauthorized collaboration occurs when a student works with other students to complete homework assignments without the expressed approval of the instructor. *The class will operate according to the Academic Integrity Code of the University of North Florida (described in full in the UNF Student Handbook). Violations of the Academic Integrity Code are subject to disciplinary action as specified in the UNF Academic Integrity Code.*
http://www.unf.edu/catalog/policies/academic_integrity/

Special Needs: Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcexams@unf.edu, or visit the DRC website <http://www.unf.edu/drc>.

Military and veteran students may need both physical and academic accommodations and may contact the DRC to find further information. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. Contact Military and Veterans Resource Center by phone (904) 620-2655 or e-mail mvrvc@unf.edu

IMPORTANT DATES:

Thursday	9/4	Sign up for Group Project preference by 11:59p in Blackboard
Thursday	9/11	Turn in signed copy of group contract to Dr. Perez (in class)
Thursday	10/2	Turn in detailed Source List for Group Project in Blackboard by 5p
Thursday	11/6	No Class – Group Project Workday
Thursday	11/13	Visit to Precious Promises Preschool for Community Based Activity
Thursday	11/18	Last possible day to have completed the 2 required meetings prior to your presentation. Plan ahead as there will be several groups that need to meet with Dr. Perez and not all meetings can happen on the same day.
Thursday	11/20	Group Presentations – Attendance Mandatory
Tuesday	11/25	Group Presentations – Attendance Mandatory
Thursday	11/27	Thanksgiving Holiday: NO CLASS
Tuesday	12/2	Group Presentations – Attendance Mandatory
Thursday	12/4	Group Presentations – Attendance Mandatory

OTHER IMPORTANT INFO:

- Get to know your syllabus! There is a great deal of information that you need to keep up with. Please be sure to read through your syllabus before emailing me to ask me questions that can be answered by reading through your syllabus.
- Make a habit of checking Blackboard for this course. The photocopied readings will be posted on Blackboard. You will also find on Blackboard a copy of this syllabus, grades, important course announcements, etc.
- Office Hours: I will be available in my office or **we can use the Online Collaboration tool in Blackboard.**

