SYLLABUS

COURSE INFORMATION
PSYC 2320.001: Lifespan Developmental Psychology
Fall 2014
TH 6:00 – 8:45 pm
Business Building 212

INSTRUCTOR INFORMATION
Bethany Waits, MS, LPC
Office: UC 3177
Phone: 903-565-5743
Email: bwaits@uttyler.edu (best way to contact me)

GRADUATE TEACHING ASSISTANT INFORMATION
Ashley Vera, BS
Email: avera@patriots.uttyler.edu

BLACKBOARD SITE
2014 – FALL – PSYC – 2320.001: LIFESPAN DEVELOPMENTAL PSYC

COURSE CATALOG DESCRIPTION
Physiological, perceptual, cognitive, social, and affective change from conception to death, with an emphasis on transitions and developmental challenges throughout the lifespan.

STUDENT LEARNING OUTCOMES & ASSESSMENTS
As a result of taking this course, successful students will be able to:
   — Identify the primary reasons for studying human development across the lifespan.
   — Describe the process of researching developmental changes over time.
   — Identify, explain, and apply the major theories of human development across different stages of life.
   — Identify and explain the impact/interaction between genes and environment on development.
   — Describe factors that may effect development at different stages of life.
   — Identify the main stages of prenatal development and the process of birth.
   — Identify and explain the primary biological, cognitive, and psychosocial changes that occur during infancy, early childhood, middle childhood, adolescence, emerging adulthood, adulthood, and late adulthood.
   — Demonstrate an understanding of how cultural differences can impact development.
   — Demonstrate the ability to apply developmental research to current social issues.

REQUIRED TEXT

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.
TEACHING STRATEGIES
I will cover approximately one chapter per week; some weeks we will cover two chapters, see course schedule. I will lecture primarily from your textbook, and I may supplement with other materials such as films, short videos, group discussions, guest speakers, and in-class activities. It is important that you attend class, take good class notes, and complete the required reading assignments. You must read the textbook to be successful in this class! Class participation is strongly encouraged. All assignments must be completed on time. This class is much more fun and interesting if you take an active role in learning and participate!

EVALUATION AND GRADING

Exam # 1 100 points
Exam # 2 100 points
Exam # 3 (Final) 100 points
Quizzes 100 points – 5 quizzes, worth 20 points each
Article Summaries 30 points
Book Report 70 points
Total Possible Points 500 points

Research credits do not add to your point total; however, if you do not complete them, you will lose 50 points from your final grade. Essentially, failure to complete them will drop you an entire letter grade.

GRADE ASSIGNMENT
A = 500 – 450 points
B = 449 – 400 points
C = 399 – 350 points
D = 349 – 300 points
F = 299 points or below

EXAMS:
There will be 3 multiple choice exams given during the semester. Each exam is worth 100 points and will have approximately 100 questions (the final will be longer). Scantrons will be provided by the psychology department. The exams are worth a total of 300 points.

Tentative Exam Dates:
September 25, 2014 – Chapters 1-5
October 30, 2014 – Chapters 6-10
December 11, 2014 – Chapters 11-epilogue

Exams will most likely be administered on these dates, but these dates are subject to change at the instructor’s discretion. There is a possibility that material covered on each exam will change depending on the amount of material covered each week. It is the instructor’s discretion to make changes to exam dates and/or material covered as the semester progresses.

QUIZZES
There will be 5 quizzes throughout the semester. Each quiz is worth 20 points. The quiz questions will be short-answer, multiple-choice, true/false, and short essay format. They will be administered at the very beginning of class. You will have approximately 15-20 minutes to take the quiz. If you arrive late, you will only have the remaining time allotted to complete the quiz. The quizzes are worth a total of 100 points.
Tentative Quiz Dates:
September 4, 2014 – Chapter 1
September 18, 2014 – Chapter 3 & 4
October 9, 2014 – Chapter 6
October 23, 2014 – Chapter 8 & 9
November 13, 2014 – Chapter 11

