#### Child Development, Learning, Motivation, and Assessment

##### Foundations 3100

# Instructor: Lisa Simmons, Ph.D.

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**Office Hours:** Regularly scheduled office hours will be held on Tuesdays and Thursdays

From 1p-2p over Zoom at this link: <https://auburn.zoom.us/my/foun3100>

If you prefer to meet at another time or by phone, send a request by email.

**Service-Learning Coordinator:** Jessi Riel, Rielje@auburn.edu

**Required Materials:**

1. Ormrod, J. E., Anderman, L. H., & Anderman, E. M. (2020). *Educational*

*psychology: Developing learners* (10th ed.). Pearson.

Print ISBN: 9780135206478, 0135206472

eText ISBN: 9780135208205, 0135208203

1. All other course materials including any additional readings will be delivered via Canvas.
2. Web access: You must have access to a web browser and you must check your email accounts (Tiger Mail and Canvas) multiple times per week. This course is hosted in Canvas and may require students to download and employ third-party software programs as well as troubleshoot their own technology problems. Trouble shooting technology problems may involve working with the campus help desk, the LRC, and/or peers, etc. Since all assignments for this course are submitted electronically to Canvas, students have the sole responsibility both to save and back up all coursework. If assignments are lost without being backed up or saved, it is the responsibility of the student to re-doing such assignments in accordance with posted due dates. [[1]](#footnote-1)

**Course Description:** This course will provide an integrated overview of issues

central to educational psychology: cognitive, psychosocial, and moral development as well as learning, motivation, measurement, and evaluation, all within the context of instructional planning. This course will be conducted using a case-based, project-based, and learner-centered approach to learning and instruction while modeling currently accepted best practices that can be used in the learners’ classrooms.

**Course Objectives**: This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content

areas. The objectives for each group are listed below separately.

Objectives continuing through the block experience:

1. To engage in self-reflection regarding your abilities as a teacher and develop strategies for improvement
2. To learn and recognize effective classroom and behavior management techniques {2.d.1(i)}
3. To communicate optimal expectations for each student {2.d.2(iii)}(As a part of modeling in the block experience itself and helping preservice teacher learn to engage in this behavior as practicing teachers)
4. To synthesize research from journals, the web, and books to help address a question about teaching and learning
5. To communicate your research findings through an appropriate medium of your choice, such as through a workshop, poster, brochure, web page, presentation etc.
6. To assemble a portfolio to demonstrate learning over the semester including structured reflections

Objectives focusing on developmental issues:

1. To understand the synergy of the cognitive, psychosocial, and moral aspects of development
2. To understand and recognize expected developmental progressions during the preschool, elementary, middle, and high school years {2.a.1(ii)}
3. To draw educational implications from each developmental level of students
4. To understand the importance of language development and recognize the role language plays in the learning process {2.a.1(iv)}
5. To recognize students’ level of readiness and different learning styles {2.a.1(i)}
6. To learn and recognize ways to stimulate critical thinking and problem solving {2.a.1(iii)}
7. To construct developmentally-appropriate goals and objectives for learners {2.c.1(ii)}
8. To learn how to develop a print and language-rich classroom that fosters interest

and growth in all aspects of literacy {2.a.1 (viii)}

Objectives focusing on planning and improvement of teaching-learning experiences:

1. To learn and use strategies to help students become self-motivated {2.a.1(v)}
2. To develop motivational strategies which promote student learning and increase student self-esteem {2.a.2(ii)}
3. To learn strategies which help individuals work productively and cooperatively with others {2.a.1(vii)}
4. To encourage students to assume increasing responsibility for themselves and their learning {2.d.2(i)}
5. To recognize when and how plans need to be adjusted based on student responses and other contingencies {2.c.1(iv)}
6. To recognize the advantages and disadvantages associated with various instructional strategies {2.c.1(iii)}
7. To incorporate a variety of appropriate instructional and assessment strategies when preparing instructional plans {2.c.2(ii)}
8. To develop developmentally-appropriate activities based on goals and objectives and the cognitive theories of learning
9. To develop developmentally appropriate activities based on goals and objectives and the student‑centered constructivist theories of learning
10. To incorporate students’ misconceptions, ideas, and experiences when planning instructional activities (2.a.2(i)}
11. To assess the instructional activities on the basis of theories of motivation, Ames' Target model, and the APA Learner‑centered principles, and to determine how the activities can be adapted to better foster challenge, intrinsic motivation, and student learning goals

