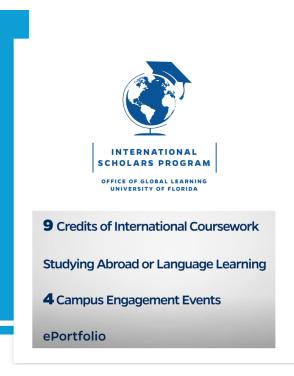# DEVELOPMENTAL PSYCHOLOGY (DEP3053)

Section 1H97 (11503) & 4551 (11505) & 1H98 (20854)

Fall 2025

Your enrollment in and successful completion of DEP3053 counts as one of the requirements for the International Scholars Program distinction!

- See the following resources to learn more about the International Scholars Program (ISP)
- https://internationalcenter.ufl.edu/international-scholars-program/getting-started
- https://www.youtube.com/watch?v=F6MNiudXs0U
- https://www.youtube.com/watch?v=LNqcEhEd0YY

INTERNATIONAL SCHOLARS PROGRAM
OFFICE OF GLOBAL LEARNING
UNIVERSITY OF FLORIDA

9 Credits of International Coursework

Studying Abroad or Language Learning

4 Campus Engagement Events

ePortfolio

Welcome! *Developmental Psychology (DEP3053)* introduces students to the major theories and principles of life-span development from conception to death, including both theory and application. The course should provide insights into the interrelationships that exist among physical, cognitive, and socioemotional aspects of development. Special attention is given to the impact of culture and diversity on human development.

Course Format: Asynchronous   **Course credits**: 3

Instructor: Feihong Wang, Ph.D.   **Email:** feihongw@ufl.edu
Zoom Office Hour: Tuesdays 11am-12pm Or by appointment
https://ufl.zoom.us/j/99973995198?pwd=S2JKcTBmRVdQYWVMV2JSZElLQ1dNdz09
Meeting ID: 999 7399 5198
Passcode: 905581
Physical Office Location: Psychology Building #374

Graduate Teaching Assistants (GTA)

Jorja Davis
- **Email**: jorjadavis@ufl.edu
- **Live Zoom Office Hours**: Mondays 1:30pm-4:30pm
- **Zoom link**:
  https://ufl.zoom.us/j/98534619196
  Or schedule separate in-person or zoom meetings via email

Hailey Donohue
- **Email**: hailey.donohue@ufl.edu
- **Live Zoom Office Hours**: Tuesdays 12pm-3pm
- **Zoom link**: https://ufl.zoom.us/j/97063434756
  Or schedule separate in-person or zoom meetings via email

Undergraduate Teaching Assistants (UTA):

Reagan Alapa	Monica C. Alraheb	Paola Alvarado
Agathe Bilaine	Nika Kea Chheng	Amanda Collazo
Michelle Colon	Gwendolyn L. Deras	Madison Diener
Nofel Iftikhar	Bailee Juszczyk	Hyunwoo Kim
Selina Lin	Francesca Medaglia	Amanda Noto Sela
Fatima Shahid	Eric Zhu	

* The best way to contact me and the GTA is via CANVAS messengers. Always contact the GTAs first with questions. Email me directly only in cases where your issues cannot be resolved by the GTAs, if the question needs my individual attention, or if the question is related to the final grades. Phone meeting is available per request and by appointment only (please use Canvas Inbox to schedule a phone meeting)

** Please allow 24 hrs. to respond to your emails during the weekdays. Emails sent on the weekend will be responded during the following weekdays. **Please include DEP3053 in the subject line for easy track of communication.***

* You may interact with UTAs via the Have Fun discussion boards on CANVAS. Please DO NOT email or messenger UTAs.

Course Learning Objectives

Upon completion of the course, students should be able to:

- Specify the scientific study of human development as a field of research and inquiry.
- Describe the basic issues surrounding the study of development.
- Explain physical development and health from the prenatal stage through late adulthood.
- Analyze cognitive development including changes in perception, cognition, information processing, and language throughout the lifespan.
- Analyze psychosocial development including changes in personality, social cognition, moral development, and social relationships throughout the lifespan.
- Analyze the development of psychopathologies throughout the lifespan.
- Explain the process of death and dying.
- Discuss cultural similarities and differences in developmental topics with critical thinking and cultural sensitivity and competency.

Learning Outcomes

- Develop intra-personal and inter-personal skills through the process of subjective and objective study of self and other through self-evaluation, critical thinking, and by engaging in class discussions and personal projects.
- Increase awareness of psychological applications to everyday life, including cultural and cross-cultural diversity in family structures, processes and within the broader social and environmental context.
- Gain insight into some of the major social issues of our times concerning human rights, worth, and dignity at every age/stage of the life-span development.
- Demonstrate writing proficiency by providing written materials as part of the course and by acquiring a more professional vocabulary when discussing academic, social and personal issues.
- Gain critical thinking and cultural sensitivity and competency regarding cultural similarities and differences in developmental topics.