ARTICLE SUMMARIES
Each student will complete three article summaries over the course of the semester. Students will complete a literature review and obtain 1 empirically supported journal article from the PSYCINFO database through the UT Tyler library. You will do this three times throughout the semester. You can pick any topic that we have covered in that section of the class. For instance, when you turn in the summary for exam one, you will pick any topic we have covered from the beginning of class to that exam (chapters 1-5). Students will complete a comprehensive summary of each article. Each article can be no more than 3 years old (2011-present). All summaries MUST be in APA format. Detailed instructions for the article summaries are on the Blackboard website under the “Assignments” tab. Each article summary is worth 10 points. You may turn them in early.

Tentative Article Summary due dates:
September 25, 2014 – Article # 1
October 30, 2014 – Article # 2
December 4, 2014 – Article # 3

BOOK REPORT
Each student will complete a book report worth 70 points. Students will read one book from the list below. Students may choose a book NOT listed below; however, you must check with me to verify that the book is appropriate for this assignment. After reading the book, students will complete a 5-page book report. The first four pages will be a summary of the book. The last page will summarize your thoughts on the book. Detailed instructions for this assignment can be found on blackboard. It is important that you follow directions and complete the assignment with appropriate font, cover sheet, and APA formatting. You may turn in your book report at any point during the semester.

Due by November 20, 2014

Possible books that students may choose from:

An unquiet mind: A memoir of moods and madness – Kay Redfield Jamison
Blue genes: A memoir of loss and survival – Christopher Lukas
Brain on fire: My month of madness – Susannah Cahalan
Comes the darkness, comes the light: A memoir of cutting, healing, and hope – Vanessa Vega
Darkness visible: A memoir of madness – William Styron
Electroboy: A memoir of mania – Andy Behrman
Get me out of here: My recovery from Borderline Personality Disorder – Rachel Reiland
Girl, Interrupted – Susanna Kaysen
How to disappear completely: On modern anorexia - Kelsey Osgood
Hurry down sunshine: A father’s story of love and madness – Michael Greenberg
I hate you don’t leave me – Jeriod Kriesman
I hardly ever wash my hands – J.J. Keeler
Just checking: Scenes from the life of an obsessive-compulsive – Emily Colas
Look me in the eye: My life with Asperger’s – John Elder Robinson
Madness: A Bipolar Life – Marya Hornbacher
Manic: A memoir – Terri Cheney
Mind without a home: A memoir of schizophrenia – Kristina Morgan
Monkey mind: A memoir of anxiety – Daniel Smith
Musical chairs – Jen Knox
My age of anxiety: Fear, hope, dread, and the search for peace of mind – Scott Stossel
My mother’s keeper: A daughter’s memoir of growing up in the shadows of schizophrenia – Tara Holley
No comfort zone: Notes on living with PTSD – Marla Handy (stress disorder)
Nobody’s Child – Marie Balter
Prozac nation – Elizabeth Wurtzel
Running with scissors: A memoir – Augusten Burroughs
Sharp: A memoir – David Fitzpatrick (cutting)
Shoot the damn dog: A memoir of depression – Sally Brampton
Sickened: The memoir of a Munchausen by proxy child – Julie Gregory
Skin game: A memoir – Caroline Kettlewell (cutting)
Soft spots: A marine’s memoir of combat & PTSD – Clint van winkle (stress disorder)
Something spectacular: The true story of one Rockette’s battle with bulimia – Greta Gleissner
The center cannot hold: My journey through madness – Elyn Saks
The noonday demon: An atlas of depression – Andrew Solomon
The quiet room: A journey out of the torment of madness – Lori Schiller with Amanda Bennett
The sociopath next door – Martha stout
Thin – Grace Bownam
Thinking in pictures: My life with autism – Temple Grandin
Touched with fire: Manic-depressive illness and the artistic temperament - Kay Redfield Jamison
Triggered: A memoir of OCD – Feltcher Wortmann
Unholy ghost: Writers on depression – Nell Casey
Wasted: A memoir of anorexia and bulimia – Marya Hornbacher
When Rabbit Howls – Truddi Chase

EXTRA CREDIT OPTIONS:
If you wish to earn bonus points toward your final point total, you may choose to participate in one or both of the following:

1. **Perfect Attendance:**
   I will take attendance EACH class. In order to track bonus points, students sign a roster at the END of class to indicate that they were present. Students that maintain PERFECT attendance during the semester will have 15 bonus points added to your overall point-total for the semester. Perfect attendance means that you stayed until the end of EVERY class.

