

Syllabus

THE UNIVERSITY OF TEXAS AT ARLINGTON

Course Title: Developmental Psychology

Professor:

Dr. Martha Mann

Email:

mann@uta.edu (Please use WebCt email)

You may email me any time using my WebCT course email address. I will check my email 3-4 times a week and attempt to respond to emails within 48 hours. If your question or comment requires a longer response, please expect that to occur on the weekends (Friday through Sunday).

Office:

UT Arlington, Box 19528, Arlington, TX 76019

Office Phone:

(817)272-3239

Office hours:

Virtual Office Hours: T 10-11 am and by appointment ("In person" office hours: W 3-4 pm and by appointment in 303LS)

Texts and Materials:

- Required Textbook: Santrock, John W. (2007). A Topical Approach to Life-Span Development, 4th Edition. McGraw-Hill Higher Education.
- Companion Book Website (Online Learning Center): http://highered.mcgraw-hill.com/sites/0073382647/information_center_view0/

Course Description:

PSYC 3310. DEVELOPMENTAL PSYCHOLOGY (3-0) Human development and growth from conception through old age, concerned with the physical, behavioral, and social aspects. Prerequisite: PSYC 1315.

Getting started:

First, please review the link which asks, IS distance education right for me?

http://distance.uta.edu/Prospective_Students/Is_DE_For_Me/

Next, please review the frequently asked questions (FAQ) from the Center for Distance Education:

<http://distance.uta.edu/FAQ/Tech-list/>

Finally, please visit the UTA library to find out what additional resources are available to you as online learners:

<http://library.uta.edu/users/distanceEducation/>

Course Structure and Notes:

The course is divided into 5 modules, following the sequence in the Santrock text. Except for Module 1, the remaining modules contain 4 chapters apiece. To succeed in this class, read the text, review the PowerPoint (PPT) lecture on WebCT, visit the companion book website to take practice exams or review the McGraw Hill videos, then review the learning goals for each chapter and take the weekly quiz. PPT lecture slides will contain additional links to Web pages and videos (videos not listed in the companion Website) and you are strongly advised to study those materials as well. To view the videos, you may need to install and/or update QuickTime and Micromedia Flash player. The PPT lectures are intended to supplement and reinforce text material and you are responsible for studying both. Each PPT lecture is titled the same way as the text chapter is titled and all lectures are posted by the beginning of each week (7 am Monday) under Course Content on the WebCT homepage. (You may have to disable your pop-up blocker in order to open and download the lecture.) Finally, note that there is no comprehensive final exam.

Student Learning Outcomes:

After completing this course, the student will be able to:

- articulate the main tenets of the life span perspective
- identify major theories and theorists in human development
- discuss multidisciplinary approaches to development including basic and applied research methods
- identify important research findings and prospective studies concerning the human lifespan
- describe careers in the field of development

Assignment and Grade Calculation:

Grades will be assigned according to the following system:

Each weekly quiz will contain 22 objective questions, with each question worth one point. Objective questions may take the form of multiple choice or true/false formats. There are 15 quizzes (over 15 weeks) and each one must be completed between 7 am Friday and 9 am Saturday (all Central times) of each week. (Exception: During the week we celebrate the Thanksgiving break, the quiz will be available from 7 am Wednesday until 9 am Saturday.) So, there is a total of 330 points available. (That is, 15 quizzes x 22 questions = 330.) This means that it is possible to miss a quiz (a loss of 22 points) and still score a perfect score of 300. However, I recommend that you take each quiz every week—just in case! Make-up quizzes will only be given for university approved excuses with documentation and at the discretion of the instructor. The first PPT lecture (under Course Content on WebCT) is on when and how to take the quizzes. In fact, there is a practice quiz (with questions taken from the syllabus) for you as well but no points I'm afraid. (☺)

There is one more way to improve your grade: See Optional Discussion Postings below. Postings can count for a maximum of 20 points cumulatively and points received may be substituted for your lowest quiz grade.

