
Advanced Human Growth and Development

PSYC 5320 (Monday 2:00PM to 4:45PM in HPR Bldg Room 00262)

Dr. Drew A. Curtis

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Course Description

An advanced study of the physical, cognitive, social, and emotional development of humans across the lifespan, as well as the effects of important contexts (e.g., the family, schools, cultures, and peer groups) on developmental outcomes.

Course Format: In-person; Lecture and Discussion

Required Text:

1. Hupp, S. & Jewell, J. (2015). Great myths of child development. Wiley Blackwell: Malden, MA. ISBN: 978-1-118-52123-6
2. Jewell, J., Axelrod, M. I., Prinstein, M. J., & Hupp, S. & (2015). Great myths of adolescence. Wiley Blackwell: Malden, MA. ISBN: 978-1-119-24879-8
3. Erber, J. T., Szuchman, L. T. (2014). Great myths of aging. Wiley Blackwell: Malden, MA. ISBN: 978-1-118-52147-2
4. Gopnik, A., Meltzoff, A. N., Kuhl, P.K. (2000). The Scientist in the Crib: What early learning tells us about the mind. HarperCollins: New York, NY. ISBN-13: 978-0688177881
5. Baumeister, R. (1991). Meanings of Life. Guilford Publications, Inc.: New York, NY. ISBN13: 978-08986253

Recommended Text:

1. Santrock, J. W. (2024). Life-Span Development, 19th ed. McGraw-Hill

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Understand major theories of developmental psychology.	Lectures, Discussions, Nature/Nurture Debate, Interview/Observation, Exam
Be able to think critically about developmental psychology.	Lectures, Discussions, Nature/Nurture Debate, Interview/Observation, Exam
Directly observe and analyze developmental principles specific to course materials with and see how they are applied.	Interview/Observation
Communicate information and ideas effectively.	Discussions, Nature/Nurture Debate, Interview/Observation

Grading

Assessment	Points
Myth-Busting Reading Reactions/Participation	110 pts. (10 pts. each)
Nature/Nurture Debate	100 pts.
Interview/Observation	90 pts.
Final Exam	100 pts.
Total Possible Points	400

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. Course grades are not rounded up or down, nor are grades increased or decreased. Please refer to the course points for your final course grade. The following grading scale is in use for this course.

Grade	Range
A	360-400
B	320-359.9
C	280-319.9
F	≤ 279.9

Assignments/Grading

Myth-Busting Reading Reactions/Participation

Students will prepare, each week, a response of discussion questions/reactions based on their readings. The discussions serve three purposes: (1) prepare for class discussions, (2) apply course material through critical thinking and (3) demonstrate your understanding of the major psychological perspectives of development. You will be required to write about a myth you have heard related to the readings for the week and write about the readings. To earn a pass grade, you must be present, make at least one substantial comment or question, complete the reading reaction form, and/or participate in group activities. You will receive a fail if you do not complete the reading reaction form, are not in class, and do not contribute at all to the class activities. Your lowest reading reaction/participation grade will be dropped and you will not be given a grade for the first class.

Nature/Nurture Debate

You will be assigned to one of two groups and expected to present relevant literature and research in a debate on two major topics in developmental psychology, attachment (developmental construct that begins in infancy and affects humans across the lifespan) and temperament (relevant, stable construct of personality). Each group will be able to choose the topic they would like to research and present but will not know which side they will be arguing until the day of the debate. Thus, students should be prepared to argue both sides. The debate will be 30 minutes in length for each group and 10 minutes for questions from the audience. The group will present a general overview of the topic (5 minutes) before making an argument for one side. Along with the overview, the group will need to provide a 1-page summary of the topic along with relevant research for the audience.

Development Interview/Observation

You will complete a project throughout the class where you are to interview/observe someone

who is in a different stage of development from your own area of development or someone that you will likely work with in your career. You will observe/interview the person for about 45 min. to 1 hour. You must get permission from the person to observe or interview them. If the person is under the age of 18, you will need to get their permission along with consent from their legal guardian or parent. Afterwards, you will write a 6-8 page paper that depicts developmental milestones learned from class that you observed from the person. You will need to address the physical, cognitive (i.e., Piaget), and social/emotional (i.e., Erickson) descriptors of the individual interviewed/observed and some marker for that developmental stage (e.g., object permanence). You will need to integrate 10 relevant research articles related to observed areas of development. Rubrics are posted in Canvas.