CLASS SCHEDULE: DATES OF TOPICS ARE TENTATIVE AND MAY CHANGE

Week	Day	Date	ASSIGNED READINGS	TOPIC	
week 1	Tuesday	8/26	No Assigned Reading	Course Introduction	Reaction Paper 1: Week 1 (due 9/2) OR Week 2 (due 9/9), OR Week 3 (due 9/16)
	Thursday	8/28	PC: Lerner et al. (2011), pp. 3-21 (up to Elder's Life Course)	Concepts and Theories of Human Development: Part I	
week 2	Tuesday	9/2	PC: Lerner et al. (2011), pp. 21-43	Concepts and Theories of Human Development: Part II	
	Thursday	9/4	PC: Keller (2012)	The Importance of Culture for Developmental Science	
week 3	Tuesday	9/9	PC: Mistry et al. (2013)	Culture and Child Development	
	Thursday	9/11	PC: Gottlieb (2007)	Probabilistic Epigenesis	
week 4	Tuesday	9/16	PC: Champagne & Mashoodh (2009)	Genes in Context	
	Thursday	9/18	PC: Karmiloff-Smith (2010)	Neuroimaging of the Developing Brain	
week 5	Tuesday	9/23	PC: Bremner (2011)	Infant perceptual Development	
	Thursday	9/25	PC: Kelly et al. (2009)	Development of the Other-Race Effect in Infancy	
week 6	Tuesday	9/30	PC: Birney & Sternberg (2011), pp. 353-368 (up to Representations of...)	Cognitive Development: Part I	
	Thursday	10/2	PC: Birney & Sternberg (2011), pp. 368-382	Cognitive Development: Part II	
week 7	Tuesday	10/7	PC: Gauvain et al. (2011)	Applying the Cultural Approach to Cognitive Development	
	Thursday	10/9	PC: Thompson et al. (2011), pp. 427-449 (up to Self)	Temperament and Emotion	
week 8	Tuesday	10/14	PC: Halberstadt & Lozada (2011)	Emotional Development in Cultural Context	
	Thursday	10/16	PC: Calkins & Bell (2010)	Putting Domains of Development into Perspective	
week 9	Tuesday	10/21	PC: Tobin et al. (1989) Ch 1-2	Preschool in Three Cultures: Intro; Japanese Preschool	
	Thursday	10/23	PC: Tobin et al. (1989) Ch. 3	Preschool in Three Cultures: Chinese Preschool	
week 10	Tuesday	10/28	PC: Tobin et al. (1989) Ch. 4	Preschool in Three Cultures: American Preschool	
	Thursday	10/30	Tobin et al. (2009)	Japan Revisited	
week 11	Tuesday	11/4	Tobin et al. (2009)	China Revisited	
	Thursday	11/6	Tobin et al. (2009)	United States Revisited	
week 12	Tuesday	11/11	NO CLASS	VETERAN'S DAY	
	Thursday	11/13	COMMUNITY BASED LEARNING ACTIVITY (CBLA)	VISIT TO PRECIOUS PROMISES PRESCHOOL (10A-11A)	
week 13	Tuesday	11/18	CBLA	DISCUSSION OF VISIT TO PRECIOUS PROMISES AND WRAP-UP	
	Thursday	11/20	GROUP PRESENTATIONS	Attendance required	
week 14	Tuesday	11/25	GROUP PRESENTATIONS	Attendance required	
	Thursday	11/27	NO CLASS	THANKSGIVING	
week 15	Tuesday	12/2	GROUP PRESENTATIONS	Attendance required	
	Thursday	12/4	GROUP PRESENTATIONS	Attendance required	
week 16	Finals Week		NO FINAL EXAM		

TOPIC LIST

Sign up in Blackboard by 9/4 (First come, first served)

Topics for Group Projects

1. How do I explain death to my child?
2. How and when should I discuss sex with my child?
3. How should I structure my child's after-school time?
4. How do I help my child adjust to the birth or adoption of a new sibling?
5. How do I help my child adjust to divorce and remarriage?
6. How do I select the best possible Child Care for my child?
7. What should my child know to start Kindergarten?
8. Should I be limiting my child's screen time (e.g., TV, Computer/Internet, Video Games)? If so, to what extent?
9. My child is being bullied. What should I do?
10. My child is refusing to go to school. What should I do?
11. My child is overweight. What should I do?
12. My child is frequently defiant or aggressive or has tantrums. Nothing I do works. What should I do?

Group Contract

Turn in a signed and dated copy of your contract to Dr. Perez by 9/11

A Group Contract is a document prepared by each group prior to starting work on group projects. I believe that students should be held accountable and responsible for their own actions. As such I empower students to develop their own "rules of engagement" through development of a Group Contract. This contract provides an opportunity for your group to specify preferred methods of communication, action plans, meeting schedules, goals, and consequences of actions (or inactions) of group members. The contract should be developed and signed BEFORE starting the actual course project. For the Group Contract to be valid, provide a copy of your signed and dated typed contract to me by the specified deadline. Give a photocopy or electronic copy of the original to each group member for their records. There is no page limit on this assignment. Please include all of the subsections, A-H below, in your Group Contract:

A. Objective: Provide one sentence that clearly defines your topic. For example, your objective may be "To identify and read primary and informal sources on the topic of 'X' and develop a professional presentation and a parent pamphlet"

B. Names/Contact Information:

- List the names and complete contact information for each group member (home phone, work phone, cell phone, e-mail, fax, pagers, instant messaging, etc.).
- Next put a big asterisk (*) next to the contact method **most preferred** by each member of the team.
- Designate one person to lead the team by serving as the Project Manager. Underline their name in this section and write the phrase "Project Manager" afterwards. This person will be in charge of coordinating meetings and communication among group members and will also be my primary point of contact in the event I must communicate something to your group.

