

Syllabus

Course Information:

PSYC 4353.060: Developmental Psychology

Fall 2019

Virtual - In the location of your choice.

This is an elective and there are no prerequisite courses.

Instructor Information:

Rosemary Barké, Ph.D. (pronounced: Dr. *Bar kay*)

Office: HPR 208

Office Hours: WED 3:00-6:00; Please request an appt. time if needed

Office Phone: (903) 566-7144

E-mail: rbarke@uttyler.edu

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Catalog Description:

The study of theory and current research on developmental psychology across the lifespan, with an emphasis on the growth of personality and cognitive abilities

Student Learning Outcomes:

- Identify the history, theories, and methods of developmental psychology
- Identify heredity and prenatal development as it relates to developmental psychology
- Recognize and identify developmental norms in the newborn baby
- Recognize and identify developmental norms of infancy, specifically physical, cognitive and social development
- Recognize and identify the developmental norms of early childhood, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of middle childhood, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of adolescence, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of early adulthood, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of middle adulthood specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of late adulthood, specifically physical, cognitive, social, and emotional development.
- Summarize the stages of the end of life

Evaluation and Grading:

- **Video Reflections:** 50 points each (150 total)
- **Discussion Board Activities:** 50 points each (150 total)
- **Exams:** 100 points each (300 total)

Total Points Available: 600

- **A: 540 - 600**
- **B: 480 - 539**
- **C: 420 - 479**
- **D: 360 - 419**
- **F: Below 360**

Please do not ask me to round grades. The scale listed above is firm.

Teaching Strategies:

Begin with the expectation that this course will require a similar amount of time and effort from you as a face-to-face course, but that you will have more flexibility as to when you complete the work.

This class is divided into Modules. Each module contains course objectives, PowerPoint slides, video clips, articles, and other assignments that you will produce as the semester goes on.

You will want to make sure that you have read and taken notes over each chapter and viewed the additional module content before taking each exam.

Textbook: HDEV 5th edition, by Stephen Rathus [ISBN: 9781337116886]

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Exams:

- The exams are located in Canvas in their correct sequence.
- You may use your textbook, Power Points, notes, but NOT another person. Do not rely on these items exclusively because of the time constraints. You really need to KNOW the material.
- During the exam you are not allowed to do any backtracking. If you hit the back button it will lock you out of your exam.
- Each exam is a mixture of 100 questions, true/false and multiple choice.
- The exams are timed, 200 minutes each.
- Please study as if this was a lecture-based course.
- Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

Video Reflections:

- You are to generate 5 critical thinking questions and answer them using credible sources (NOT Wikipedia, about.com, etc). Critical thinking questions are those that ask “why” and “what if” and evaluate the truth of information presented with previous knowledge and through additional research.
- After asking your 5 critical thinking questions, you will attempt to answer each question by doing additional research beyond the scope of the film. Your answers should be written in full sentences and should be primarily in your own words. Be sure that you cite all sources in APA style and include a Works Cited page. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.
- The final component of your assignment is to write a reflection on the assignment. A reflection is not a summary, but an evaluation of your feelings, thoughts, and reactions to the information you’ve explored.
- There is a grading rubric for these assignments in the "Start Here" module. Once you have submitted an assignment through Safe Assign, you cannot make any corrections or additions to the assignment.

Discussion Boards:

- There is a grading rubric for each discussion board activity which is located in the "Start Here" module. The Discussion boards are located under specific modules.
- Your initial post (IP) should be more than a summary of the film (assume that we have all already viewed it when you write) and demonstrate that you watched it in full. I encourage you to reflect on the film, highlight areas which surprised or interested you, and to include sources related to the topic that extend the discussion with your peers. You will also need to conclude your IP with a critical thinking question for your group to discuss.
- Discussion posts with your group members are to be continual throughout the length of the assignment’s open period.
- Be sure that you cite all sources in APA style. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

Course Schedule:

- See the Course Schedule in the Start Here module for specific unit due dates for this term.
- There are 8 unit modules and the Start Here module in this course, each with their own unit due dates.
- You have some flexibility in your schedule but you **MUST** manage your time effectively, work steady, and make sure to meet **ALL** due dates on time. You can work **AHEAD** of due dates but **NOT** behind.
- Assignments will be closed as due dates pass and late assignments are not acceptable.

Start Here Module:

- Read and make sure you understand all the material contained here. Pay particular attention to the course schedule and the syllabus.

- Meet and Greet discussion question to "show up" for the class and to practice for the other graded discussion postings.

