

Sul Ross State University – Behavioral and Social Science Department **PSY 3315 Course Syllabus**

Course Title:	Developmental Psychology
Required Texts (1):	Belsky, J. (2021). <i>Experiencing the Lifespan</i> . (6 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/summer-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

- 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

- 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:

- The text must be obtained (DIGITAL, and older edition is acceptable).
- 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](#).
- 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 (<https://www.sulross.edu/counseling-and-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:

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

For more information see: <https://www.sulross.edu/counseling-and-accessibility-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 [Academic Honesty Policy](#) under Undergraduate Academic Regulations..

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 asynchronous 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 online discussions.

Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the [Student Handbook](#).

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. The most efficient way of contacting me is the VIRTUAL OFFICE on Black Board and/or the syllabus which provides you with contact hours for the rest of the semester.

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 leave a voice mail message (432-837-8147) or make an appointment with me (<https://calendly.com/amtsulross/summer-office-hours>). 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.

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).

Cell phone and computer use: During the entire class period, you should be fully engaged in the class's activity. Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Off-topic activity (e.g., reading texts or posts, checking email, game playing) not directly related to the class is considered extremely disrespectful, and will be noted and can result in being marked "absent" for the day.

The **Bryan Wildenthal Memorial Library** in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (<mailto:srsulibrary@sulross.edu>), or phone (432-837-8123).

The **Southwest Texas Junior College (SWTJC) Libraries** at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

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 **Thursday July 6th**. **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. Two of these discussions are highlighted in yellow as paired or grouped which means you will interact with a small group in the class before you post your answer in the discussion chat. 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 **ONLY** for individual (not paired or grouped discussions). A rubric is provided to assess how discussions are scored. All paired or grouped discussions have no replies and must be completed by **Thursday July 6th**.

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 **Thursday July 6th**. 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.

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 **12:00 am until 11:59pm on Friday July 7th**. 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%
Attendance/Participation:	200 points	20%
Final Exam:	200 points	20%

Course Outline

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

START HERE

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

Unit 1 – The Foundation

Days	Content
June 2 nd through 7 th	Introduction to People and the Field- <i>Chapter 1</i> Prenatal Development, Pregnancy and Birth– <i>Chapter 2</i> <i>June 5th: LAST Day for late registration and schedule changes</i>
Homework	(A1) Developmental Transitions (A2) Considering the Quality of Evidence (D1) Discussing “Lessons from longest study on human development” (J1) Infertility and Father’s Role Discussion Questions (Q1) Quiz 1 on Chapter 2

Unit 2 – Infancy & Toddlerhood

Days	Content
June 7 th through 12 th	Physical and Cognitive Development in Infants and Toddlers – <i>Chapter 3</i> Emotional and Social Development in Infants and Toddlers – <i>Chapter 4</i>
Homework	(A3) Cost of Living and Monthly Budget (D2) Brain Plasticity and Nature vs. Nurture (J2) Assimilation and Accommodation Exercise (Q2) Quiz 2 on Chapter 4

Unit 3 – Childhood

Days	Content
June 13 th through 16 th	Early Childhood – Chapter 5
Homework	(D3) Piaget Versus Vygotsky (Q3) Quiz 3 on Chapter 5
	Middle Childhood – Chapter 6
Homework	(A4) Media Violence Observation (A5) Academic Self-Efficacy and Learned Helplessness (Q4) Quiz 4 on Chapter 6


UNIT 4: Adolescence

Days	Content
June 16 th through 22 nd	Physical Development in Adolescents – Chapter 8
Homework	(Paired D4) The Best Education on Sex? (J3) Letter to a Future Generation (Q5) Quiz 5 on Chapter 8
	Cognitive, Emotional, and Social Development in Adolescents – Chapter 9
Homework	(A6) Storm & Stress Assessment (A7) Adolescent Egocentrism (Q6) Quiz 6 on Chapter 9

Unit 5 – Early Adulthood

Days	Content
June 23 rd through 27 th	Constructing an Adult Life – Chapter 10 <i>June 26th: LAST Day to withdraw from the course with grade of 'W'</i>
Homework	(A8) Determining the Arrival of Adulthood (J4) Finding Flow (Q7) Quiz 7 on Chapter 10
	Relationships and Roles – Chapter 11
	(A9) Equal pay for equal work? Not quite yet! (D5) Recognizing Diversity in American Families (Q8) Quiz 8 on Chapter 11

Unit 6 – Later Life & Endings

Days	Content
June 28th through July 3rd	Midlife – Chapter 12 Later Life – Cognitive, Emotional and Social Development – Chapter 13 Death and Dying – Chapter 15
Homework	(Paired D6) Male versus Female Cognition (A10) Prioritizing the Present (Q9) Quiz 9 on Chapters 12 & 13
	(A11) Death History (J5) Eulogy Exercise (Q10) Quiz 10 on Chapter 15
July 4th	 Happy Independence Day
Friday July 7th	Final Exam Begins at 12:00 am and will be open for 24 hours

References:

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