   - If you miss 0 times = 15 points
   - If you miss 1 time = 5 points
   - If you miss 2 times or more = 0 points

   I do not “excuse” absences for this bonus exercise. It is an all or nothing policy. I understand that situations, such as illness or funerals, do occur. However, perfect attendance means that you missed NO class for any reason.
(NOTE: If you are a university athlete or university representative, please provide me with the appropriate documentation the first week of class to be exempt from this policy).

2. **Participation in Counseling with Graduate Students:**
   Students may volunteer to participate in counseling with graduate students in the psychology department. Information about how to sign-up for this bonus option is on the Blackboard website under the “Assignments” tab. You will be given 1 point for each session that you attend. Each session is approximately 1 hour. Maximum of 10 **bonus points** for this option.

3. **Other extra credit assignments:**
   I may assign additional extra credit assignments throughout the course of the semester. Typically these involve watching videos, such as TED Talks, and complete a writing assignment or answering questions.

**PSYCHOLOGY RESEARCH CREDITS**
Students will complete a total of 4 research credits during the semester. Research credits do not add to your overall point total. However, if you do not complete them, you will automatically lose 50 points. Essentially, you will be dropped an entire letter grade if you do not complete this assignment. If you only complete 2 credits, you will be dropped 25 points, and so on. You will need to gather all documentation and turn it into me by the date mentioned below.

**All credits are due by: December 11, 2014**

**Scientific and Social Responsibility Component for Lower Division Psychology Courses**

We in the Psychology Department believe it is important that students in psychology courses demonstrate behaviors consistent with the conduct and understanding of scientific research. We also believe that it is important that we strive to improve the communities in which we live. Based on these ideals and values, the UT-Tyler Department of Psychology now requires that students in 1000 and 2000 level psychology courses complete one of the following two options to demonstrate social and scientific responsibility.

**Research Option # 1:**
Students will complete 4 research credits by participating in psychology research. A credit is earned for every 30 minutes of research participation. Most studies are 30 minutes in length, so the majority will count as 1 credit. If the study is longer than 30 minutes, you may receive 2 credits etc. The UT-Tyler Institutional Review Board (IRB) has approved all studies.

Below are step-by-step instructions for students to log into the web-based research participation system:

**How to Log-On to Research Sign-Up System:**
- Go to the following website: http://uttyler.sona-systems.com
- On the right-hand side of the page, click the link that says “Request Account”
- Type in your information.
- Login with your new username and password.
- Click the link that says “Study Sign Up”
- Click the link of the study you wish to participate in (the number of credits the study is worth will be listed on the webpage).
- Click the link that says “Timeslots Available.”
— Select a date and time that will work for you
— Repeat Steps 4-7 until you have completed all 4 credits

How to Document Research Hours on SONA:
— Login to the system using your username and password.
— Click the link “My Schedule and Credits.”
— This page lists the number of credits you’ve completed and the number of credits required: (4 credits)
— Hit the “Print” button at the top of your web browser

Option # 2:
Students may complete an 8-10 page research paper to obtain the 4 required research credits. The topic for the paper can be found in greater detail under the “Assignments” tab in Blackboard. If you do the paper, you do NOT have to participate in psychology research. This is merely another option for obtaining your 4 research credits. If your paper is acceptable, then you will receive your 4 credits. If it is not acceptable, you will be notified to revise and resubmit by the final deadline.