Prerequisite Knowledge & Technology Requirements

- Prerequisite Course: PSY2012 General Psychology
- Proficiency in using CANVAS, using CANVAS messenger and uf emails with attachments as needed
- Proficiency in downloading and installing zoom, Chrome extension, Honorlock proctoring service
- Proficiency in using office words and excel files for learning reviews and preparations for assignments
- Access to a laptop or desktop computer with webcam (external or internal) with broadband internet access, compatible web browser, audio input, built-in, or external

computer speakers. Click https://it.ufl.edu/get-help/student-computer-recommendations/ for specific computer requirements

- Proficiency in using online libraries and databases as well as computer networks to locate and gather appropriate information
- Proficiency in using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Proficiency in analyzing digital information for credibility, currency, and bias (e.g., disinformation, misinformation) as well as properly citing information sources

Required Textbook

Santrock, J. W. (2024 RE). Essentials of Life-Span Development, 7th Edition. New York: McGraw-Hill. ISBN: UF ALL ACCESS (ISBN 9781266585791).

This course participates in UF All Access, the least expensive and fastest way to get access to your course materials for the semester! Please visit: https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp

Please make sure you get the e-textbook as soon and early as possible since chapter quizzes start in the very first week. Instructor's lecture videos, power point files, and other resources are available on CANVAS as your resources, but you definitely need the textbook to guide and maximize your learning in this class.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

Course Requirements

☑ **Warm-up Exercise (28 points):** Each week during the semester, there is a warm-up exercise as a quick check of your prior knowledge of relevant topics, or your engagement of the course materials for the week. Each exercise is worthy of 2 points, with unlimited attempts, graded by completion, and **due on Fridays**. **Warm-up exercise on Week 15 and 16 is optional.**

Online Chapter Quiz (140 points): In each of the 16 weeks during the semester, there is a chapter quiz with 10 items worthy of 10 points to be completed in 15 minutes. Chapter quizzes are **due on Saturdays** 11:59pm. You have two chances for each quiz. The higher grade will count toward your final grade. **Chapter quizzes on Week 15 and Week 16 are optional.**

Developmental Log (35 points): Each week, you are introduced several focal topics in developmental psychology with a variety of information and resources. In this mini-discussion assignment, you are expected to **jot down your developmental logs for at least 7 weeks between Week 2 and Week 14** with one original and one response posts (5 points). **Each of the weekly logs are due on Sundays**. Six logs with the lowest grade will be dropped. See the specific instruction on CANVAS.

Unit Exams (180 points): Four exams will be administered **covering materials from the e-textbook, video lectures, power point slides, and supplementary readings** from CANVAS as relevant. Each exam is worth 60 points with a variety of multiple-choice questions. The exam with the **lowest grade from the FIRST THREE exams will be dropped** toward the end of the semester. **Exam 4 is a mandatory exam**. All the exams are open-book open-note exams. You are allowed to attempt each exam only once. **Exam 1-3 are available between Sundays and Tuesdays and due on Tuesdays 11:59pm. Exam 4 is available on the last day of class till the following Monday. Exam reschedule may be granted with legitimate justifications presented to the instructor via email.**

Please note that all the exams will be **Honorlock proctored** (https://honorlock.com/students/) to ensure the rigor and academic integrity of this course. **You are allowed to access the e-textbook and all the resources from CANVAS online, e-copies of resources on your computer which you take exams with, as well as your hard copy of resources and textbooks. However, you are not allowed to browse any other website sources using google, quizlet, etc.** If you use quizlet for exam review, please download your quizlet review notes in your computer or print them out for use during the exam. **You are not allowed to use secondary devices for the exam either such as another laptop, iphone, iwatch, etc.** In addition, when you take the exam, please dress appropriately and in the same way as you dress for an in-class exam. More instructions and resources on Honorlock are available on CANVAS.

Virtual Exchange Developmental Observation Snapshot Project (100 points): This is a multi-phase writing assignment that hones your observation, critical thinking, and scholarly writing skills and sensitizes you to developmental topics as applied in real life and across culture. There are three basic elements of this project: 1) a virtual exchange on a chosen developmental topic with someone from another country or culture; 2) at list two snapshots or pictures of choice that **exemplify or relate to** one or multiple developmental topic(s); 3) an APA-formatted report that elaborates about the snapshots with development-relevant reflections and critiques. Files need to be in .doc or .docx format and pictures should be inserted in the word files. See CANVAS for specific instructions for this assignment and arrangement for the virtual exchange in preparation for the project planning and writing up.

