

SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE
DEPARTMENT PSY 2310 COURSE SYLLABUS

Course Title:	Developmental Psychology
Required Texts (1):	Belsky, J. (2018). <i>Experiencing the Lifespan</i> . (5 th ed.). New York, NY: Worth Publishers.
Contact Information:	Alicia M. Trotman, PhD – alicia.trotman@sulross.edu
Office (LH 306) Hours:	By appointment: https://calendly.com/amtsulross/office-hours
Prerequisites:	PSY 1302

DESCRIPTION

My name is Alicia Trotman and I am very excited to teach the intriguing content of the development of a human being from birth to death. It is a fascinating life cycle that may provide you with insight about your own development from toddlerhood to the age that you are sporting now! I have taught this course for more than 10 years and I am always enthusiastic about teaching it because I learn something new every time. And not only the content sparks my interest, but your comments, questions, and a-ha moments will make this course a lot more engaging for you, and everyone else! This foundational course covers human development from a selected number of psychological theoretical perspectives. By development, we refer to “patterns of growth and change that occur in human beings between conception and death,” (Woolfolk & Perry, 2012, p. 4). For the purposes of this course, we will follow human physical, social, emotional and cognitive growth from infancy to adulthood. Using the biopsychosocial approach, we will study the maturation of human beings to better understand how both nature and nurture affect behavioral, cultural and cognitive trajectories. Finally studying both continuity and change that occurs as we develop, major issues, controversies and cross-cultural perspectives will arise to kindle discussion.

COURSE OBJECTIVE:

This course is designed to provide an overview of developmental psychology and to discuss applications of the material to your everyday life. Research related to human development through the stages will be explored. In addition, we will analyze the experiences of human beings from non-dominant backgrounds as well as foster critical thought of a couple empirical journal articles and theories about human development. Memorization is not key... rather your understanding of common and unique behaviors and mental processes of the human being at each life stage.

STUDENT LEARNING OUTCOMES:

Throughout the course, you will be encouraged to think about how the research presented can shed light on events going on around the world and in your own lives. Briefly stated, the objectives of this course include (though are not limited to):

1. Given major theories of human development, students will be able to identify general and specific scientific processes embedded in these theories and give examples of developmental theory progression.
Method of Formative Assessment: Quizzes, Assignments and Final Exam
2. Given social and cultural issues surrounding stages of prenatal and birth, infancy, childhood, adolescence, early and late adulthood, and death students will be able to examine these issues effectively employing critical thinking techniques and skills.

Method of Formative Assessment: Quizzes, Assignments and Final Exam

3. Given that cognition and emotion are important elements of the developmental process, evaluating your own, and another's development will be practiced by consistently posting comments and working as a member of a team to solve problems throughout the course duration.

Method of Formative Assessment: Blog, Discussion and Wiki

4. Given that both nature and nurture influence behavioral, cultural, affective and cognitive trajectories, students will analyze patterns of growth and change inherent in development, and provide concrete solutions to major issues, controversies and cross-cultural perspectives.

Method of Formative Assessment: Wiki, Discussions, Blog and Final Exam

COURSE REQUIREMENTS:

1. The text must be obtained (DIGITAL, and older edition is acceptable).
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).
3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<http://www.sulross.edu/section/2408/counseling-accessibility-services>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

SRSU DISABILITY SERVICES - AMERICANS WITH DISABILITIES ACT STATEMENT:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services.

HONORING ACADEMIC INTEGRITY

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Scholastic Dishonesty Policy](#).

OBSERVING CLASS GUIDELINES

CLASS PARTICIPATION

This is a course that requires online interaction and discussion. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth **20%** of the final grade. The percentage is considerable so your presence will *help* your ability to complete all of assignments for this class.