Optional Discussion Postings

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Discussion postings in an on-line class correspond to in-class participation in a traditional class. In this class, discussion postings are optional for all students except Honors students. Postings will be organized around particular themes. If you are going to participate in discussion, it is important that you select a theme as soon as the course begins since depending on the theme, some postings are due in week 2. To receive credit, the posting must have a minimum of 200 words and a maximum of 400 words. I recommend that you write your posting using Word, perform a spell check and grammar check, and then do a word count using the "Tools" drop-down menu (or simply refer to the bottom of the document if you are using Word 2007). Once you are satisfied with the discussion you plan to post, then copy and paste it under the correct topic in the WebCT discussion space. Please do not attach files. If the posting meets spelling and word count criteria but does not qualify as "thoughtful," I will send you an email privately asking you to re-post for credit. (Note, since correct spelling and minimum word count are objective criteria that you can verify for yourself, I will not necessarily be sending you a warning email if you fail to meet these criteria; I will simply deduct points). Each thoughtful posting that meets these basic criteria will give you 10 points per posting (for a possible total of 20 points) and these points may be substituted for your lowest quiz grade. For the purpose of the discussion postings assignment, a week begins at 7 am Central Time on Monday morning and ends at 7 pm on Saturday of the same week. So, a posting due for week 2 should be received between Monday, August 31 (7 am) and Saturday, September 5 (by 7 pm). Late postings and postings in addition to the two required will receive no credit. Please note: Review the themes and due dates below. I will not be reminding you of when your postings are due; it is your responsibility to post by the due date. In fact, the only prompt I have provided for you can be found on the calendar in WebCT. However, you may wish to fill in the course schedule (below) to remind yourself of the themes and weeks you have selected.

Honors College Credit

Students who are members of the Honors College may wish to take this course for Honors credit. If you wish to do so, please provide the Lead Teacher (or other designated faculty member) with an Honors Credit Contract (downloaded from <http://honors.uta.edu/documents/credit.pdf>). You and the Lead Teacher/faculty member will together determine an appropriate supplemental assignment to justify the awarding of Honors credit. If you are not in the Honors College and would like to learn more about the benefits of membership, visit the website at <http://honors.uta.edu/>, where you will find an application form for electronic submission.

Note to Honors Students: To receive Honors credit for this course, you will need to post a response to a discussion question on 4 separate weeks beginning in week 5.

Topics for Discussion Postings:

Topics for Discussion Postings are organized around particular themes. Choose one theme for the duration of the semester. (Honors students: Please see the Honors Student Corner.) Note: Even if you opt out of the posting assignment, you are welcome to read and respond to a posting by using the "threaded" option to respond and writing "Commentary" in the subject line. Of course, I expect professional behavior toward your colleagues at all times. I hope your reading will enrich your learning further!

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- Theme:** Careers in Developmental Science (postings due Weeks 2 and 15)
- Theme:** Multidisciplinary Aspects of Development (postings due Weeks 4 and 7)
- Theme:** Pre-Professional Development in Education (postings due Weeks 6 and 8)
- Theme:** Pre-Professional Development in Nursing (postings due Weeks 3 and 13)
- Theme:** Pre-Professional Development in Psychology (postings due Weeks 5 and 9)
- Theme:** Research in Development (postings due Weeks 2 and 15)
- Theme:** The Honors Student Corner (postings due in Weeks 5, 10, 11 and 12)

Detailed Guidelines for Discussion Postings:

Rubric

<i>For each posting, a maximum of 10 points can be earned</i>	Expert (9-10) Points Earned	Acceptable (4-8) Points Earned	Unacceptable (<4) Points Earned
Remember! A minimum of 200 and maximum of 400 words	The posting was made on time and free of mistakes in spelling and grammar. The posting answered or explained the discussion question, the content was “thoughtful” and the information received was appropriately referenced.	The posting contained some errors in spelling or grammar. Minimum and/or maximum word limits were not followed exactly. Information (including web pages) was not cited well.	The posting was late (0 points). The response was plagiarized (0 points). The posting contained multiple errors in spelling and/or grammar. Word limits were ignored.

