

## **Syllabus**

PSYC 2320 Lifespan Developmental Psychology (Internet)

Internet

### **Instructor Information**

Anthony T. Lawson

Adjunct. No on campus office or regular office hours

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Email is the preferred way to contact me. We can schedule a phone visit if necessary.

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.

### **Course Catalog Description**

Physiological, perceptual, cognitive, social and affective change from conception to death, with an emphasis on transitions and developmental challenges throughout the lifespan.

### **Student Learning Outcomes & Assessments**

- Students will demonstrate a deeper understanding for the field of developmental psychology.
- Students will demonstrate a broader understanding of the psychosocial, emotional, biosocial, and cognitive changes that take place over the lifespan.

### **Evaluation and Grading**

- 4 Unit Exams: 40%
- 15 Reviews ("What Have You Learned"): 30%
- 15 Chapter Quizzes: 20%
- 15 Chapter Discussion Forums: 10%
  - **A = 90 - 100**
  - **B = 80 - 89**
  - **C = 70 - 79**
  - **D = 60 - 69**
  - **F < 60**

### **Teaching Strategies**

An online class is quite different than traditional face-to-face classes and is NOT an easy "A!" To be successful in this course, you will be required to do a lot of reading and writing. Instead of traditional "sit and get" lectures, you will be viewing presentations, videos, and other online activities in the modules on your own. This gives you a lot of flexibility on when and where you do your coursework, however you still have strict due dates during the course of the semester. Successful online students must be motivated, hard-working, and self-disciplined!

Below is some helpful information about the reality of online classes:

- Contrary to popular belief, online courses are just as hard and are often more time consuming than traditional courses. Rather than sitting in a physical classroom listening to your instructor lecture for 3 hours a week, you will be getting your material through reading your textbook, online notes, presentations, and activities.
- Online courses typically require much more reading and writing than traditional classes.
- Instead of asking questions and receiving an instantaneous answer from your instructor, you will be either posting or e-mailing your questions. While most online instructors will respond to your concerns as soon as possible, you will need to be patient.
- As you will not be in the classroom, you will need to be much more self-directed than it might seem. In other words, you have to take responsibility for your own learning.
- Some students truly need the face-to-face interaction with instructor and peers. Other students find that they lack the high level of responsibility it takes to tackle an online class.
- At a minimum, an online course requires students to use their time wisely, be organized, be self-directed, and be willing to try new modes of communication and learning.
- Successful students often use the weekly assignment sheets to create a course calendar so that they have an overview of all assignments. Good time management and planning are necessary skills.
- Students who do well are those who are willing to put in the needed time, read the text carefully (even the dull sections), and participate in the online activities.
- You will be expected to check your e-mail frequently, get all assignments in on time, not allow yourself to fall behind at all, discuss your concerns and questions with instructor and classmates, perhaps arrange to swap e-mail addresses with other students in the class, and participate fully each week.
- Just because this class is online does not mean there are no due dates or structure. The difference in online and lecture based classes is merely that the instructional method is different. This is not a correspondence class.

### **Required Text, Materials/Supplies, and Related Readings**

Invitation to the Lifespan 5th Ed. By Kathleen Berger, print or E-version is fine

NOTE: You WILL do lots of reading in this on-line course, and you WILL need this textbook to do the coursework, so you MUST have this textbook to successfully complete this course.

### **Course Policies (attendance, make-up assignments, etc.)**

This course is organized in 4 Unit Modules, each covering 3 or 4 chapters, and concluding with a Unit exam. Each chapter within the Unit Modules will include: Reading assignment, Power Point presentations, discussion question, chapter quizzes, chapter review writing assignment, and some will have additional online videos and external online activities.

The specific due dates are found in the course schedule. You may work ahead of due dates, but late work is not acceptable. Modules and exams will be closed at due dates for each.