Objectives directly associated with assessment and evaluation tasks:

1. To learn and recognize uses, advantages, and limitations of a variety of traditional and alternative assessment methods {2.e.1(i)}
2. To learn and apply guidelines for the selection and construction of a variety of traditional and alternative assessment methods {2.e.1(ii)}
3. To understand and apply measurement properties such reliability and validity to a variety of traditional and alternative assessment methods {2.e.1.(iii)}
4. To learn strategies which are used to evaluate teachers {2.e.1(iv)}
5. To construct a variety of traditional and alternative assessment methods for informal and formal purposes {2.e.2(i)}
6. To use feedback obtained from observation and student responses to improve practice {2.e.2(ii)}
7. To learn assessment tools to monitor the acquisition of reading strategies,

improve reading instruction, and identify students who require additional

instruction {2.c.1(vi)

1. To describe classroom environments and instruction that develops and extends students’ competence in reading, writing, speaking, and listening {2.c.1(vi)}

**Course Format:** The material for this course has been grouped into 18 separate content modules. There are three additional modules including the introductory module, the service-learning module, and the final exam module. In general, two content modules will be opened per week after the first week. Modules will be opened in Canvas on Mondays and Thursdays of most weeks according to the schedule below. This course is online and asynchronous which means that you may complete the requirements for each module at your own pace once the module has been opened. Each module will include at least four activities for you to complete based on the topics and sub-topics for that module. The activities you need to complete for each module include: (1) reading(s), (2)recorded lecture(s), (3)an engagement activity, and (4) a quiz. It is recommended that you complete the four activities in that order. All assignments including the four activities for each module and your service-learning assignments are due on the last day of classes, Friday, December 3rd, 2021.

**Course Schedule:** The schedule for this semester is presented below in two ways. There is a table that presents a list of all important dates this semester. The rows with a light gray background are days that Auburn University is not is session. The rows with a light blue background are days that have a general administrative note or deadline, and the rows with a white background are dates you need to know for our course.

Following the table, you will see a visual representation of the calendar of the semester with each of the dates on it. The dates are also uploaded to our calendar in Canvas.

|  |  |
| --- | --- |
| **Date** | **Note** |
| Monday, August 16 | Class Begins; Module 1 Opens |
| Monday, August 23 | Module 2 Opens; *Module 20 Tentatively Opens* |
| Thursday, August 26 | Module 3 Opens |
| Monday, August 30 | Module 4 Opens |
| Thursday, September 2 | Module 5 Opens |
| Monday, September 6 | No Classes, Labor Day |
| Tuesday, September 7 | Module 6 Opens |
| Thursday, September 9 | Module 7 Opens |
| Monday, September 13 | Module 8 Opens |
| Thursday, September 16 | Module 9 Opens |
| Monday, September 20 | Module 10 Opens |
| Thursday, September 23 | Module 11 Opens |
| Monday, September 27 | Module 12 Opens |
| Thursday, September 30 | Module 13 Opens |
| Monday, October 4 | Module 14 Opens |
| Tuesday, October 5 | Mid-Semester |
| Thursday, October 7 | Fall Break |
| Friday, October 8 | Fall Break |
| Monday, October 11 | Module 15 Opens |
| Thursday, October 14 | Module 16 Opens |
| Monday, October 18 | Module 17 Opens |
| Thursday, October 21 | Module 18 Opens |
| Monday, October 25 | Module 19 Opens |
| Thursday, October 28 | Module 21 Opens |
| Friday, November 19 | Last Day to Withdraw |
| Monday, November 22 | Thanksgiving Break |
| Tuesday, November 23 | Thanksgiving Break |
| Wednesday, November 24 | Thanksgiving Break |
| Thursday, November 25 | Thanksgiving Break |
| Friday, November 26 | Thanksgiving Break |
| Friday, December 3 | Classes End, All Assignments Due |
| Monday, December 6 | Final Exam Period |
| Tuesday, December 7 | Final Exam Period |
| Wednesday, December 8 | Final Exam Period |
| Thursday, December 9 | Final Exam Period |
| Friday, December 10 | Final Exam Due |