Exam

There will be 1 final, comprehensive exam given at the end of the course. The final exam will consist of true/false and multiple-choice questions that will cover material from lectures, readings, activities, and class discussions from the entire semester.

Make up policy for exams: Make up exams will ONLY be allowed for emergency situations (in other words, a doctor's appointment is not an emergency). It is the student's responsibility (BY EMAIL WHEN POSSIBLE) to contact the professor within 24 hours to reschedule. Failure to do so will result in a zero on the exam. Make up exams will be scheduled at the convenience of the instructor and will be scheduled as quickly as possible. Make-up exams will cover the same material, but are in a format of the instructor's choice, such as ORAL or comprehensive fill in the blank/essay exams.

Course Expectations

Professionalism

Students are expected to strive for professionalism in and outside of the class. Students should strive for professionalism defined by Competency Benchmarks in Professional Psychology:

- Integrity
- Deportment
- Accountability
- Concern for the welfare of others
- Professional identity

Failure to adhere to these professional areas could result in speaking with the instructor, a remediation plan, a reduction in letter grade, failing the course, and/or being dismissed from the program. It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.

* A crucial part of being a professional is keeping with commitments and attendance. Missing a day of clients could be unprofessional, especially if not communicating with the clients. Class sessions are 3 hours once per week. Missing 1 class is equivalent to missing an entire week. Thus, missing more than 1 class without a documented medical reason will result in the drop of a letter grade.

Policies/Expectations

1. Read the syllabus If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
2. Students are expected to take responsibility for their success in You are encouraged to be *active participants* in the education process by asking questions and being alert in class.
3. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).

4. If you have any concerns related to this class, you are encouraged to speak with your instructor *in a timely manner*. As a general rule, you should raise any issues within one week of receiving a grade or completing a given
5. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and
6. The instructor reserves the right to use plagiarism prevention software
7. Students may not use AI to write any parts of their essays or exams. Use of AI to write your essay or exam will result in a zero for the exam and may even result in a failing grade for the course as well as potentially being dismissed from the program.

Class Sessions

- The majority of the class will be lecture and discussion.
- Class attendance is mandatory. This is a graduate level class and as such, it is expected that you will attend each class and contribute to class discussions and group activities. In order to have meaningful class discussions you must come to class having read the assigned material.
- You **MUST** take your own notes in class
- Media presentations and demonstrations may be used to help illustrate the concepts • Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful)

*DISCLAIMER: This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication

Email is the best way to contact your professor. All emails should include the course title or number in the subject and should include your first and last name.

Course Outline

Date	Topic	Readings	Assignments Due
Jan. 12	Introduction		
Jan. 19	Holiday		
Jan. 26	Developmental Science, Philosophy, and History; The Beginnings	GMK 1 & HJ 1-12	RR1
Feb. 2	Childhood: Learning of others	GMK 2 & HJ 38-50	RR2
Feb. 9	Childhood: Learning of the world	GMK 3	RR3
Feb. 16	Childhood: The mind, emotions, and language The brain and body	GMK 4 & 5 GMK 6 & HJ 13-25	RR4
Feb. 23	Nature/Nurture Debate		
Mar. 2	Adolescence: Body, Brain, and Mind	JAPH 1-14	RR5
Mar. 16	Adolescence: Self	JAPH 15-28	RR6
Mar. 23	Adolescence: Social World	JAPH 29-50	RR7

Mar. 30	Adult: Body & Mind	ES1-16	RR8
Apr. 6	Adult: Meaning, Self, and Others	ES17-33 & B1-5	RR9
Apr. 13	Adult: Work, Love, & Happiness	B 6, 7, 9, & 10	RR10 Development Interview/Observation
Apr. 20	Death and Dying	B 11 & ES5	RR11
Apr. 27	Final Exam (2-4pm)		

*Syllabus is subject to change at the discretion of the instructor

** HJ = Hupp & Jewell; GMK = Gopnik, Meltzoff, & Kuhl; JAPH = Jewel, Axelrod, Prinstein, & Hupp; ES = Erber & Szuchman; B = Baumeister

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other

artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.