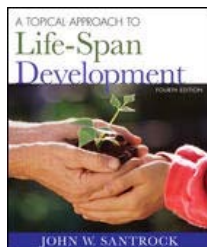


**PSYC 3310- DEVELOPMENTAL PSYCHOLOGY**  
**SUMMER 2009**  
**M-F 8:00-10:00A**  
**LIFE SCIENCE 424**

**Instructor:** Dr. Lauri Jensen-Campbell  
**Office:** Life Sciences 406  
**Office hours:** By Appointment Only (after class as needed)  
**Phone:** (817) 272-5191 (please no voicemail)  
**Mailbox:** Life Sciences 313  
**E-Mail:** LCAMPBELL@UTA.EDU  
**Course Website:** www.uta.edu/lcampbell  
**eInstruction:** www.einstruction.com  
**Book Website:** www.mhhe.com/santrockltd4  
**CPS Class Key:** **J51228D178**  
**Prerequisites:** PSYC 1315 - Introduction to Psychology

**Co-instructors:** Dr. Jennifer Knack (LS 411; [knack@uta.edu](mailto:knack@uta.edu))  
Madeline Rex-Lear, MS (LS 423; [rexlear@uta.edu](mailto:rexlear@uta.edu))

**Office Hours:** By Appointment Only (after class as needed) – *please note that Co-Instructors will be handling the majority of appointments so please see them first about scheduling an appointment.*



**Required Textbooks:** Santrock, John W. (2009). A Topical Approach to Life-Span Development, 4<sup>th</sup> Edition. McGraw-Hill Higher Education.

**CPS Class Registration:** You **MUST** be registered with einstruction.com by January 13, 2009 (8:00A). If you are NOT registered for class by July 13, you will **NOT** be able to participate in attendance, class discussions, and quizzes until you register (which will adversely affect your grade). **NO EXCEPTIONS!** It is recommended that you register with einstruction prior to the start of the fall semester (i.e., as soon as you register for the class). Students who register prior to July 8 and bring their response pad to class the first day will receive 1 additional attendance point for attendance the first day of class (July 8). Students who register prior to July 9 will also receive 1 EC attendance point for July 9. You can begin registration on www.einstruction.com at any time. If you purchase a new textbook from the UTA bookstore, you will receive a certificate, which will cover the cost of registration. If you choose to purchase a used textbook or your book through another source, you will need to pay the full registration fee via credit card to register with e-instruction for the class.

**Required Material:** You **MUST** purchase a **CPSrf Response pad** from the bookstore or from a former student. You also must bring the response pad with you to class every class period. The response pad is a **mandatory** piece of course equipment; it will be used for quizzes, attendance, and discussion questions. Not bringing a response pad to class will **NOT** be an acceptable excuse for not taking a quiz, etc. In other words, you will receive a 0 for any missed assignments. This course will be computer/internet intensive. You do not need to own a computer to participate effectively in the class. However, you will need to access and use the computers available to you on campus (e.g., in the library) on a routine basis.



You are expected to read your assignments prior to the class in which the information will be discussed.

**Course Description:** This course is designed to cover human development and growth from conception through old age, and is concerned with the physical, behavioral, and social aspects. In addition, we will explore the many major themes that characterize today's developmental research. In combination with the readings from Santrock, we will obtain a comprehensive view of the entire lifespan. I will coordinate lectures with readings, but the overlap will **NOT** be great. In other words, you will be responsible for readings that may not be specifically discussed in class. This should pose no problem; the book is well written, and you will be exposed to more material this way.

**Course Learning Goals and Objectives:** Much of the lecture material will be based on findings obtained in experimental research undertaken in developmental psychology. We will focus more on theories and research than on applications in this course, but applications should be obvious to those who understand the underlying phenomena of the field. Finally, I want you to enjoy the class material. We will achieve this through interactions inside and outside the classroom. I believe that the student should take an active role in the course. Instead of only lecturing, I want to interact with you through demonstrations and active discussions. This will only occur if you cooperate and participate.

**Student Learning Outcomes** (Adapted from APA's Assessment Cyberguide for Learning Goals and Outcomes) In PSYC 3310, we will be addressing multiple goals as outlined below by the American Psychological Association (APA). Key:

<b>PRE</b>	Prerequisites
<b>LEC</b>	Lecture, Participation, and readings
<b>EXA</b>	Examinations
<b>Quiz</b>	Quizzes

**Goal 1: Knowledge Base of Developmental Psychology.** Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Developmental Psychology.

<b>Objective</b>	<b>PRE</b>	<b>LEC</b>	<b>EXA</b>	<b>Quizzes</b>
1.1: Characterize the nature of psychology as a discipline.	√	√	√	√
1.2: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of Developmental psychology: theory and research representing general domains, the history of Developmental psychology, relevant levels of analysis, overarching themes, and relevant ethical issues.	√	√	√	√
1.3: Use the concepts, language, and major theories of the discipline to account for psychological phenomena.	√	√	√	√
1.4: Explain major perspectives of Developmental Psychology (e.g., behavioral, biological, cognitive, and sociocultural).	√	√	√	√

**Goal 2: Research Methods in Psychology.** Understand and apply basic research methods in Developmental Psychology, including research design, data analysis, and interpretation.