Posting 1 (10 pts) + Posting 2 (10pts.) =	TOTAL = 20 points
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Grading scale:

Final course grade assignment by point range:

- A = 270-330 (90% or better based on a total of 300 points; 330 total points are possible)
- B = 240-269 (80% or better)
- C = 210-239 (70% or better)
- D = 180-209 (60% or better)
- F ≤ 179 (59% or less)

Course Policies:

Schedule of lessons and activities: You must complete all assignments and quizzes by the due dates. All due dates for the assignments and quizzes are listed in the course schedule, which is located at the end of this syllabus.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and

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procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is 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." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

The Writing Center:

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. The Writing Center's hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling (817) 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

Drop Policy:

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments. Class Schedule Five-Week Session

Course Schedule: *(Enter information for each module below.)*

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Module 1: The life-span perspective (1 chapter)	
Week 1	<i>NB: All times are Central</i>
Read: Chapter 1, Introduction	Visit the Companion Web site
Assignments: Review the PPT "Introduction"	Take the practice quiz on WebCT
Discussion posting: optional (beginning in week 2)	NA
Assessment: Quiz over Chapter 1	7 am Friday-7 pm Saturday (8/29)
Module 2: Biological processes, physical development, and health (4 chapters)	
Week 2	
Read: Chapters 2 and 3 Biological beginnings Physical development and biological aging	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional (beginning this week)	7 am Monday-7 pm Saturday (9/5)
Assessment: Quiz over Chapters 2 and 3	7 am Friday-7 pm Saturday (9/5)
Week 3	
Read: Chapter 4, Health	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (9/12)
Assessment: Quiz over Chapter 4	7 am Friday-7 pm Saturday (9/12)
Week 4	
Read: Chapter 5 Motor, sensory, and perceptual development	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (9/19)
Assessment: Quiz over Chapter 5	7 am Friday-7 pm Saturday (9/19)
Module 3: Cognitive processes and development (4 chapters)	
Week 5	
Read: Chapter 6 Cognitive development approaches	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (9/26)
Assessment: Quiz over Chapter 6	7 am Friday-7 pm Saturday (9/26)

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Week 6	
Read: Chapter 7 Information processing	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (10/3)
Assessment: Quiz over Chapter 7	7 am Friday-7 pm Saturday (10/3)
Week 7	
Read: Chapter 8 Intelligence	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (10/10)
Assessment: Quiz over Chapter 8	7 am Friday-7 pm Saturday (10/10)
Week 8	
Read: Chapter 9 Language development	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (10/17)
Assessment: Quiz over Chapter 9	7 am Friday-7 pm Saturday (10/17)
Module 4: Socioemotional processes and development (4 chapters)	
Week 9	
Read: Chapter 10 Emotional development	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (10/24)
Assessment: Quiz over Chapter 10	7 am Friday-7 pm Saturday (10/24)
Week 10	
Read: Chapter 11 The self, identity, and personality	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (10/31)
Assessment: Quiz over Chapter 11	7 am Friday-7 pm Saturday (10/31)
Week 11	

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Read: Chapter 12 Gender and sexuality	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (11/7)
Assessment: Quiz over Chapter 12	7 am Friday-7 pm Saturday (11/7)
Week 12	
Read: Chapter 13 Moral development, values, and religion	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (11/14)
Assessment: Quiz over Chapter 13	7 am Friday-7 pm Saturday (11/14)
Module 5: Social contexts of development; Endings (4 chapters)	
Week 13	
Read: Chapter 14 Families, lifestyles, and parenting	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	NA
Assessment: Quiz over Chapter 14	7 am Friday-7 pm Saturday (11/21)
Week 14	
Read: Chapter 15 Peers and the sociocultural world	Visit the Companion Web site
Assignments: Review the PPT	
Discussion posting: optional	7 am Monday-7 pm Saturday (11/28)
Assessment: Quiz over Chapter 15	7 am Wed-7 pm Saturday (11/28)
Week 15	
Read: Chapters 16 and 17 Schools, achievement, and work Death, dying, and grieving	Visit the Companion Web site
Assignments: Review the PPT	<i>Complete the course evaluation!</i>
Discussion posting: optional	7 am Monday-7 pm Saturday (12/5)
Assessment: Quiz over Chapters 16 and 17	7 am Wed-7 pm Saturday (12/5)

