SYLLABUS

COURSE INFORMATION:
PSYC 4353: DEVELOPMENT ACROSS THE LIFESPAN
Fall 2014

Instructor: Amy Roberson Hayes, Ph.D.
Class time: Mondays and Wednesdays, 11:00-12:15
Classroom: TBA
Office: TBA
Office hours: Mondays from 12:30-2, Thursdays from 9-10:30, and by appointment


Readings: Additional assigned readings will be posted on Blackboard. Names of the readings and the dates they are due are listed on the calendar in the syllabus.

Course Overview:
The primary purpose of this course is to examine the physical, cognitive, and social development of infants, children, adolescents, and adults, and the various factors (e.g., genetics, parenting, peer groups, schooling, and the media) that influence development. Prominent theories of development and research methods used in developmental psychology are reviewed. Specific topics that are covered include: aggression, attachment, gender development, language development, moral development, cognitive development, cultural influences, school settings, and aging.

The course will combine both lecture and seminar formats. I will generally introduce each topic with some background information and/or lecture on some selected aspect of each topic, but much of what you learn from the class will be information that you glean from the readings and class discussions. Active student participation is required.

Evaluation and Grading:
EXAMS: There will be 3 non-cumulative exams that cover material from class and the readings. The first 2 exams will take place during class, and the 3rd exam will take place during final exams (though it is NOT a cumulative final, it covers the last unit of material). Each non-cumulative exam will be worth 30 points. The exams will utilize multiple choice, fill-in-the-blank, and short essay formats.

Make up exams: Make-up exams will be given under compelling circumstances. Make-up exams will be in essay format, totaling 30 points. Please come and speak to me as soon as you know you will not be able to be in class for an exam, and we can schedule a day for your make-up test.

POLICY RESEARCH PAPER: Due in class November 19 For your final research paper, you will be asked to analyze a current controversial issue in human development and make a research-based suggestion for a program or policy that addresses the issue. A full description of the paper assignment is posted on Blackboard.

POSTED DISCUSSION QUESTIONS: Part of class time each Wednesday will be devoted to discussing the readings assigned for the week. Each Thursday, I will post on Blackboard a discussion question for the following week’s readings. You should keep the discussion question in mind while reading the assigned material and write a brief, 1-paragraph response to the question. Responses should be posted on Blackboard by 8 AM Tuesday morning (i.e., the day before our in-class discussion).

Example:
- Thursday 9/4: discussion question for Wednesday 10/10 is posted on blackboard
- Tuesday 10/9: response to discussion question is due to Blackboard by 8 AM
- Wednesday 10/10: discussion of readings and responses to posted question in class
• REPEAT each week. You have almost an entire week to complete each set of readings and write a thoughtful response.

Each week’s response is worth 2 points, for a total of 20 points. Responses that are posted late will not earn credit. Discussion questions will begin the second week of class (i.e., first response should be posted 9/2, to be discussed 9/3).

The **total number of points that it is possible to earn for the semester is 160.** Grades are a reflection of what you have earned and the course is not curved.

The following are cut-off scores (number of points) for each letter grade:

- A = 144 points and above
- B = 128-143 points
- C = 112-127 points
- D = 96-111 points
- F = Below 96 points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>90 points total</td>
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<tr>
<td>1</td>
<td>(30)</td>
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<tr>
<td>2</td>
<td>(30)</td>
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<td>3</td>
<td>(30)</td>
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<tr>
<td>Discussion Questions</td>
<td>20</td>
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<tr>
<td>Final Paper</td>
<td>50</td>
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<td>Total points</td>
<td>160</td>
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**Course Policies:**

**Class participation and communication:** The bulk of class time will be devoted to introducing you to the study of child psychology, discussing the readings, and critically evaluating course material. I highly encourage active class participation and reading of the course material in advance. Please take the opportunity to attend office hours as well, as they allow for more in depth conversations about course material than is possible during lecture. If you would like to meet with me and cannot attend my scheduled office hours, please contact me to schedule an appointment. Email communication is also encouraged.

**Lecture Policies:** Lectures will include material that is not in the textbook. If you miss a class, it will be your responsibility to find out from a classmate what happened in class (including handouts, assigned readings, announcements, and lecture content). I will post outlines of the power point lecture slides after each class meeting to assist with studying. **Laptops may not be used in class.** I have instituted the no laptop policy for two reasons. First, taking notes by hand facilitates deeper processing of the lecture information than does typing notes on a computer. Second, having laptops open (especially when students are doing things other than note taking on their computers) is often distracting to the rest of the students in the class. If you have a problem with the laptop policy, please come talk to me about it and we can work out a solution.

**Rebuttal Policy:** I encourage students to come into office hours to look over their graded exams. Students who would like to dispute any wrong answers on an exam must submit a formal rebuttal in writing before the next exam. A rebuttal is a written explanation of your reasons for choosing an answer, as well as references to sections of the textbook or notes that support your claim.
University Policies:

Students 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.

**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.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS and assignments</th>
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<tbody>
<tr>
<td>Aug 25-27</td>
<td>Introduction and Research Methods</td>
<td>Ch. 1 (p. 29-36) No discussion question this week</td>
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<tr>
<td>Sep 1-3 (No class Sep 1 for Labor Day)</td>
<td>Overview of Theories</td>
<td>Ch. 1 (p. 21-29) Article: Bronson &amp; Merriman, 2009</td>
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<td>Sep 8-10</td>
<td>Prenatal Development and birth</td>
<td>Ch 2 Article: King &amp; Laplante, 2005</td>
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<td>Sep 15-17</td>
<td>Infancy</td>
<td>Ch 3 (p. 112-116) Ch 5 (p. 168-179) Article: Morelli et al., 1992</td>
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<td>Sep 22-24</td>
<td>Cognitive Development</td>
<td>Chs 6 &amp; 7</td>
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<td>Sep 29-Oct 1</td>
<td>Monday- EXAM 1</td>
<td>Ch 8 Wednesday- Bring idea for paper topic No discussion question this week</td>
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<td>Intelligence</td>
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<td>Oct 6-8</td>
<td>Language Development</td>
<td>Ch. 9 Article: Kuhl et al., 2003</td>
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<td>Oct 20-22</td>
<td>Self and Identity</td>
<td>Ch. 11 Article: O'Keefe et al., 2011</td>
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<td>Oct 27-29</td>
<td>Monday- Moral Development</td>
<td>Ch. 13 Article: Rushton et al., 1975 No discussion question this week</td>
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<td>Wednesday- Exam 2</td>
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<td>Nov 3-5</td>
<td>Stereotyping and Prejudice</td>
<td>Ch. 12 Articles: Hilliard &amp; Liben, 2010; Bigler et al., 1997</td>
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<td>Nov 10-12</td>
<td>Schools, achievement, and careers</td>
<td>Ch. 16 Articles: Bronson, 2007; Murphy et al., 2010</td>
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<td>Nov 17-19</td>
<td>Parenting and Families</td>
<td>Ch. 14 Articles: Lewin, 2014; Patterson, 2009 Wednesday: PAPER DUE!</td>
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<td>Nov 24-26</td>
<td>THANKSGIVING BREAK</td>
<td>No assignments</td>
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<tr>
<td>Dec 1-3</td>
<td>Issues in Aging</td>
<td>Ch.3 (p. 117-123), Ch. 7 (p. 245-250), Ch 15 (p 534-555) Article: Pinquart, 2002 No discussion question this week</td>
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<td>Dec XX</td>
<td>EXAM 3</td>
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