<b>Objective</b>	<b>PRE</b>	<b>LEC</b>	<b>EXA</b>	<b>Quiz</b>
2.1 Describe the basic characteristics of the science of psychology.	√	√	√	√
2.2 Explain different research methods used by Developmental psychologists. Articulate strengths and limitations of various research designs. Distinguish the nature of designs that permit causal inferences from those that do not.		√	√	√
2.3 Evaluate the appropriateness of conclusions derived from psychological research. Interpret basic statistical results. Evaluate the validity of conclusions presented in research reports.	√	√	√	√
2.4 Generalize research conclusions appropriately based on the parameters of particular research methods. Exercise caution in predicting behavior based on limitations of single studies. Recognize the limitations of applying normative conclusions to individuals. Recognize that individual differences and sociocultural contexts may influence the applicability of research findings.		√	√	√

**Goal 3: Critical Thinking Skills in Psychology.** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

<b>Objective</b>	<b>PRE</b>	<b>LEC</b>	<b>EXA</b>	<b>Quiz</b>
3.1 Use critical thinking effectively.	√	√	√	√
3.2 Engage in creative thinking.	√	√	√	√
3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.	√	√	√	√
3.4 Approach problems effectively.	√	√	√	√

**Goal 4: Application of Psychology.** Understand and apply psychological principles to personal, social, and organizational issues.

<b>Objective</b>	<b>PRE</b>	<b>LEC</b>	<b>EXA</b>	<b>Quiz</b>
4.1 Describe major applied areas of Developmental psychology (e.g., Cognitive, Biological, Evolutionary, Social/Cultural).	√	√	√	√
4.2 Identify appropriate applications of Developmental Psychology in solving problems, such as...	√	√	√	√
4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.	√	√		
4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.	√	√		
4.5 Recognize that ethically complex situations can develop in the application of psychological principles.	√	√		

**Goal 5: Communication Skills.** Communicate effectively in a variety of formats.

<b>Objective</b>	<b>PRE</b>	<b>LEC</b>	<b>EXA</b>	<b>Quiz</b>
5.1 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various	√	√		

purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).				
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**Goal 6: Sociocultural and International Awareness.** Recognize, understand, and respect the complexity of sociocultural and international diversity.

Objective	PRE	LEC	EXA	Quiz
6.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.	√	√		
6.2 Examine the sociocultural and international contexts that influence individual differences.	√	√	√	√
6.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.	√	√	√	√
6.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.	√	√	√	√
6.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.	√	√	√	√

**Goal 7: Personal Development.** Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.

Objective	PRE	LEC	EXA	Quiz
7.1 Reflect on their experiences and find meaning in them.	√			
7.2 Apply psychological principles to promote personal development.	√			
7.3 Enact self-management strategies that maximize healthy outcomes.	√			
7.4 Display high standards of personal integrity with others.	√	√	√	

**Goal 8: Career Planning and Development.** Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Objective	PRE	LEC	EXA	Quiz
8.1 Apply knowledge of psychology (e.g., life span processes) to formulating career choices.	√	√		
8.2 Identify and develop skills and experiences relevant to achieving selected career goals and life experiences.	√	√		
8.3 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.	√	√		

### Specific Course Requirements:

**(1) Drop Policy:** The last drop date for undergraduates will occur at a point two-thirds of the way through a given semester or session. Undergraduate students who drop a course on or before the Last Drop Date will receive an automatic grade of “W” regardless of whether they have completed

assignments or not. A “W” will be placed on the student record automatically by MyMav when the drop is entered.

**(2) Attendance.** It is your responsibility to attend class and ***not be late***. Attendance will be taken in class via the response pad and will count toward your attendance/participation grade. You must be in the class at the time of attendance to get credit for attending the class. This is NOT a correspondence course (i.e., a distance education course); thus, you are expected to be in class and to participate in class. Students are NOT to “sign-in” their friends/classmates. Any student caught signing in a classmate will be turned into the university for academic dishonesty and will receive a final grade of 0 for both attendance and class participation (along with the student who requested he/she be signed in during their absence).

***Each class attended will be worth 1.5 attendance point (i.e., being present during the entire class).*** I may take attendance more than once during a lecture; I will then calculate your attendance grade based on the maximum number of points possible (e.g., 1.5 point) divided by the number of times I take attendance on that day. Attendance will be worth a maximum of 25 points, with 19 opportunities to sign-in for attendance. Students can miss two classes for ANY reason and still have perfect attendance at the end of the semester. ***It is highly recommended that these “misses” be saved for emergencies (e.g., major illnesses, family emergencies).*** You will NOT be excused for any absences since you can miss two classes and still have perfect attendance. Do NOT ask me to do otherwise. Please also note that the course starts the first day of the semester and attendance will be taken starting with the first day of the class.