SONA Research Participation (10 points): Learning about Psychology requires reading, listening, and doing. As a supplement to lecture, you are required to participate in required credit hours of experimental research studies as defined by the SONA guide or to complete an equivalent alternate assignment. There is a Psychology Department requirement that all students enrolled in DEP3053 participate in a research experience. Specific

requirements are posted on CANVAS. Completion of this requirement affects your course grade based on the amount of research credits you earn. **Do NOT wait until the last minute** to complete this requirement. The longer you wait the harder it will be to get all the credits need!

Grading Scale (493 points total)		
Mandatory Assignments	**Points**	**Maxim. Percentage of Grade**
Warm-up exercise (14x2@each)	28	5.68%
Online quizzes (14X10@each)	140	28.4%
Developmental logs (13X5@each) Six lowest developmental log grades dropped	35	7.1%
Unit Exams (4X60@each) 1 lowest Exam 1-3 grade dropped	180	36.51%
Virtual Exchange Developmental Observation Snapshot project	100	20.28%
SONA Research Participation	10	2.03%

Note: ***Warmups and quizzes for Ch. 16*** *(Week 15 Thanksgiving break week)* ***& Chapter 17*** *(Week 16) are* ***optional*** *and* ***do not count toward the final grade.***

Warm-ups and quizzes are automatically graded in CANVAS. I will make every effort to release Exam grades and summary and have each log assignment graded and feedback posted within one week of the due dates and have writing project graded and feedback posted within 1-2 weeks.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage	93-100	90-92.4	87-89.4	83-86.4	80-82.4	77-79.4	73-76.4	70-72.4	67-69.4	63-66.4	60-62.4	<60
GPA Equivalency	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Note: Final total percentage points with a decimal value equal to or greater than .5 will be rounded to the next number. For further information about current UF grading policies for assigning grade points, please see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Course Policies

Late Work Policy:
Requirements for make-up exams, assignments, and other work in the course are consistent with university policies. See https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ for more information regarding the University Attendance Policies.

Specifically, late work for any of the warm-ups, quizzes, developmental logs, and exams are NOT accepted for two major reasons:
1. You have been given sufficient or extended periods of time to complete these required assignments so you do have time to catch up as needed within and across the weeks.
2. Time management is an essential life and academic skill. I would like to challenge you to demonstrate your efficient time management skills by completing work on time. So no procrastination please.

That said, if there is an **unforeseeable extreme situation** (e.g., hospitalization, severe accidents, etc.) that has kept you from completing work **for a lengthy period of time, do email me with justification and proof ASAP. I am willing to work out a solution with you in that case.**

For the snapshot project, late submission should be done via email to both the GTA in charge of project grading and me. **Late submission within 24 hours of the original due date leads to 80% of the earned assignment grade. Work submitted between 24 and 48 hours of the original due date leads to 60% of the earned assignment grade. Late submission and make-up requests after 48 hours of the original due date will NOT be accepted.**

Extra Credits:
Extra credits may be available occasionally as needed such as the extra-credit self-introduction discussion posts and syllabus quiz. These opportunities are offered to the whole class to facilitate learning with a fixed deadline and no make-up opportunities at all. Seize the opportunity when it occurs! ☺

Course Technology:

The students will be required to have access and use a personal computer with the access to the Internet.

This course is facilitated 100% online through Canvas. You may access Canvas from UF's e-Learning webpage. if you have any technical difficulties with Canvas. please contact the UF Help Desk.

Course Communication:
Students can communicate directly with the instructor regarding the course material through the course management system (CANVAS). Electronic communication must demonstrate a formal tone and style and, unless absolutely urgent, will be responded to M-F from 9am to 5pm.

Online Course Evaluation:
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

This course complies with all UF academic policies. For information on those polces and for resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/).” (The direct link is https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Below are some highlighted policies.

Academic Conduct:
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code”. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

The [Student Honor Code and Student Conduct Code](#) states that: "A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

*Note **ChatGPT or other AI tools are making life much more convenient. But learning is not about taking the short cut.** For all the assignments I design for my students, I aim to challenge my students to exercise their critical thinking, written communication skills, and content mastery. If you take this shortcut, you underserve yourselves in gaining authentic learning experiences for academic improvement and growth. If you copy and paste what ChatGPT produces for you, that piece of work is no longer your own genuine work. As such, **AI generated work is considered as plagiarism with significant consequences in this class**. Stay away from it for your own authentic learning benefits!*

Accommodations for Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (https://disability.ufl.edu/get-started/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Sexual Harassment & Disclosures of Sexual Violence

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: https://titleix.ufl.edu/title-ix-reporting-form/, or email inform@titleix.ufl.edu, or call 352-273-1094.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Class Demeanor or Netiquette
It is important to recognize that the online classroom is, in fact, a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. You are expected to follow the Netiquette Guide for Online Courses when interacting with your instructor and other students in this course. [https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx]

Attendance
Requirements for class attendance are consistent with university policies. See https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ for more information regarding the University Attendance Policies. While in-person attendance is not built into the course requirements since this is an asynchronous online course, regular virtual interaction with the course website and course materials each week throughout the semester is strongly recommended to keep you on track for learning success.