COURSE POLICIES

1. Class Participation:
   Each student will be expected to participate in class. Since this class is over 2 hours in length, it is much more fun and engaging when students participate. That being said, you do not have an actual participation “grade” so to speak; however, points may be added (or subtracted) based on your participation. For instance, if you contribute in class, ask questions, and participate appropriately in discussions, you may be awarded extra points at the end of the semester. If a student is within 1 or 2 points of the next letter grade, participation, or lack thereof, may be a determining factor. In the same way, if you are inappropriate in class, make rude statements, or are disrespectful in any way to your classmates or the instructor, points may be subtracted from your grade, accordingly.

2. Attendance:
   Attendance is expected and required. If you are unable to attend a class, please send me an email explaining why you were not present. You will only be allowed to make-up a test or quiz in the event of an excused absence. Excused absences may include doctor’s documented illness, death/funeral, religious observation, or UTT athletics from approved schedule, which pertains to athletes. All absences WILL REQUIRE an acceptable form of documentation to be considered “excused.”

3. What If I miss an Exam or a Quiz?
   If you miss class on an exam or a quiz day, you MAY be allowed to make-up these grades. ALL make-up exams and quizzes require a documented, EXCUSED absence in order to receive a re-take. An excused absence is defined by the university policy and instructor’s discretion as a documented illness, death/funeral, religious observation, or UTT athletics. Students MUST provide some form of appropriate documentation in order to make-up missed assignments. You may also take advantage of the optional cumulative final to replace your lowest test score, in the event that you miss an exam. You must provide appropriate documentation to me on the make-up day listed below to retake quizzes or exams. Make-up day – December 4, 2014
4. **Social Media, Facebook, and Appropriate Behavior:**
Facebook, texting, googling, all activities in this category are NOT allowed during class. You can check between classes or on break. Consistent use of social media during class lectures may result in a reduction in points. Furthermore, any disruptions in class due to inappropriate behavior (i.e. talking during a lecture, inappropriate statements, discriminatory remarks, etc.), may also result in a reduction of points. If a student continues to be disruptive, they will be asked to leave class and will be reported to the dean of student affairs. Please ask me if you have any questions or confusion about this policy.

**CLASS SCHEDULE AND TOPICAL OUTLINE:**

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<thead>
<tr>
<th>Date</th>
<th>Outline for Class</th>
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<tbody>
<tr>
<td>August 28, 2014</td>
<td>Syllabus, Chapter 1</td>
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<tr>
<td>September 4, 2014</td>
<td>Quiz # 1, Finish Chapter 1, Chapter 2</td>
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<td>September 11, 2014</td>
<td>Chapter 3 &amp; 4</td>
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<tr>
<td>September 18, 2014</td>
<td>Quiz # 2, Chapter 5</td>
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<td>September 25, 2014</td>
<td>Exam # 1, Article Summary # 1</td>
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<td>October 2, 2014</td>
<td>Chapter 6</td>
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<td>October 9, 2014</td>
<td>Quiz # 3, Chapter 7</td>
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<td>October 16, 2014</td>
<td>Chapter 8 &amp; 9</td>
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<td>October 23, 2014</td>
<td>Quiz # 4, Chapter 10</td>
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<td>October 30, 2014</td>
<td>Exam # 2, Article Summary # 2</td>
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<td>November 6, 2014</td>
<td>Chapter 11</td>
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<td>November 13, 2014</td>
<td>Quiz # 5, Chapter 12 &amp; 13</td>
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<td>November 20, 2014</td>
<td>Finish Chapter 13, Chapter 14, Book report</td>
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<td>November 27, 2014</td>
<td><strong>THANKSGIVING!</strong></td>
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<tr>
<td>December 4, 2014</td>
<td>Chapter 15 &amp; Epilogue, Make-up day</td>
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<tr>
<td>December 11, 2014</td>
<td>Article Summary # 3</td>
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<td>December 11, 2014</td>
<td>Exam # 3 (Final), Research credits due</td>
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UNIVERSITY POLICIES

STUDENT RIGHTS AND RESPONSIBILITIES
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

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.

COLLEGE OF EDUCATION AND PSYCHOLOGY VISION, MISSION, & 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.