- **Exams:**
  - The exams will be administered online and will be available up to the due date of the Unit.
  - You are not required to take the exams at a college testing center, but you may take your exam from any convenient location as long as you have good internet connection.
  - Each exam is multiple-choice.
  - You will have 1 hour and 20 minutes to complete the exam. The timer doesn't stop if you log off, so you must have enough time to finish when you start.
  - If you get disconnected from the exam for any reason, you can log back in and continue where you left off as long as the timer has not expired. Log back in immediately so that you can finish within the time limit.
  - You may use your textbook, but keep in mind that the exam is timed, so you need to know the material very well! In other words, you will not have enough time to look up every detail to every question cold. Study like you would if it were a closed book test. The goal here is to master the material and just manipulate an exam!
  - If you have any trouble while taking the test, please email me at [alawson@uttyler.edu](mailto:alawson@uttyler.edu).
- **Chapter Review Writing Assignments:**
  - Find the "What Have You Learned?" review questions at the end of each section in each chapter. There will be two or more sections of questions in each chapter, so make sure you address all of them in each chapter.

- Type questions and answers to each, including numbering each question.
- Include reference to page number of the textbook for each answer found. (DO NOT Google answers. Your answers MUST be based on your textbook with the page numbers referenced.)
- Use good grammar and complete, detailed responses, paraphrased in your own words as much as possible (These chapter reviews will be helpful studying for your exams.)
- Each student must do their own assignment and submit original work. Copied assignments are considered academic dishonesty, will result in 0s for all students involved, and a report to UT Tyler.
- MUST be typed, saved and submitted as either **Word document**, **Pages (mac)**, or **PDF**.
- Submit assignment for grading in Canvas no later than the due date.
- Assignments are only accepted correctly submitted via Canvas
- **Chapter Quizzes:**
  - 25 multiple choice questions from the chapter.
  - Do not "surf the web" for answers. (Many times, a web search finds different information than what is in the text.)
  - Two attempts to make the best grade possible.
  - First attempt, use only your brain. Go back to your text to review the concepts you missed.
  - Second attempt. Use your textbook and notes as support to make the best possible grade.
  - No time limit.
  - Check course schedule in the "Start Here" module for unit due dates.
- **Discussion Forum Participation:**
  - You will be required to participate in 15 discussion forums, which will focus on topics related to development across the lifespan.
  - You are expected to post your own response, then reply to at least three other students' posts. Note: You will not be able to see other students' posts until you submit yours.
  - See the Discussion Guide rubric in the "Start Here" module to help you focus your responses and be familiar with what is expected.
  - The chapter discussion forums are found in unit modules along with the other activities for each chapter.
  - Questions are due at the Unit due date along with the other unit activities.
  - There is a "Meet and Greet" discussion in the "Start Here" module that everyone needs to do with 3 days of the start of the semester. It is not for a grade, but is used to determine your "class participation," will help everyone in the online class get to know each other a little bit at least, and get familiar with the chapter discussion forums. Students will have an opportunity to introduce

themselves by writing a short biography including a little background on yourself, what you are majoring in, plans and goals for future, interests and hobbies, and whatever you feel comfortable sharing.

- **SONA Participation:**
  - You are required by the UT Tyler Psychology Department to participate in SONA research projects.
  - There is a grade penalty for non-participation.
  - The details are found in the SONA Requirement page in the Getting Started module in Canvas.

## Topical Outline

See Course Schedule in Canvas for specific due dates

- Unit I:
  - Chapter 1 The Science of Human Development
  - Chapter 2 From Conception to Birth
  - Chapter 3 The First Two Years: Body and Mind
  - Chapter 4 The First Two Years: Psychosocial Development
- Unit II:
  - Chapter 5 Early Childhood: Body and Mind
  - Chapter 6 Early Childhood: Psychosocial Development
  - Chapter 7 Middle Childhood: Body and Mind
- Unit III:
  - Chapter 8 Middle Childhood: Psychosocial Development
  - Chapter 9 Adolescence: Body and Mind
  - Chapter 10 Adolescence: Psychosocial Development
  - Chapter 11 Emerging Adulthood: Body, Mind, and Social World
- Unit IV:
  - Chapter 12 Adulthood: Body and Mind
  - Chapter 13 Adulthood: Psychosocial Development
  - Chapter 14 Late Adulthood: Body and Mind
  - Chapter 15 Late Adulthood: Psychosocial Development
  - Epilogue: Death and Dying

## University Policies

### Grade Replacement/Forgiveness and Census Date Policies

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 federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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.

(i) "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.
- The use of ChatGPT or any other AI tools in the creation of any assignments.

(ii) "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.

(iii) "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.

## **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.