

PSYC4353.062 BAAS

Instructor Information: Kristie Allen, M.A.

Hello! My name is Kristie Allen. I serve as the Graduate Admissions Advisor for the Department of Psychology and Counseling and as an adjunct instructor for the Department. I graduated from Grand Valley State University (Allendale, MI) with my Bachelors in Psychology and later from UT Tyler with my Masters in Clinical Mental Health Counseling. I am passionate about working with college students to find meaning in their coursework and a greater purpose in their educational journey. This class will focus on psychology across the lifespan through the identification and examination of developmental norms from birth to death. I can't wait to get to know each of you over the course of the semester!

The best way to contact me is to send a message through CANVAS. I usually respond to messages within one business day, Monday through Friday. Weekend availability will vary. You can also e-mail me directly at kallen@uttyler.edu or call me at **(903) 566-6177**.

Each Tuesday, I will be available from 12:00pm-1:00pm via ZOOM for Virtual Office Hours. You can use this link to access our meeting room:

<https://uttyler.zoom.us/j/98082562913?pwd=dVZhTUUVWcmInRzZxL2xFMjkzYWYyZz09>

Meeting ID: 980 8256 2913

Passcode: 072387

I am committed to facilitating an online learning environment that is equitable, inclusive and welcoming and that fosters a climate of mutual respect and full participation. Given that some of your points will derive from interacting with other students via discussion board posts, I expect you all to demonstrate that same level of respect to one another. Please be kind, open-minded, and receptive to feedback as that is the best way to ensure you get the most you can out of this class.

Course Catalog Description:

The study of theory and current research on developmental psychology across the lifespan, with an emphasis on the growth of personality and cognitive abilities

Student Learning Outcomes:

1. Identify the history, theories, and methods of developmental psychology
2. Identify heredity and prenatal development as it relates to developmental psychology
3. Recognize and identify developmental norms in the newborn baby
4. Recognize and identify developmental norms of infancy, specifically physical, cognitive and social development
5. Recognize and identify the developmental norms of early childhood, specifically physical, cognitive, social, and emotional development.
6. Recognize and identify the developmental norms of middle childhood, specifically physical, cognitive, social, and emotional development.
7. Recognize and identify the developmental norms of adolescence, specifically physical, cognitive, social, and emotional development.
8. Recognize and identify the developmental norms of early adulthood, specifically physical, cognitive, social, and emotional development.
9. Recognize and identify the developmental norms of middle adulthood specifically physical, cognitive, social, and emotional development.
10. Recognize and identify the developmental norms of late adulthood, specifically physical, cognitive, social, and emotional development.
11. Summarize the stages of the end of life

Evaluation and Grading:

Discussions: 30% (I will drop one discussion grade)

3 Discussion Board Activities

Article Analysis: 20%

1 Article Analysis

Assessments: 50% (you have an extra credit option worth 30 points towards your overall assessment/exam grade)

3 Exams

Teaching Strategies:

Please note that Mr. Todd Lawson (UTT-Adjunct) is the course creator and developed the general course content. You can expect that I will periodically add short videos checking in and highlighting important topics to focus on.

It is important to begin with the expectation that this course will require a similar amount of time and effort from you as a face-to-face course, but that you will have more flexibility as to when you complete the work.

This class is divided into Modules. Each module contains course objectives, PowerPoint slides, video clips, articles, and other assignments that you will produce as the semester goes on.

You will want to make sure that you have read and taken notes over each chapter and viewed the additional module content before taking each exam.

Textbook:

HDEV 5th edition, by Stephen Rathus [ISBN: 9781337116886]

I know there is a Sixth Edition; please use the 5th!

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Exams:

- The exams are located in Canvas in their correct sequence.
- You may use your textbook, Power Points, notes, **but NOT another person**. Do not rely on these items exclusively because of the time constraints. You really need to KNOW the material.
- During the exam you are not allowed to do any backtracking. If you hit the back button it will lock you out of your exam.
- Each exam is a mixture of 100 questions, true/false and multiple choice.
- The exams are timed, 200 minutes each.
- Please study as if this was a lecture-based course.
- Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

Article Analysis

You have from the day class opens until August 13 to complete this assignment. To complete this assignment, you must first find an **empirical research article** related to

the textbook readings required throughout the semester. The article should focus on one of the following developmental stages:

- Infancy
- Early Childhood
- Middle Childhood
- Adolescence
- Early Adulthood
- Middle Adulthood
- Late Adulthood

I want you to choose an article published within the last five years from a peer-reviewed journal. You have access to these journals through the UT Tyler Library: <https://www.uttyler.edu/library/> (Links to an external site.) . [Google Scholar](#) (Links to an external site.) is also an excellent search engine. Each analysis should be 2-3 pages in length, double spaced, 12 pt. Times New Roman font with minimal grammar and spelling errors. It should also include in-text citations, a reference page including the HDEV5 textbook and your chosen article using proper APA citation format (30 points). This is a helpful webpage if you struggle with citation formatting: [General Format // Purdue Writing Lab](#) (Links to an external site.)

