

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

---

|                               |   |
|-------------------------------|---|
| <b>Course Title:</b>          | Developmental Psychology  |
| <b>Required Texts (1):</b>    | Belsky, J. (2021). <i>Experiencing the Lifespan</i> . (6 <sup>th</sup> ed.). New York, NY: Worth Publishers.                                    |
| <b>Contact Information:</b>   | Alicia M. Trotman, PhD – <a href="mailto:alicia.trotman@sulross.edu">alicia.trotman@sulross.edu</a>   |
| <b>Office (LH 306) Hours:</b> | By appointment: <a href="https://calendly.com/amtsulross/office-hours-appointment">https://calendly.com/amtsulross/office-hours-appointment</a> |
| <b>Prerequisites:</b>         | 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:** Discussions and Group-work

- 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:** Discussions, Group-work 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 online and in person. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights 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](#).

## SRSU Disability Services:

SRSU Disability Services. 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 each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

## Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless *permission is expressly given* for an

assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these 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. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

**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.

### **Course Behaviors - Respect and Disruptions**

Watch the VIDEO on NETTIQUETTE - [https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](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](#).

### *CHILDREN IN THE CLASSROOM*

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to

accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

## Marketable Skills

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

## Observing Class guidelines

### Class Participation

This is a course that requires in-person interaction and discussion. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth **20%** of the final grade, and includes prompt and regular attendance, active listening, writing, participating via an online poll or quiz, and engaging in online discussions. The percentage is considerable so your presence will *help* your ability to complete all of assignments for this class.

**Participation:** Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed. **Excessive unexcused absences (more than 3 missed class sessions) WILL result in a failing grade for the course.**

**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 a 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 [SRSU Student Handbook](#).

## 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](mailto: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 *Messages* in Blackboard. For PERSONAL or PRIVATE ISSUES email me at [alicia.trotman@sulross.edu](mailto: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.

## Late Assignments/Projects/Checklists

You are expected to meet assignment, quiz, discussion and journal deadlines. Discussion and journal posts submitted after their due dates will be marked as **zero**. Late assignments 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 May 1st. 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.

Discussion Posts – These discussion posts are marked as (D) below, and in the course schedule and there are five (5) discussions in total. All these discussions will occur in class and may be extended online if we run out of time. You and your group members must respond online after the in-class discussion to receive your points. Also, you must post and respond to these discussions in a timely manner, as shown in the course schedule. A rubric is provided to assess how discussions are scored. All paired or grouped discussions that have no posts and/or replies and must be completed by **Wednesday May 1st.**

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 May 1st. They will be marked as zero after this date.** A rubric is provided to assess how journal entries are scored.

*Midterm and Final Exams* - Two (2) exams will be given during the course of this term. They consist of 50 questions each. At most 10% percent of the questions for these two exams will be derived from the quizzes. The dates of the exams are listed below in the class schedule. Please note that there are no **make-up exams** 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 |
|---------------------------|---------------------------|-------------|
| Syllabus Quiz             | 10 points                 | 1%          |
| Quizzes                   | 150 (10 @ 15 points each) | 15%         |
| Assignments               | 110 (10 @ 11 assignments) | 11%         |
| Discussion                | 100 (20 @ 5 posts)        | 10%         |
| Journal                   | 150 (30 @ 5)              | 15%         |
| Attendance/Participation: | 200 points                | 20%         |
| Midterm Exam:             | 140 points                | 14%         |
| Final Exam:               | 140 points                | 14%         |

## Course Outline

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

### START HERE

| Days                 | Content                                       |
|----------------------|---|
| Week of January 17th | Getting Started Activities<br>- Syllabus Quiz |

## Unit 1 – The Foundation

| Days                 | Content   |
|----------------------|---|
| Week of January 22nd | Introduction to People and the Field- <b>Chapter 1</b><br><i>Jan. 22nd: LAST Day for late registration and schedule changes</i><br><i>Jan. 24<sup>th</sup> – Last day to drop classes without creating an academic record</i> |
| Homework             | (A1) Developmental Transitions<br>(A2) Considering the Quality of Evidence  |
| Week of January 29th | Prenatal Development, Pregnancy and Birth– <b>Chapter 2</b>   |
| Homework             | (D1) Discussing “Lessons from longest study on human development”<br>(J1) Infertility and Father’s Role Discussion Questions<br>(Q1) Quiz 1 on Chapter 2  |