**August 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16  Class Begins,  Module 1 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23  Module 2, *Module 20* | 24 | 25 | 26  Module 3 | 27 | 28 |
| 29 | 30  Module 4 | 31 |  |  |  |  |

**September 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  | 1 | 2  Module 5 | 3 | 4 |
| 5 | 6  No Classes  Labor Day | 7  Module 6 | 8 | 9  Module 7 | 10 | 11 |
| 12 | 13  Module 8 | 14 | 15 | 16  Module 9 | 17 | 18 |
| 19 | 20  Module 10 | 21 | 22 | 23  Module 11 | 24 | 25 |
| 26 | 27  Module 12 | 28 | 29 | 30  Module 13 |  |  |

**October 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  |  |  | 1 | 2 |
| 3 | 4  Module 14 | 5  Mid-Semester | 6 | 7  Fall Break | 8  Fall Break | 9 |
| 10 | 11  Module 15 | 12 | 13 | 14  Module 16 | 15 | 16 |
| 17 | 18  Module 17 | 19 | 20 | 21  Module 18 | 22 | 23 |
| 24 | 25  Module 19 | 26 | 27 | 28  Module 21, Final Exam | 29 | 30 |
| 31 |  |  |  |  |  |  |

**November 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19  Last Day to Withdraw | 20 |
| 21 | 22  Thanksgiving | 23  Thanksgiving | 24  Thanksgiving | 25  Thanksgiving | 26  Thanksgiving | 27 |
| 28 | 29 | 30 |  |  |  |  |

**December 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  | 1 | 2 | 3  All Assignments Due | 4 |
| 5 | 6  Finals | 7  Finals | 8  Finals | 9  Finals | 10  Final Due | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |  |

**Overview of Module Content:** The following table shows information on the topics and subtopics for each module. The date each module will be opened is included in the first column first, then there is the name and number of each module, the primary topic(s) for each module, and then any relevant subtopic(s) for each module.

