**Class information:**

Class time: Mondays and Wednesdays, 9:00-10:20 AM  
Classroom: Stewart 127

**Instructor:** Dr. Amy Hayes

Office: BEP 252  
Email: ahayes@uttyler.edu  
Office Phone: 903-565-5753  
Office hours: Mondays 2-3 and Wednesdays 10:30-12:30


**Readings:** Additional assigned readings will be posted on Canvas in each weekly unit. 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, schools) that influence development. Prominent theories of development and research methods used in developmental psychology are reviewed. Specific topics that are covered include: prenatal development, 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 **20% of your final grade.** The exams will utilize multiple choice, fill-in-the-blank, and essay formats.

**Make up exams:** Make-up exams will be given under **compelling** circumstances. If you need to make-up an exam, please let me know as soon as possible that you will not be able
to take them exam on the scheduled day. Make-up exams will be in the same format as the regular exams, but will be an alternate version of the test (i.e., different questions than the rest of the class got). **Make up exams will be taken at the same time as your final exam during the scheduled exam period.** So, if you need to make up Exam 1, you will take an alternate version of Exam 1 and the regular Exam 3 in the same sitting.

**POLICY RESEARCH PAPER: Electronic submission, due to Canvas by 9:30 AM on November 20th.** 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 Canvas.

**Late paper policy:** An electronic version of your paper is due to Canvas at the beginning of class on November 20th. I will subtract one letter grade for every day that a paper or assignment is late up to 1 week after the paper is due. That is, I will not accept papers that are more than 1 week late. Please contact me in advance if you have a problem/extenuating circumstance that will affect your ability to turn in the paper. If you need to hand in a paper late due to an illness or other extenuating circumstance, no points will be subtracted as long as you have documentation of your excuse.

**POSTED DISCUSSION JOURNALS:** Part of class time each Wednesday will be devoted to discussing the readings assigned for the week. In each week’s content unit, there is a journal assignment posted that will help to prepare you for this in-class discussion. You should keep the journal question in mind while reading the assigned material each week and write a brief, 2-3 paragraph response to the question that is posted for that unit. Responses should be posted on Canvas by 9:30 AM Tuesday morning (i.e., the day before our in-class discussion).

Each week’s response will be graded on a 10 point scale, with a perfect score of 10 reflecting responses that do a thoughtful, thorough job of answering the question by incorporating the readings from that week. **Responses that are posted late will earn NO credit.** Discussion questions will begin the first week of class. There will be no discussion questions during weeks that we have exams, or the week that the paper is due.

**ATTENDANCE:** I will take attendance at each class meeting. Your attendance points contribute 5% to your final grade.

**Class Grade Breakdown:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Exam 3</td>
<td>20%</td>
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<tr>
<td>Discussion Questions</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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<tr>
<td>In-class attendance</td>
<td>5%</td>
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<tr>
<td>Total points</td>
<td>100%</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 developmental 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. I will make routine announcements and class reminders through Canvas. Please remember to check your Patriots email account in order to receive these reminders.

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).

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.
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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 26-28</td>
<td>Introduction to Developmental Psychology</td>
<td>Ch. 1 Article: Bronson &amp; Merriman</td>
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<td>Theories of Developmental Psychology</td>
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<td>Sep 2-4</td>
<td><strong>Monday</strong>: No class for Labor day Methods in Developmental Psychology</td>
<td>Ch. 2 Articles: Kirkorian et al., 2009</td>
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<td>Sep 16-18</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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<tr>
<td>Sep 23-25</td>
<td><strong>Monday- Exam 1</strong> Wednesday- Cognitive Development</td>
<td>Chs 6 Wednesday- Paper topic due on Canvas No discussion question this week</td>
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<td>Sep 30-Oct 2</td>
<td>Cognitive Development and Intelligence</td>
<td>Chs 7&amp;8</td>
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<td>Oct 7-9</td>
<td>Language Development</td>
<td>Ch. 9 Article: Kuhl et al., 2003</td>
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<td>Oct 14-16</td>
<td>Attachment and Emotional Development</td>
<td>CH. 10 Monday: 3 abstracts due on canvas</td>
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<td>Oct 21-23</td>
<td>Monday: Self and Identity <strong>Wednesday: Exam 2</strong></td>
<td>Ch. 11</td>
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<td>Oct 28-30</td>
<td>Moral Development</td>
<td>Ch. 13 Article: “Raising a Moral Child”</td>
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<td>Nov 4-6</td>
<td>Gender and Stereotyping</td>
<td>Ch. 12 Articles: Hilliard &amp; Liben, 2010</td>
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<td>Nov 11-13</td>
<td>Parenting and Families</td>
<td>Ch. 14 Articles: Patterson, 2009</td>
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<td>Nov 18-20</td>
<td>Schools and achievement</td>
<td>Ch. 16 Wednesday: Paper Due on Canvas Articles: Stephens et al., 2014</td>
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<td>Nov 25-27</td>
<td><strong>Thanksgiving Holiday- No Class</strong></td>
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<td>Dec 2-4</td>
<td>Issues in Aging</td>
<td>Ch. 7 (p. 245-250), Ch 15 (p 534-555), Ch. 17</td>
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<td>Finals Week</td>
<td>EXAM 3 (Date and time TBA)</td>
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