In your analysis, please include:

- **Summary:** What theoretical idea(s) or research questions inspired the study? What methods were used to investigate the topic? What were the most notable results? What implications do the results have for real life and/or for future research? (45 points)
- **Analysis:** How do these findings relate to what is presented in the HDEV5 textbook? Were the findings consistent with what was presented in the text? What were the main strengths of the article? What did you think the authors did especially well in describing or analyzing their results? What were the main weaknesses of the article? What were the limitations of the methods used? What interpretations did the authors make that you think are in error, unjustified, or over-stated? What lingering questions do you have? (45 points)

Total Points Possible - 120

Discussion Boards:

I will do my best to ensure discussion are graded within a week of submission. I will drop your lowest discussion grade at the end of the semester, so please do not ask to

redo or have a second chance at your assignment.. This is your freebie! Because of this policy, I will not be lenient on due dates so no need to ask for an extension as it will not be granted.

Discussion Boards require a substantial initial post (2-4 paragraphs in length) worth 35 points. This post must include a reference to the textbook OR one peer-reviewed journal article. These sources must be cited using APA format (pro tip - the syllabus includes the APA citation for the text!). You will be required to respond to at least two fellow students' posts worth 10 points each. These replies must provide content and depth and are to be continual throughout the length of the assignment's open period. I will also give 5 points for accurate grammar/spelling.

Total Points Possible - 60

Be sure that you cite all sources in APA style. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

Course Schedule:

- See the due dates in the course summary at the bottom of the syllabus in Canvas.
- There are 6 unit modules and the Start Here module in this course, each with their own unit due dates.
- Summer courses move quickly. Each module is 1 week in length with the exception of the last module where you will have almost 2 weeks (~12 days) to complete it. You **MUST** manage your time effectively, work steady, and make sure to meet ALL due dates on time. Modules will lock Monday at 11:59pm. Because you have ample time to complete assignments, **I will not reopen a module for you to complete and turn in assignments.**
- Assignments will be closed as due dates pass and late assignments will not be accepted.

Getting Started Module & Module 1: Due Date - Monday, July 4 by 11:59pm

- Read and make sure you understand all the material contained here. Pay particular attention to the course schedule and the syllabus.
- Do the Meet and Greet discussion question to "show up" for the class and to practice for the other graded discussion postings.
- Chapter 1: History, Theories, and Methods
- Chapter 2: Heredity and Prenatal Development

- Chapter 3: Birth and the Newborn Baby: In the New World
- ***Discussion 1: Bronfenbrenner's Context of Human Development***

Module 2: Due Date - Monday, July 11 by 11:59pm

- Chapter 4: Infancy: Physical Development
- Chapter 5: Infancy: Cognitive Development
- Chapter 6: Infancy: Social and Emotional Development
- ***Exam 1: Chapters 1 – 6***

Module 3: Due Date - Monday, July 18 by 11:59pm

- Chapter 7: Early Childhood: Physical and Cognitive Development
- Chapter 8: Early Childhood: Social and Emotional Development
- Chapter 9: Middle Childhood: Physical and Cognitive Development
- Chapter 10: Middle Childhood: Social and Emotional Development
- ***Discussion 2: Gender-Specific Toys and Play***

Module 4: Due Date - Monday, July 25 by 11:59pm

- Chapter 11: Adolescence: Physical and Cognitive Development
- Chapter 12: Adolescence: Social and Emotional Development
- ***Exam 2: Chapters 7 - 12***

Module 5: Due Date - Monday, August 1 by 11:59pm

- Chapter 13: Early Adulthood: Physical and Cognitive Development
- Chapter 14: Early Adulthood: Social and Emotional Development
- Chapter 15: Middle Adulthood: Physical and Cognitive Development
- ***Discussion 3: How Emerging Adulthood Has Changed Over the Years***

Module 6: Due Date - **Saturday, August 13 by 11:59pm**

- Chapter 16: Middle Adulthood: Social and Emotional Development
- Chapter 17: Late Adulthood: Physical and Cognitive Development
- Chapter 18: Late Adulthood: Social and Emotional Development
- Chapter 19: Life's Final Chapter
- ***Article Analysis Due (worth 20% of final grade!)***

- **Exam 3: Chapters 13 - 19**
- **Extra Credit - Video Reflection Due**

Extra Credit Opportunity: Video Reflection - 30 points towards overall exam grade (all or nothing)

There are three videos you can choose to watch that focus on different points in development. I want you to select ONE for this extra credit opportunity. After watching, you are to:

1. Create 5 novel critical thinking questions that evolved from watching this video.
2. Answer those questions in discussion format.
3. Write a "reflection" of this video. A reflection is NOT a summary.
4. Your assignment must be submitted as a document with one of these acceptable formats: Doc, Docx, PDF, Pages.
5. A good Reflection will be 2-3 pages in length.
6. **THIS IS DUE Saturday August 13 by 11:59pm!!**

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Summer 2022 - 2nd 7wk Session - Census Date – July 1

Students repeating a course for grade forgiveness (grade replacement) must file a Grade

Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center #3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but 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.

- “Cheating” includes, but is not limited to:
 - copying from another student's test paper;
 - using during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- All written work that is submitted will be subject to review by plagiarism software.

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.