This guide is included for informational and planning purposes only. It is not intended to serve as a complete guide to the content we will cover this semester. We may not cover every subtopic listed and we may explore material not on the guide.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Open** | **Module** | **Topic(s)** | **Subtopic(s)** |
| 8/16 | 1: Introduction | Welcome | Syllabus |
| 8/23 | 2: General Development | Domains of Development | Physical |
| Cognitive |
| Socio-emotional |
| Core Issues of Development | Nature-Nurture |
| Universality-Diversity |
| Qualitative-Quantitative |
| Developmental Periods | Infancy |
| Early Childhood |
| Middle Childhood |
| Early Adolescence |
| Mid Adolescence |
| Late Adolescence |
|  | | | |
| 8/26 | 3: Biological Beginning | Gene-Environment | Dominant/recessive |
| Polygenetic inheritance |
| Canalization |
| Active GXE |
| Passive GXE |
| Evocative GXE |
| Sensitive Periods |
| Attachment | Attachment |
| Temperament | Temperament |
|  | | | |
| 8/30 | 4: Physical Development | Brain | Neuron |
| Myelination |
| Hindbrain |
| Midbrain |
| Forebrain |
| Motor Skills | Cephalocaudal |
| Proximodistal |
| Gross/Fine |
| Puberty | Age norms |
| Hormonal influences |
| Physical signs for M/F |
| Early vs. Late development |
| Teen Issues | Body image; Eating disorders |
| Anorexia |
| Bulimia |
| Bigorexia |
| Steroid Use |
| Suicide |
| Physical Fitness | Current Trends |
| Implications of sedentary lifestyle |
| Implications of poor nutrition |
|  | | | |
| 9/2 | 5: Cognitive Development | Piaget | Schema |
| Adaptation |
| Assimilation |
| Accommodation |
| Equilibrium |
| Disequilibrium |
| Equilibration |
| Sensorimotor period |
| Preoperational period |
| Concrete Operational period |
| Formal Operational period |
| Different abilities among all |
| Vygotsky | Internalization |
| Scaffolding |
| Zone of Proximal Development |
| Piaget vs. Vygotsky | Strengths of Each |
| Weaknesses of Each |
| Practical use of each |
|  | | | |
| 9/7 | 6: Self & Self-Understanding | Self | Developmental Trajectory |
| Personal Fable |
| Imaginary Audience |
| Identity Development |
| Foreclosure |
| Moratorium |
| Diffusion |
| Achievement |
|  | | | |
| 9/9 | 7: Family, Culture, & Communication | Parenting Styles | Authoritarian |
| Authoritative |
| Permissive |
| SES correlates |
|  | | | |
| 9/13 | 8: Peers, Schools, & Socializing | Peers | Interpersonal Behavior for M.C. & Adolescents |
| Fostering Effective Inter. Behavior |
| Popular Peers |
| Rejected Peers |
| Neglected Peers |
| Controversial Peers |
| Characteristics of Friends |
| Dominance Hierarchy |
| Cliques |
| Peer Subcultures |
| Sexuality | Dating |
| Sexual Exploration |
| Sex Education |
|  | | | |
| 9/16 | 9: Intelligence | Definitions | Spearman’s G |
| Crystallized/Fluid |
| Gardner’s Multiple |
| Sternberg’s Triarchic |
| Measuring | Types of IQ items |
| Computation |
|  | | | |
| 9/20 | 10: Emotional Development | Erikson | Theory |
| Personality | Development of Attachment |
| Development of Temperament |
| Development of Emotional |
|  | | | |
| 9/23 | 11: Motivation | Behaviorist | Extrinsic Motivation |
| Positive Reinforcement |
| Negative Reinforcement |
| Primary Reinforcers |
| Secondary Reinforcers |
| Social Cognitive | Vicarious Learning |
| Trait Perspectives | Trait Theorists |
| Need for Affiliation |
| Need for Approval |
| Achievement Motivation |
| Cognitivist | Intrinsic Motivation (aspects of and developmental trend) |
| Mastery Learning |
| Performance Learning |
| Attributions (developmental trend, origins of) |
|  | | | |
| 9/27 | 12: Behavioral Learning | Operant Conditioning | Response |
| Stimulus |
| Law of Effect |
| Punishment (+,-) |
| Reinforcement (+,-) |
| Schedules of Reinforcement |
| Observational Learning | Modeling |
| Vicarious Reinforcement |
| Related Factors |
| Extrinsic Motivation |
| Positive Reinforcement |
| Negative Reinforcement |
| Primary Reinforcers |
| Secondary Reinforcers |
|  | | | |
| 9/30 | 13: Cognitive Learning | IP Theory | Domain specific/general |
| Sensation |
| Perception |
| Atkinson-Shiffrin Model |
| Sensory Register |
| Short-term/working |
| Long-term |
| Process of encoding |
| Habituation |
| Attention |
| Thinking and reasoning |
| Metacognition |
| Awareness |
|  | | | |
| 10/4 | 14: Socio-Cog & Construct. | Social Cognitive | Reciprocal determinism |
| Self-regulation |
| Conditions that foster |
| Promoting self-regulation |
| Developmental trends |
| Specific management skills |
| Role of schools |
| Socio-Constrcut | Intersubjectivity |
| Social construction of mem. |
| Joint use of cog. Strategies |
| Cognitive apprenticeships |
|  | | | |
| 10/11 | 15: Standards | Defining Targets | Knowing/Understanding |
| Reason |
| Skills |
| Products |
| Dispositions |
|  | | | |
| 10/14 | 16: Selecting Methods | Assessment Options | Selected response |
| Essay |
| Performance Assessment |
| Personal Communication |
| Matching method with Target |
|  | | | |
| 10/18 | 17: Selected Response | Scoring | “Objectivity” |
| Item Types | Multiple choice |
| Binary (Alt. response) |
| Matching |
| Matching methods to targets | Test Blue Print |
| Guidelines | No clues |
| Focused question |
| Simple Grammar |
| Clear Syntax |
| Appropriate items |
| Item analysis | Item Difficulty |
| Item Discrimination |
| Accommodations | ?? |
|  | | | |
| 10/21 | 18: Performance Assessment | Scoring | Subjectivity |
| Rubric |
| Item types | Oral |
| Artifacts |
| Process |
| Portfolios |
| Matching method to targets |  |
| Guidelines | No clues |
| Focused question |
| Simple grammar |
| Clear syntax |
| Accommodations | Accommodations |
|  | | | |
| 10/25 | 19: Standardized Assessment | Test Types | Achievement |
| Ability |
| Interpretation | Raw Score |
| Percent correct |
| Percentile Score |
| Stanine |
| Grade equivalent |
| Accommodations | Accommodations |
|  | | | |
| TBD | 20: Service Learning | TBD | TBD |
|  | | | |
| 10/28 | 21: Final Exam | TBD | TBD |

