



**Department of Psychology
Child Psychopathology
Psychology 317 – Section 001
Winter 2020**

Instructor: Dr. Pamela Seeds
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Office Phone: 519-888-4567 ext. 38132
Office Hours: Tuesdays 1:00 – 2:00 p.m. *
Class Resource: [LEARN](#)
Email: pamela.seeds@uwaterloo.ca

Class Days: Tuesdays & Thursdays **Time:** 10:00 – 11:20 a.m. **Location:** AL 208

TEACHING ASSISTANTS:

T.A.:	Emma Green	Celina Bowman-Smith
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Office Hours:	Wednesdays 12:00 – 2:00 p.m. *	Thursdays 1:00 – 3:00 p.m. *

*and by appointment

EMAIL COMMUNICATION:

Students are responsible for all e-mail that is sent to the official UWaterloo email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (*e.g., procedures and warnings regarding forwarding e-mail to other accounts*).

Please write Psychology 317 in the subject line of all emails to the Instructor and TAs. The TAs and I will make every effort to respond to emails within 48 hours of receiving them. We will not be responsible for checking emails from Friday at 4:00 pm until Monday at 9:00 am. If your question or concern is of an urgent matter, please call me directly in my office at extension 38132.

UNDERGRADUATE COURSE CALENDAR DESCRIPTION:

An examination of children's psychological disorders from several major perspectives with an emphasis on current research findings. Theoretical and clinical issues are considered.

Prerequisite:	Psychology 211 – Developmental Psychology
Antirequisites:	None
Time Requirements:	3 lecture hours per week for 12 weeks (36 hours)
Credits:	0.5/half credit course

DETAILED COURSE DESCRIPTION:

Psychology 317 is an issues-oriented course with a research and applied emphasis. This course provides a critical examination of developmental psychopathology during childhood and adolescence, with an emphasis on the characteristics of disorders of development, their determinants, outcomes, and interventions. Current theories about research on the disorders and recent trends in intervention and prevention will be emphasized.

Topics will include:

1. **General approaches** to studying child psychopathology
2. **Problems related to physical and mental health** (eating disorders, elimination disorders, sleep-wake disorders)
3. **Neurodevelopmental disorders** (intellectual disability, autism spectrum disorder, communication and learning disorders, attention-deficit/hyperactivity disorder [ADHD])
4. **Disorders relating to behaviour** (oppositional defiant disorder, conduct disorder)
5. **Disorders relating to emotions** (anxiety and mood disorders)
6. **Problems related to family** (child maltreatment).

For each type of developmental psychopathology, we will look at the defining features, associated characteristics, possible causes, theories, research evidence, and current approaches to assessment and treatment. We will consider issues related to risk and resilience processes such as genetic factors, prenatal conditions, child temperament, social/academic adjustment, peer influences, caregiver responsiveness. Where relevant developmental pathways from childhood to early adulthood will be traced, showing the effect of biological, psychological and socio-cultural factors interact in determining outcomes. Youth outcomes are considered broadly and depending on the interplay between factors may be positive (e.g., cooperative, securely attached, good interpersonal functioning, adept problem solving, etc.) or negative (e.g., aggression, insecure attachment, impulsive etc.).

COURSE OBJECTIVES:

- 1) Acquisition of knowledge about child psychopathology through a critical examination of current issues and research evidence related to:
 - a. different forms of psychopathology
 - b. current conceptual frameworks of pathology in children and adolescents

- c. approaches to diagnosis and assessment of psychopathology
 - d. methodological issues associated with this area of study
 - e. current evidenced-based approaches to treatment and prevention
- 2) Apply this knowledge by beginning to develop case formulation skills.
 - 3) Apply knowledge of child development to an understanding of psychopathology at different ages and stages and across cultures.
 - 4) Learn how to read and critically evaluate journal articles in a focused area of psychology.
 - 5) Develop skills at synthesizing the information from readings and to present this information in effective written communication.

READINGS:

You are responsible to complete readings prior to class so that you are best able to participate in class activities and discussions.

Required Text: Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Boston, MA: Cengage Learning.

The text is available at the University of Waterloo Book Store and on 3-hour reserve at the University of Waterloo Dana Porter Library. You may elect to use the hardcover, looseleaf, or e-text version.

Please note that there are many previous editions of this textbook. This course is covering the material from the seventh edition, so please make sure that you are using the correct edition. This newest edition contains the updates from DSM-IV-TR to DSM-5 (which was recently released in May 2013). ***Students will be expected to know the material covered in the newest edition of the text, with specifics about DSM-5.*** Older editions will not contain accurate information on the DSM-5.