Participation: This is an online course. However, your active, daily participation in this course is essential and required in order to be successful, including checking email daily, checking for Black Board announcements, staying up with readings and participating in Blackboard Collaborate meetings.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

The Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Regular communications with the professor: It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. GENERAL QUESTIONS are to be posted to a discussion board for all. For PERSONAL or PRIVATE ISSUES email me at alicia.trotman@sulross.edu or call me at 432-837-8147. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email. The most efficient way of contacting me is by email, meeting with me during our weekly Zoom meetings or scheduling a meeting with me at <https://calendly.com/amtsulross-office-hours> which provides you with contact hours for the rest of the semester.

Course Behaviors - Respect and Disruptions: Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the SRSU Student Handbook (http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf)

Communicating with the Professor: The best way to contact me is by email or scheduling a meeting with me at <https://calendly.com/amtsulross-office-hours>.

LATE ASSIGNMENTS/PROJECTS/CHECKLISTS

You are expected to meet assignment, quiz, discussion and journal deadlines. Discussion posts submitted after their due dates will be marked as zero. Late assignments or journal posts will be reduced by 10% of the overall assignment for the first day of lateness and 40% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

EVALUATION

Quizzes – These quizzes are marked as (Q) below and in the course schedule. This is an online 10 question test given to ensure that you have *read the chapter* and understand the most pertinent concepts. Thus, try to complete the quiz as we're covering the associated chapter. These quizzes are available for the duration of the course but must be completed by **Wednesday August 5th. They will be marked as zero after this date.** These are automatically graded so you will receive immediate feedback for incorrect answers. You have only two chances to complete the checklist and they are all twenty minutes long.

Assignments – These assignments are marked as (A) below, and in the course schedule and there are eleven (11) assignments in total. These assignments are designed to challenge you to use your critical thinking skills, and to gain a stronger understanding of developmental psychology perspectives.

Discussions – These discussions are marked as (D) below, and in the course schedule and there are six (6) discussions in total. You must post and respond to these discussions in a timely manner, as shown in the course schedule. If not, you will receive a zero after the posted due date. A rubric is provided to assess how discussions are scored.

Journal – These journal entries are marked as (J) below, and in the course schedule, and there are five (5) journal entries in total. Your journal entries will not be shared with other students in the class, so you can choose to write freely. Your journal is available for the duration of the course but must be completed by **Wednesday August 5th.** They will be marked as with a reduced grade for lateness after this date. A rubric is provided to assess how journal entries are scored.

Wiki – You will use this tool to collaborate with one other group member to create an essay question from any of the chapters that we cover in the course. A study guide and two answers for this essay question also need to be provided. Your study guide consists of four (4) to ten (10) bullets that guide students on what they should review to answer the essay question. Your two answers must be 500 to 1000 words long. Finally, your essay question must be written from a critical perspective and will begin with the word 'Compare', 'Analyze', 'Evaluate' or 'Create'. Two of these essay questions will be selected to be in the final exam. ***If any answer from any other student or website appears plagiarized, an automatic zero will be given.*** I would be personally available to assist each group during online office hours.

Final Exam – One (1) exam will be given at the end of this term. It consists of 50 multiple choice/short answer questions and one (1) essay question. Fifty percent of the questions for this exam will come directly from the quizzes. The date of this exam is 5:00 pm on Friday August 7th to 5:00pm on Saturday August 8th. Please note that there is no **make-up exam** unless you are absent due to illness and with documented proof.

GRADING

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will take an in-class midterm and an in-class final exam (objective short answer, multiple choice and/or essay).

Grading:	1000 points total	Final Grade
Video Introduction & Syllabus Quiz	10 points	1%
Quizzes	150 (10 @ 15 points each)	15%
Assignments	110 (10 @ 11 assignments)	11%
Discussion	180 (15 @ 12 posts)	18%
Journal	150 (30 @ 5)	15%
Wiki	100 points	10%
Attendance/Participation:	200 points	20%
Final Exam:	100 points	10%

COURSE OUTLINE

(This schedule and the topics listed below are subject to modification by the instructor.)