**Course Requirements:**

There are 800 points possible in this course. Points can be earned through completing the service-learning requirements, participating in module activities, taking module quizzes, and taking the final exam. You will not specifically earn points for completing the require readings or for watching lectures in each module, but you may need to reference the readings and the lectures in the module quizzes, the module activities, the service-learning activities, and/or as part of the final exam. The scores are broken down below.

**Service-Learning Assignments (18.75%, 150 points possible):** As part of the College of Education’s assessment efforts, each student enrolled in FOUN 3100 must complete 25 hours of service learning.

At the time this syllabus is being written, due to potential precautions around the Covid-19 pandemic, it has not yet been decided if service learning will be all virtual, all in-person, or some combination of the two.

If in person, your task is to spend and document a minimum of 25 hours on-site volunteering with an eligible facility or school. You should propose, develop and deliver a product or lesson that will improve the developmental appropriateness for elementary school aged children at the site.

If virtual, you will have a menu of assignments and their hour equivalency to choose from. For full credit, you can pick any assignments from the menu that total a minimum of 25 hours equivalency.

If for any reason you start off in person but must move to virtual service learning before earning 25 hours, you will need to make up the difference virtually. You will earn one hour per one hour served on site, and you will be expected to choose from the menu to earn the rest of your 25 hours needed in order to earn full credit.

Here are four hypothetical examples to help demonstrate the options for the service-learning requirement:

* Classmate Z volunteers for 14 hours in a 4th grade classroom the first two weeks of the semester. Because of a spike in COVID cases, the school decides to no longer allow visitors in the building between Labor Day and Winter Break. Since Z earned 14 hours in person, they will need to complete at least 11 hours of assignments from the virtual assignments in order to total at least 25 hours of service-learning.
* Classmate R earns all 25 hours in person between Halloween and Thanksgiving so they will not need to complete any virtual assignments.
* Classmate C is high-risk and decides to only complete virtual service-learning. They choose from the menu of assignments and complete at least 25 hours equivalency.
* Classmate S volunteers for 3 hours at an elementary school but feels really uncomfortable with the lack of masking. They decide to discontinue the in-person experience and earn 22 hours equivalency from the menu of assignments to total at least 25 hours of service-learning.