Articles: There will be an article assigned for some classes that discuss a specific disorder. All articles will be posted on LEARN and on Course Reserve at the University of Waterloo library system.

(See course schedule for when journal article readings are assigned)

1. Peterson, C. C., & Siegal, M. (1999). Representing inner worlds: Theory of mind in autistic, deaf, and normal hearing children. *Psychological Science, 10*, 126-129.
2. Ohan, J. L., & Johnston, C. (2007). What is the social impact of ADHD in girls? A multi-method assessment. *Journal of Abnormal Child Psychology, 35*, 239-250.
3. Blöte, A. W., Miers, A. C., Van den Bos, E., & Westenberg, P. M. (2019). Negative social self-cognitions: How shyness may lead to social anxiety. *Journal of Applied Developmental Psychology, 63*, 9-15.
4. Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2011). Trauma-focused cognitive behavioral therapy for children: Impact of the trauma narrative and treatment length. *Depression and Anxiety, 28*, 67-75.

COURSE FORMAT:

Class time will consist of lectures to present core course material, audio/visual presentations, and discussion (as a whole and in groups). The order of these components will vary from class to class. As you undoubtedly know by this time in your studies, you will get the most out of this course by doing the readings and attending class. My lecture style is interactive and my goal is to create an environment in which you have a chance to apply the material we are covering in the lectures, text, and readings in an active manner.

As participation is a key element in this course, it is important that we foster and maintain an atmosphere of respect and civility. All class members have a role in creating this type of an atmosphere, which includes minimizing distractions (e.g., cell phones ringing, texting, sleeping, using laptops for non-class related activity), responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the learning environment as positive as possible.

INTELLECTUAL PROPERTY:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent). <https://uwaterloo.ca/secretariat-general-counsel/faculty-staff-and-students-entering-relationships-external>

COURSE EVALUATION FORMAT AND SCHEDULE:

Evaluation for this course will be based on the various components of your research report, two midterm tests, and one final exam.

Student grades for each component will be posted on [LEARN](#).

	Lectures/Chapters Covered	Due Dates	% of Grade
Research Report – Topic for Approval		Tuesday, January 21, 2020	2% (1% for TA/instructor consultation & 1% for picking an appropriate topic by the deadline)
Research Report – Thesis Paragraph and Annotated Bibliography		Thursday, February 6, 2020	8%
Research Report – Draft Submission		Thursday, March 12, 2020	15%*
Research Report – Final Draft Submission		Thursday, April 2, 2020	15%*
Midterm Test #1	Chapters 1, 2, 4, 13 (pages 443-456), & 14, articles, and relevant lecture material	Tuesday, January 28, 2020	20%
Midterm Test #2	Chapters 5, 6 (pages 155-185), 7, & 8, articles, and relevant lecture material	Tuesday, March 3, 2020	20%
Final Exam (Test #3)	Chapters 9-12, articles, and relevant lecture material	Date and time TBA by the Registrar's Office (April 8-25, 2020)	20%

- 1) MIDTERM #1 – worth 20% of grade. Based on assigned readings, lectures, films viewed in class, and the textbook. Please note that lecture material includes information presented verbally in class (i.e., you will be tested on more than the information presented in the powerpoint slides). Mixed format (i.e., multiple choice and short answer). **Date: January 28, 2020**
- 2) MIDTERM #2 – worth 20% of grade. Based on assigned readings, lectures, films viewed in class, and the textbook. Please note that lecture material includes information presented verbally in

class (i.e., you will be tested on more than the information presented in the powerpoint slides). Mixed format (i.e., multiple choice and short answer). **Date: March 3, 2020**

- 3) FINAL EXAM – 20% of grade. Based on assigned readings, lectures, films viewed in class, and the textbook. Please note that lecture material includes information presented verbally in class (i.e., you will be tested on more than the information presented in the powerpoint slides). Mixed format (i.e., multiple choice and short answer). **Date: TBA during the final exam period (April 8 to 25, 2020), 2.5 hours in duration**

Note. Travel plans are not acceptable grounds for granting alternative dates/times for final exams as indicated in the [uWaterloo Examination Regulations](#).

Students must bring proper identification (student ID card) to the midterm tests and final exam.

No electronic devices, including cell phones, will be allowed during midterm tests or final exam.