START HERE

Days	Content
July 1st	Getting Started Activities - Syllabus Quiz, Introduction Video

UNIT 1 – THE FOUNDATION

Days	Content
July 2nd through 6th	Introduction to People and the Field- <i>Chapter 1</i> Prenatal Development, Pregnancy and Birth– <i>Chapter 2</i> <i>July 3rd: LAST Day for late registration and schedule changes</i>
Homework	(A1) Personal Characteristics, Culture, and Cohort (A2) Prioritizing Evidence (D1) Socioeconomic Status Questions (J1) Infertility Discussion Questions (Q1) Quiz 1 on Chapter 2

UNIT 2 – INFANCY & TODDLERHOOD

Days	Content
July 7 th through 10 th	Physical and Cognitive Development in Infants and Toddlers – Chapter 3 Emotional and Social Development in Infants and Toddlers – Chapter 4
Homework	(A3) Monthly Budget for a Family of Four across Two States (D2) Brain Plasticity and Nature vs. Nurture (J2) Assimilation and Accommodation Exercise (Q2) Quiz 2 on Chapter 4 (Wiki) Working collaboratively to compose Essay Questions and Answers

UNIT 3 – CHILDHOOD

Days	Content
July 13 th through 15 th	Early Childhood – Chapter 5
Homework	(D3) Piaget Versus Vygotsky (Q3) Quiz 3 on Chapter 5
July 16 th through 17 th	Middle Childhood – Chapter 6
Homework	(A4) Parenting and Children's Externalizing and Internalizing Behaviors (A5) Development of Moral Dilemma (Q4) Quiz 4 on Chapter 6 (Wiki) Working collaboratively to compose Essay Questions and Answers

UNIT 4: ADOLESCENCE

Days	Content
July 20 th through 22 nd	Physical Development in Adolescents – Chapter 8 <i>July 20th: LAST Day for instructor initiated drop for excessive absences</i>
Homework	(D4) Learning More About STIs (J3) Traversing Puberty: Paths for Different Sexes (Q5) Quiz 5 on Chapter 8
July 23 rd through 24 th	Cognitive, Emotional, and Social Development in Adolescents – Chapter 9 <i>July 24th: LAST Day to withdraw from the 16 week course with grade of 'W'</i>
Homework	(A6) Storm & Stress Assessment (A7) Adolescent Egocentrism (Q6) Quiz 6 on Chapter 9 (Wiki) Working collaboratively to compose Essay Questions and Answers

UNIT 5 – EARLY ADULTHOOD

Days	Content
July 27th through 29th	Constructing an Adult Life – <i>Chapter 10</i>
Homework	(A8) Identity Status (A9) Characteristics of a Mate (J4) Myths of Emerging Adulthood (Q6) Quiz 7 on Chapter 10
July 30th through 31st	Relationships and Roles – <i>Chapter 11</i>
	(D5) Recognizing Diversity in American Families (Q6) Quiz 8 on Chapter 11 (Wiki) Working collaboratively to compose Essay Questions and Answers

UNIT 6 – LATER LIFE & ENDINGS

Days	Content
August 2nd through 3rd	Midlife – Chapter 12 Later Life – Cognitive, Emotional and Social Development – Chapter 13
Homework	(A10) Selective Optimization with Compensation (A11) Prioritizing the Present (Q6) Quiz 9 on Chapters 12 & 13
August 4th through 5th	(D6) Death History (J5) Eulogy Exercise (Q6) Quiz 10 on Chapter 15 (Wiki) Working collaboratively to compose Essay Questions and Answers
August 7th	(Wiki) Submit Questions with Answers in Blackboard
August 7th – 8th	Final Exam Begins at 5pm and will be open for 24 hours

REFERENCES:

Woolfolk, A. & Perry, N. E. (2012). Child and Adolescent Development. New York, NY: Pearson.