Service-Learning Rubric: 100 of the total points will come from completing and documenting the hourly requirement of 25 hours, and 50 of the points will come from the service-learning assignment. Regardless of the modality of service-learning you choose, you will be expected to complete a written reflection assignment as part of Module 20.

**Module Activities (22.5%, 180 points possible):** There will be activities for each of the 18 content modules plus the introduction module for a total of 19 module activities this semester. You will only be graded on your top 18 module activity scores. This means you can either choose to skip one module activity for any reason (including a sensitivity to the content of that module) or you can choose to complete all modules and then drop your lowest score from the total. Each module activity is worth 10 points for a total of 180 points possible.

**Module Quizzes (37.5%, 300 points possible):** Quizzes will be posted on Canvas as part of each content module. The quizzes will be based on the lecture and/or the required readings for the module. There will be 300 quiz questions over the course of the content modules. Each module may have a different number of quiz questions but each quiz item will be worth one point.

**Final Exam (21.25%, 170 points possible):** The final exam will be released as part of the 21st module on October 28, 2021. It will be a written exam that will allow you to apply course content (especially development, learning/motivation, and assessment) in a way that may support your future professional responsibilities. Guidelines will be posted to Canvas when the module opens. The final exam is due on Friday, December 10, 2021.

|  |  |  |
| --- | --- | --- |
| **Assignment** | | **Points Possible** |
| 25 Service-Learning Hours (4 points per hour) | | 100 |
| Service-Learning Assignment | | 50 |
| Module Activities | | 180 |
| Module Quizzes | | 300 |
| Final Exam | | 170 |
| **Total** | | **800** |
|  | | |
|  | **Points** | **Letter Grade** |
| 720-800 | A |
| 640-719.9 | B |
| 560-639.9 | C |
| 480-559.9 | D |
| Below 479.9 | F |

**Course Policies:**

**A. Scaffolding (Instructional help)**: I encourage you to seek me out for

assistance with assignments or content with an understanding of the following: (1)

requests are expected to be specific, (2) requests are expected to be made more than 24 hours before an assignment is due [note that we really only have two due dates after the first module so this is especially important], (3) requests are expected to be made with the understanding that my assistance will not guarantee a certain score on any assignment or in the course, and/or (4) requests for assistance may require more than one conversation and/or one-on-one virtual meetings.

**B.** **Ethics of Grading/Earning Grades:** I am happy to discuss the score you earn on any and all assignments. All scores will be calculated as either complete/incomplete or according to the relevant and posted rubric. Requesting a higher grade than earned is asking me to commit a violation of my professional responsibilities [see Alabama Educator Code of Ethics, (5)(c)5.(i)].

**C. Accommodations for Students with Disabilities**: Students who need accommodations are asked to arrange a virtual meeting the first week of classes or as soon as possible. If you have a conflict with my office hours, an alternative time can be arranged to set up this meeting over email. Please provide a copy of your Accommodation Memo and an Instructor Verification Form before the meeting. If you do not have an Accommodation Memo but need accommodation, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TTY).

**D. Timely Submission of Materials.** Students are responsible for initiating arrangements for missed work due to excused reasons (see Tiger Cub). Late materials will only be accepted when possible and if arrangements are made at least 24 hours before the due date. Work that is missed for unexcused reasons will not be accepted. Work that is late with no excuse will not be accepted.

**E. Academic Misconduct**: The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for 2020-2021 for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the code.

**F. Incompletes and Withdrawals**: Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin 2020-2021).

NOTE: This is a working syllabus. Any changes will be announced over email and in Canvas as soon as possible. Students are responsible for being aware of the changes made.

1. This syllabus draws from syllabi written by Drs. Hannah Baggett, Sean Forbes, and Jessica Irons. [↑](#footnote-ref-1)