C. Schedule:

- Present Dr. Perez's schedule of teaching and walk-in office hours.
- Type in the names of individuals who are free to meet with your instructor during all or some portion of their walk-in office hours.
- Present some type of master schedule of the work, group meetings, free times (i.e., when all group members are able to meet), and other mandatory weekly/daily obligations for each team member. The purpose of this is to assist in scheduling out-of-class group meetings. Keep in mind that not all meetings need to be in-person. Your group can consider utilizing other technologies like phone conferencing, Skype or Face Time for members who may be free but unable to come to campus.

D. Meeting Information:

- Commit to the exact days/times/locations for team meetings so you don't have to negotiate this later in the semester.
- Specify if you will meet daily, weekly, bi-weekly, the night before a benchmark is due, the night before the project is due, etc...?
- Where possible, specify exact dates, times, and locations of special meetings where attendance is required from all members. How long will your meetings last? Where will you meet? What other expectations are there for group meetings? What is your group's policy on attendance? What is your group's policy on missing or cancelling meetings? In other words, if someone repeatedly misses meetings, how will the group handle this? You need a plan of action that everyone has agreed upon.

E. File Sharing: This section should address how your team will share files with each other. List the method(s) that your team will utilize. Some choices are as follows:

- **Google Drive** - A free web-based platform, which allows you share and collaborate online. **Highly recommended!**
- **Blackboard Private Group Space** - allows you to store and share your files on Blackboard server. The following functions are available: Group File Exchange, Group Discussion Board, Group Virtual Classroom, and Group Email.
- **E-mail** - If you prefer to exchange files via e-mail instead of the above named options, indicate which e-mail addresses should be used.
- **Other** - please specify any other method of file sharing that your team plans to use.

F. Action Plans: Present your group's action plan for completing the project. In essence, address how you will split the workload, yet work on this as a group in order to provide equal learning opportunities and create the best project possible. Make some decisions regarding what feels right to your team. You should include issues such as:

- Who will be responsible for typing the final deliverables (e.g., reference list, PowerPoint slides, Pamphlet)?
- How will you divide the work to ensure it is equitable?
- How will you record what transpired at each meeting? Will someone be designated as the group secretary or will you rotate this duty?
- How and when will you evaluate each other's work before it is placed into the final report?
- Will you work on all sections of the project individually and then discuss your results at group meetings; or will you do all work at group meetings?
- Will you make all of your decisions and have all discussions at the group meetings? Will decisions and discussions be conducted electronically?
- What is your proposed schedule to tackle the individual components of this project?
- How will you go about resolving group conflicts? (**this item is extremely important for your group to address and Dr. Perez will expect to see this in every contract**).
- What are your policies regarding missed meetings (e.g., how far in advance should group members be notified if someone cannot attend a scheduled meeting? What is the procedure for meeting when not all members are present?) (**this item should be in every contract**).

G. Targeted Numerical Grade: Identify the team's targeted **numerical** (not letter) grade on all aspects of the project.

H. Signatures and Dates: In order to be valid, all group members must provide their written signature and the date on the final Group Contract. Do not forget to provide a signed copy of the contract to each person in your group. After I review your Group Contract, if any issues are unclear to me, your team will be asked to make a revision.

Turn this page in on the day your group presents its project to the class.

Individual Contribution to Group Project

Instructions: List ALL group members Alphabetically (Last Name, First Name) in spaces below (including yourself). To the right of each name, assign the number of points (of a possible 10 for each person) that you believe accurately reflects that individual's contribution. Be sure to assign a grade for yourself as well. Do NOT sign this page.

Fold paper in half and include it with the Project Portfolio submitted to Dr. Perez on the day of your presentation.

GROUP MEMBER

POINTS