## Unit 2 – Infancy & Toddlerhood

| Days                              | Content  |
|-----------------------------------|--|
| Week of February 5th              | <b>Physical and Cognitive Development in Infants and Toddlers – Chapter 3</b>          |
| Homework                          | (A3) Cost of Living and Monthly Budget<br>(D2) Brain Plasticity and Nature vs. Nurture |
| Week of February 12 <sup>th</sup> | <b>Emotional and Social Development in Infants and Toddlers – Chapter 4</b>            |
| Homework                          | (J2) Assimilation and Accommodation Exercise<br>(Q2) Quiz 2 on Chapter 4               |

## Unit 3 – Childhood

| Days                          | Content   |
|-------------------------------|---|
| Week of February 19th         | <b>Early Childhood – Chapter 5</b>  |
| Homework                      | (D3) Piaget Versus Vygotsky<br>(Q3) Quiz 3 on Chapter 5   |
| Week of February 26th         | <b>Middle Childhood – Chapter 6</b>   |
| Homework                      | (A4) Media Violence Observation<br>(A5) Academic Self-Efficacy and Learned Helplessness<br>(Q4) Quiz 4 on Chapter 6 |
| Week of March 4 <sup>th</sup> | Midterm Review  |
|                               | <b>Wednesday March 6<sup>th</sup>: Midterm Exam</b>   |
| Homework                      | Enjoy Spring Break  |

## UNIT 4: Adolescence

| Days                           | Content   |
|--------------------------------|---|
| Week of March 18 <sup>th</sup> | <b>Physical Development in Adolescents – Chapter 8</b>  |
| Homework                       | (D4) The Best Education on Sex?<br>(J3) Letter to a Future Generation<br>(Q5) Quiz 5 on Chapter 8 |
| Week of March 25 <sup>th</sup> | <b>Cognitive, Emotional, and Social Development in Adolescents – Chapter 9</b>                    |
| Homework                       | (A6) Storm & Stress Assessment<br>(A7) Adolescent Egocentrism<br>(Q6) Quiz 6 on Chapter 9         |

## Unit 5 – Early Adulthood

| Days                     | Content   |
|--------------------------|---|
| <b>Week of April 1st</b> | Constructing an Adult Life – <b>Chapter 10</b><br><i>June 26<sup>th</sup>: LAST Day to withdraw from the course with grade of 'W'</i>   |
| <b>Homework</b>          | (A8) Determining the Arrival of Adulthood<br>(J4) Finding Flow<br>(Q7) Quiz 7 on Chapter 10   |
| <b>Week of April 8th</b> | Relationships and Roles – <b>Chapter 11</b>   |
| <b>Homework</b>          | (A9) Equal pay for equal work? Not quite yet!<br>(D5) Recognizing Diversity in American Families<br>(Q8) Quiz 8 on Chapter 11<br><br><i>April 12th: LAST Day to withdraw from the 16-week course with grade of 'W'</i><br><i>April 12th: Deadline to apply for Spring 2024 graduation; LAST Day to apply for May/December graduation without a late fee</i> |

## Unit 6 – Later Life & Endings

| Days                                 | Content  |
|--------------------------------------|--|
| <b>Week of April 15th</b>            | Midlife – <b>Chapter 12</b>  |
| <b>Homework</b>                      | (A10) Prioritizing the Present<br>(A11) Death History                        |
| <b>Week of April 22<sup>nd</sup></b> | Later Life – Cognitive, Emotional and Social Development – <b>Chapter 13</b> |
|                                      | (Q9) Quiz 9 on Chapters 12 & 13  |
| <b>Week of April 29<sup>th</sup></b> | Death and Dying – <b>Chapter 15</b>  |
| <b>Homework</b>                      | (J5) Eulogy Exercise<br>(Q10) Quiz 10 on Chapter 15                          |
| <b>Wednesday May 8th</b>             | <b>FINAL EXAM</b><br><b>6:00 to 8:00pm</b>                                   |

## References:

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