Unit I:

- Chapter 1: History, Theories, and Methods
- Chapter 2: Heredity and Prenatal Development
- Chapter 3: Birth and the Newborn Baby: In the New World
- ***Reflection 1: The Business of Being Born***

Unit II:

- Chapter 4: Infancy: Physical Development
- Chapter 5: Infancy: Cognitive Development
- Chapter 6: Infancy: Social and Emotional Development
- ***Exam 1: Chapters 1 - 6***

Unit III:

- Chapter 7: Early Childhood: Physical and Cognitive Development
- Chapter 8: Early Childhood: Social and Emotional Development
- ***Discussion 1: The Vaccine War***

Unit IV:

- Chapter 9: Middle Childhood: Physical and Cognitive Development
- Chapter 10: Middle Childhood: Social and Emotional Development

Unit V:

- Chapter 11: Adolescence: Physical and Cognitive Development
- Chapter 12: Adolescence: Social and Emotional Development
- ***Discussion 2: One Nation Overweight***
- ***Exam 2: Chapters 7 - 12***

Unit VI:

- Chapter 13: Early Adulthood: Physical and Cognitive Development
- Chapter 14: Early Adulthood: Social and Emotional Development
- ***Reflection 2: Action for Happiness***

Unit VII:

- Chapter 15: Middle Adulthood: Physical and Cognitive Development
- Chapter 16: Middle Adulthood: Social and Emotional Development
- ***Discussion 3: The Price of Admission***

Unit VIII

- Chapter 17: Late Adulthood: Physical and Cognitive Development
- Chapter 18: Late Adulthood: Social and Emotional Development
- Chapter 19: Life's Final Chapter
- ***Reflection 3: Facing Death***
- ***Exam 3 Chapters 13 - 19***

Extra Credit Opportunity

- You have two options for **ONE** extra credit opportunity for a potential 20 points added to your course total points. I prefer all students do Option 1 if at all possible.
- **Option 1: Counseling Interviews with Grad Students**
 - Extra credit points are available for you in this course for participating in volunteer counseling interviews with graduate students in Psychology and Counseling.
 - To receive extra credit points, you must participate in at least 3 hours, and will receive extra credit for up to 5 hours for the semester.
 - You will be awarded 4 extra credit points for each hour of participation.
 - A document describing this activity in more detail is available here as well as a document explaining how to sign up on the SONA system.
 - I will be informed about how many hours you participate at the end of the semester. I will NOT be informed of anything else related to the activity.
 - Extra credit is ***not*** being offered in this course for participating in research, only for participating in counseling with graduate students.
 - You will not receive credit for signing up if you are not called and/or do not participate in at least 3 sessions of counseling.
- **Option 2: Course Reflection**
 - If you are unable to participate in the counseling interviews extra credit opportunity (you are not called, you do not desire to participate, etc.) you may complete the Extra Credit Reflection.
 - In a minimum of 1500 words, reflect on what you have learned in this course this semester.
 - I am specifically looking at the quality of your response and the level to which you are genuine and honest and have analyzed your thoughts, beliefs, opinions, and life in relation to the content of this course. Papers with little content will not receive full points, even if they are 1500 words.
 - NO submissions will be received through email.
 - **ONLY CHOOSE THIS IF YOU ARE NOT PARTICIPATING THE COUNSELING EXTRA CREDIT.** You can only receive extra credit for ONE opportunity.

Academic Dishonesty:

- Canvas has tools that shows me when/if a student has plagiarized information. It will generate a report once you submit your work and any information matching other sources will be highlighted in a document. I am sure you know that this would be considered to violate our academic dishonesty policy and you will be turned into the Student Affairs office

for review. Your work must be original and in your own words. I cannot stress enough; make sure ALL of your work is ORIGINAL. If you aren't sure if the work you are about to submit abides by the academic dishonesty policy of the university, don't submit it. You know if the work you are submitting is completely original. Make sure that you always include in-text citations as well as a Works Cited page in APA format with all of your work. For assistance with APA formatting, you may visit the writing center on campus and find this site to be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>. (Links to an external site.)

University Policies:

Grade Replacement/Forgiveness and Census Date Policies

- Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
- Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
- The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

- Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
- Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

- In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

- Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

- If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

- It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

- Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

- Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
- (i) "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks

constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

- Vision
- The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global

perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Disclaimer: *The instructor may amend this syllabus to meet the evolving needs of the students and or University, Department, or any other identified entities. Changes will be provided to students in writing and/or via CANVAS.*

Dr. Rosemary Barké is supervised by the Dean of the College of Education and Psychology. If you have any problems related to this class please speak with me directly. If you believe I have not been responsive to your needs your next step would be to speak with the Dean about your concerns.