*****NOTE: Midterm tests and the final exam are non-cumulative.** Each test and exam will only cover material from the text and lectures as outlined. At the same time, you cannot ignore all of the material we have learned earlier in the semester when it comes to the subsequent tests/exams.

- 4) RESEARCH REPORT – 40% of grade (in 4 component pieces)

The goal of this project is to give you experience analyzing research literature and integrating what you are reading with your own ideas and topics we have discussed in class to generate a short paper on a provocative or controversial topic in abnormal development. This assignment will be scaffolded so that you work on it throughout the semester. You will be responsible for a) selecting a topic and getting it approved by the course instructor and/or TAs; b) preparing a thesis paragraph that summarizes what your paper will cover and an annotated bibliography with a *minimum* of 5 peer-reviewed sources; c) submitting a draft of your research report for detailed feedback from the course TAs; and d) submitting a final draft of your research report for evaluation.

Early submissions are welcome for all steps of the process (e.g., you can get your topic approved before January 21, 2020 if you choose). Each component will be due at the **start** class on its given due date. *Late assignments will receive 10% reduction in the grade each day that it is late* (i.e., if the final draft of the paper is 2 days late the maximum grade possible will be 80%). Please refer to handout entitled “PSYCH 317 Research Paper Guidelines and Information” for more specific details regarding the expectations this assignment.

Your final product will be a **maximum 8-page**, 12-pt font, double-spaced paper. You will be required to integrate the findings of at least 5 different research papers that have been published since 2005. This work is to be completed independently (i.e., not collaborative).

** Note: Should you elect to not submit a final draft of your research report, your course weighting from that portion will be reallocated to your draft submission, making it worth 30% of your final grade in the course.*

You will receive detailed instructions for this component of your evaluation in another document that will be posted on LEARN. The report component is due at the beginning of class. Late papers will receive a 10% reduction each day the paper is late (e.g., if your paper is two days late the maximum attainable grade would be 80%). See below for requesting accommodations due to illness or compassionate reasons.

Written work for the research report is expected to be written in formal academic language (i.e., no colloquialism, slang, etc.) and to adhere to APA style. This formatting style will be reviewed briefly in class. For further information please refer to:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Author.

To ensure fairness, final grades in this course are based exclusively on students' performance on the components of their research report (topic submission, thesis paragraph and annotated bibliography, draft paper submission, and final submitted document), two midterm tests, and one final exam. Tests/exams may not be re-written, nor will the tests/exams be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need, and students will not be able to improve their marks by completing additional assignments.

ACCOMMODATIONS TO COURSE REQUIREMENTS:

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

****Please note** that alternative arrangements for the assignments/tests/exams will only be made if there is a **major** disruption in your ability to function academically due to **documented** health reasons or personal problems. If you are in that situation, I need you to call me at least an hour in advance of the graded course component you are missing (519-888-4567, x38312; be sure to call rather than e-mail!) and you will need to provide your formal documentation as soon as possible. All documentation must date from before/during the missed assignment/test/exam, not after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation. If you miss an assignment/test/exam for a documented reason, you need to make arrangements as soon as possible to make it up.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing an assignment/test/exam. Cover any readings and arrange to borrow notes from a classmate; professors cannot give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours *after* you have borrowed and reviewed lecture notes from a classmate.)

ACADEMIC INTEGRITY:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

CONCERNS ABOUT A COURSE POLICY OR DECISION:

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Telephone 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

MENTAL HEALTH SERVICES:

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

On Campus

- [Health Services Building](#): located across the creek from Student Life Centre
 - Call 519-888-4096 to schedule an appointment
- Telehealth Ontario: call 1-866-797-0000 for free 24/7 advice from a health professional
- Counselling Services ([Needles Hall Addition, NH 2401](#))
 - Call 519-888-4567 x 32655 to schedule an appointment
 - counserv@uwaterloo.ca
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Glow Centre](#): support services for sexual and gender diversity

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

THE WRITING AND COMMUNICATION CENTRE:

[The Writing and Communication Centre](#) (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [The Writing and Communication Centre](#). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

PLAGARISM DETECTION SOFTWARE:

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®.