In addition, you are responsible for ***anything*** you miss during your absence. Students who have absences authorized by the University must contact the instructor one week in advance of the excused absence and arrange with the instructor to take the examination or quiz *prior to the absence*. Failure to notify the instructor or to comply with these arrangements will void the excused absence.

**(3) Participation:** An additional 25 points will be assigned for participation in class discussion questions (via the response pad). Participation points will be based on the percent of participation. For example, only students who participate 100% of the time, will receive the full 25 points. Students who participate 95% of the time will receive 24 points, and so forth. ***There will be no “make-ups” for class participation (for any reason).***

**(4) Virtual Child:** An addition 50 points will be assigned for raising your virtual child. Students will be working in groups of 2-3 to raise a virtual child during the semester. As part of this assignment, students will be required to answer questions (e.g., type-written, individually) and turn them in as well as discuss the questions in class. These assignments will also require you to look ahead in your readings and/or find outside readings that help you complete the assignment.

**(5) Examinations:** There will be two equally weighted examinations, which cover approximately 4 weeks of assignments. Exams will include 50 multiple-choice questions. **YOU WILL NEED YOUR RESPONSE PADS AND STUDENT ID FOR YOUR EXAM.**

Questions will be drawn from text, lectures, videos, etc. covered during the semester. **You are expected to be in class on time during examination dates. I will not give exams to any late students after the first exam is turned in. If you come after this point to take the exam, it will be considered a “missed” exam. There will be NO MAKE-UPS.**

I will not go over examinations in class. **Grades will be posted on WebCT and/or e-instruction.com.** You will need access to both your WebCT and e-instruction account. ***I will NOT e-mail individual grades to students for security reasons. It is your responsibility to obtain access to your grades via WebCT and e-instruction.***

**(6) Quizzes:** You are expected to read your assignments prior to the class in which the information will be discussed. I will give unannounced quizzes over the reading materials/class lectures to ensure students are keeping up with the material. Approximately 12-15 quizzes will be given during the semester. *Students will need their response pad to take their quiz.* Students must take 10 quizzes to attempt to obtain the total possible points (i.e., 50/50 points). **SINCE YOU CAN MISS AT LEAST TWO QUIZZES AND STILL HAVE THE OPPORTUNITY TO EARN 50 POINTS, NO MAKE-UPS WILL BE GIVEN FOR QUIZZES UNDER ANY CIRCUMSTANCE!**

**(7) Handouts.** All course materials will be available on the Internet the week before the class in which it will be available on WebCT. You are responsible for downloading copies of the materials BEFORE class if you want them. If you do not own a computer, there are computers available for your use on campus (e.g., main library).

**(8) E-Mail Communications.** When communicating with faculty members and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

***Students are also required to use their UTA e-mail account in this class.*** The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

**(9) Point Distribution and Grading Policy**

Exam 1	100
Exam 2	100
Quizzes	50
Attendance	25
Class Participation	25
Virtual Child	50
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Total	350

350-315 points --> A	314 - 280 points --> B	279 - 245 points --> C
244 - 210 points --> D	Below 210 points --> F	

You will not be graded on a curve. Grades are assigned on individual performance based on straight percentage scores. If you are taking the course PASS/FAIL, you must have at least 210 points (70%) to PASS. ***I make it a policy not to “bump” any final grade up to the next higher grade.*** Any course work not completed by the last day of class will convert to a ‘0’. Please do not ask me to do otherwise.

Incompletes will only be given under extenuating circumstances and must be discussed with the professor BEFORE the last day of the semester. The grade of incomplete will be assigned only if the student has encountered circumstances beyond his or her control and the student's previous actions have not created these circumstances. The assignment of this **incomplete grade** will be made at the decision of the instructor after consideration of the facts as presented in a written request from the student. An incomplete will not be awarded merely to allow more time to complete course assignments or to avoid an undesirable grade. Please do not ask me to do otherwise.

(10) **Academic Dishonesty:** 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 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)

(11) **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 based on that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels *by the end of the first week of class*. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://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.

**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.

**Tentative Lecture/Topic Schedule:**

Week	Topic	Assignment
July 8/9	Introduction to class/Research Methods	Chapter 1
July 13/14	Biological Beginnings/ Hereditary Influences on Development	Chapters 2
July 15	Physical Development and Biological Aging	Chapters 3
July 16	Health/Catch-up	Chapter 4
<b>July 20</b>	<b>Exam I/Virtual Child</b>	
July 21	Motor, Sensory, and Perceptual Development	Chapter 5
July 22/23	Cognitive Development	Chapters 6
July 27/28	Language Development	Chapter 9
July 29/30	Emotional Development	Chapter 10
August 3/4	The Self, Identity, and Personality	Chapter 11
August 5/6	Gender and Sexuality	Chapter 12
August 10	Review Day	

NOTE: Catch-up days are indeed lecture days and you are responsible for materials covered in class on those days. Moreover, weekly quizzes can and often do occur on catch-up days. Finally, we will be having quizzes, lectures, etc. during dead week (which are permissible under the final review week policy).

**August 11 (Tuesday)**

**Exam III (Non-Cumulative Final) – 8:00A-10:00A.**