Software Use
All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Course Incompletes:
A grade of Incomplete "I" will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to the University, all incomplete work must be completed by the following semester or you will receive a punitive incomplete (i.e., the same as an "E").

		Tentative Course Schedule	
Week	**Dates**	**Chapter(s)/Topics**	**Assignments**
1	8/21-8/24	Welcome & Chapter 1: Introduction	Weekly warm-ups & Chapter Quiz Start, due Fridays & Saturdays respectively VE warm-up on VE partner preference survey open 8/21
2	8/25-8/31	Chapter 3: Physical & Cognitive Development in Infancy	Weekly Developmental Log Starts due Sundays Pre-VE Survey Open
3	9/1-9/7	Chapter 4: Socioemotional Development in Infancy	Exam 1 (Ch. 1,3,4) open on 9/7

			VE warm-up survey due Friday 9/5; Pre-VE Survey due 9/7 Sunday
4	9/8-9/14	Chapter 5: Physical & Cognitive Development in Early Childhood	Exam 1 (Ch. 1,3,4) close on 9/9 VE partners matched from 3 countries and Contacts shared with students (icebreaking)
5	9/15-9/21	Chapter 6: Socioemotional Development in Early Childhood	Start of VE (icebreaking)
6	9/22-9/28	Chapter 7: Physical & Cognitive Development in Middle & Late Childhood	VE Snapshots report Phase I images, video proof, and outline submission open on 9/22
7	9/29-10/5	Chapter 8: Socioemotional Development in Middle & Late Childhood	Exam 2 (Ch 5-8) open on 10/5 VE Snapshots report Phase I images and outline submission due on 10/5
8	10/6-10/12	Chapter 9: Physical & Cognitive Development in Adolescence	Exam 2 (Ch 5-8) close on 10/7
9	10/13-10/19	Chapter 10: Socioemotional Development in Adolescence	VE Snapshots project Phase II draft submission 10/13-10/19
10	10/20-10/26	Chapter 11: Physical & Cognitive Development in Early Adulthood	
11	10/27-11/2	Chapter 12: Socioemotional Development in Early Adulthood	Exam 3 (Ch. 9-12) open 11/2 VE Snapshots project Phase III final report submission open on 10/27
12	11/3-11/9	Chapter 13: Physical & Cognitive Development in Middle Adulthood	Exam 3 (Ch. 9-12) close on 11/4

			Snapshot project Phase III final report submission due date 11/9
13	11/10-11/16	Chapter 14: Socioemotional Development in Middle Adulthood	Post-VE Survey
14	11/17-11/23	Ch. 15 Physical & Cognitive Development in late adulthood	Post-VE Survey
15	11/24-11/30	Ch. 16 Socioemotional Development in Late Adulthood <mark>Thanksgiving Week</mark>	Ch. 16 warm-up and chapter quiz optional
16	12/1-12/7	Chapter 17: Death, Dying, and Grieving	Ch. 17 warm-up and chapter quiz optional **Exam 4**: (Ch. 13-17) open on 12/3 - 12/8

Campus Resources

Health and Wellness
U Matter, We Care: If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit U Matter We Care to refer or report a concern, and a team member will reach out to the student in distress. [http://umatter.ufl.edu]

Counseling and Wellness Center: Visit the UF Counseling & Wellness Center website or call 352-392-1575 for information on crisis services and non-crisis services. [https://counseling.ufl.edu/]

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the UF Student Health Care Center website. [http://counseling.ufl.edu]

UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Shands Emergency Room/Trauma Center website. [http://ufhealth.org/emergency-room-trauma-center]

University Police Department: Visit the UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies). [http://police.ufl.edu]

Academic Resources
E-learning Technical Support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://it.ufl.edu/helpdesk/]

Career Connections Center: 352-392-1601. Career assistance and counseling. [https://career.ufl.edu/]

*Library Support***:** Various ways to receive assistance with respect to using the libraries or finding resources. [http://cms.uflib.ufl.edu/ask]

Academic Resources: 352-392-2010. Tutoring, test reviews, language studio, video resources, supplemental instructions, etc. [https://academicresources.clas.ufl.edu/about-us/]

Writing Studio: 352-846-1138. Help brainstorming, formatting, and writing papers. [http://writing.ufl.edu/writing-studio/]

On-Line Students Complaints: [https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint]

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Come to class and be really present both physically and mentally.
- Check and do the coursework on time each week. You can receive 0 points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Summary located in the Course Syllabus and check things off as you go.
- Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Together, let's make it a fun and successful semester! ☺☺☺