THE OFFICIAL VERSION OF THE COURSE OUTLINE:

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

PSYCHOLOGY DEPARTMENT DOCUMENT RETENTION/STORAGE POLICIES:

Graded final examination papers and midterm tests, as well as unclaimed graded research papers for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

TERRITORIAL ACKNOWLEDGEMENT:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#)

OTHER HELPFUL INFORMATION:

University of Waterloo [Department of Psychology](#)

University of Waterloo [Registrar's Office](#)

[Canadian Psychological Association](#)

[Ontario Psychological Association](#)

[The Canadian Council of Professional Psychology Programs](#)
[The College of Psychologists of Ontario](#)
[Society for a Science of Clinical Psychology](#)
[Society of Clinical Psychology](#)
[Society of Clinical Child & Adolescent Psychology](#)
[Canadian Association for Cognitive and Behavioural Therapies](#)
[Association for Behavioral and Cognitive Therapies](#)
[Association for Psychological Science](#)
[Society for Research in Psychopathology](#)
[American Psychological Association](#)
[Canadian Register of Health Service Psychologists](#)

CLASS SCHEDULE OF TOPICS AND IMPORTANT DATES:

Date	Topic	Readings
January 7	<i>Introduction and Orientation</i>	Chapter 1 in Mash & Wolfe
January 9	<i>Theories of Abnormal Development</i>	Chapter 2, in Mash & Wolfe
January 14	<i>Assessment, Diagnosis, and Treatment</i>	Chapter 4, in Mash & Wolfe
January 16	<i>Sleep-Wake and Elimination Disorders</i>	Chapter 13, in Mash & Wolfe (pages 443-456 only; omit sections on chronic illness and adolescent substance-use disorders)
January 21	<i>Feeding and Eating Disorders</i> Research Report - Topic Due at start of class	Chapter 14 in Mash & Wolfe
January 23	<i>Feeding and Eating Disorders</i>	Chapter 14 in Mash & Wolfe
January 28	MIDTERM #1	(Chapters 1, 2, 4, 13, & 14 as noted above, articles, lecture material)
January 30	<i>Intellectual Disability (Intellectual Developmental Disorder)</i>	Chapter 5 in Mash & Wolfe
February 4	<i>Finding Journal Articles and How To Reference in APA Style</i> <i>Guest Lecture: Tim Ireland</i>	TBA
February 6	<i>Communication and Learning Disorders</i> <i>Guest Lecture: Marjory Phillips, PhD</i> Research Report - Thesis Paragraph and Annotated Bibliography Due at start of class	Chapter 7 in Mash & Wolfe
February 11	<i>Autism Spectrum Disorder</i> <i>Guest Lecture: Shawna Fleming, BCBA</i>	Chapter 6 in Mash & Wolfe (pages 155-185 only; omit section on childhood-onset schizophrenia) Article 1

Date	Topic	Readings
February 13	<i>Autism Spectrum Disorder</i>	Chapter 6 in Mash & Wolfe (pages 155-185 only; omit section on childhood-onset schizophrenia)
February 18 & 20	READING WEEK – NO CLASS	
February 25	<i>Attention-Deficit/Hyperactivity Disorder</i>	Chapter 8 in Mash & Wolfe
February 27	<i>Attention-Deficit/Hyperactivity Disorder</i>	Chapter 8 in Mash & Wolfe Article 2
March 3	MIDTERM #2	(Chapters 5-8 as noted above, articles, lecture material)
March 5	<i>Conduct Problems</i>	Chapter 9 in Mash & Wolfe
March 10	<i>Conduct Problems</i>	Chapter 9 in Mash & Wolfe
March 12	<i>Anxiety and Obsessive-Compulsive Disorders</i> Research Report – Draft Submission Due at start of class	Chapter 11 in Mash & Wolfe
March 17	<i>Anxiety and Obsessive-Compulsive Disorders</i> <i>Guest Lecture: Emma Green</i>	Chapter 11 in Mash & Wolfe Article 3
March 19	<i>Depressive and Bipolar Disorders</i>	Chapter 10 in Mash & Wolfe
March 24	<i>Depressive and Bipolar Disorders</i>	Chapter 10 in Mash & Wolfe
March 26	<i>Trauma- and Stressor-Related Disorders</i>	Chapter 12 in Mash & Wolfe
March 31	<i>Trauma- and Stressor-Related Disorders</i>	Chapter 12 in Mash & Wolfe Article 4
April 2	<i>Prevention and Promotion</i> Research Report – Final Draft Due at start of class	TBA
April 8 - 25 (Final Exam Period)	FINAL EXAM – TBA by Registrar's Office	(Chapters 9-12, articles, lecture material)

*****READINGS ARE TO BE COMPLETED PRIOR TO CLASS*****

Note. Any material assigned as reading may be tested on the tests/exams, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests/exams.