

**PSYC 4353.061: Developmental Psychology**  
**Summer 2022**

**Instructor:** Nur Cayirdag, Ph.D., College of Education & Psychology, [ncayirdag@uttyler.edu](mailto:ncayirdag@uttyler.edu)  
**Teaching Assistant:** Mikalea Juarez, [mjuarez@uttyler.edu](mailto:mjuarez@uttyler.edu)

**Best way to contract me:** 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.

**Office Hours:** This is an asynchronous online course, so there is no in-campus or online meetings. But office hours will be available via ZOOM. Each Wednesday, I will be available from 1:00 pm-2:00 pm for virtual office hours. You can use this link to access meeting room: <https://uttyler.zoom.us/j/4599457758>. No appointment is needed to meet with the instructor during office hours. Please click on the above link and wait in the waiting room until the instructor lets you in.

**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:**

- Identify the history, theories, and methods of developmental psychology
- Identify heredity and prenatal development as it relates to developmental psychology
- Recognize and identify developmental norms in the newborn baby
- Recognize and identify developmental norms of infancy, specifically physical, cognitive and social development
- Recognize and identify the developmental norms of early childhood, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of middle childhood, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of adolescence, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of early adulthood, specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of middle adulthood specifically physical, cognitive, social, and emotional development.
- Recognize and identify the developmental norms of late adulthood, specifically physical, cognitive, social, and emotional development.
- Summarize the stages of the end of life

**Required Textbook:**

Waymaker Life-Span Development from Lumen Learning will be used in this course. You do not need to buy a printed (physical) book, instead you will buy an access code to reach the course content via Canvas. You will access to all course materials, readings, videos, study plans, quizzes, and assignments, digitally inside Canvas.

## Course Design:

This is an asynchronous online course. Asynchronous learning happens on your own schedule. **There is no online or in-campus meeting for this course.** You can access all course materials, including readings, videos, presentations, assignments and quizzes via Canvas and complete them on your own schedule. But please keep in mind that you must meet the expected deadlines for each activity.

This class is divided into five modules. Each module contains two chapters. You start each chapter with a study plan. This is your guide to the chapter. You will read the text and complete the self-checks in the study plan. At the end of each chapter, there is a chapter quiz. For each module, there is also a discussion board assignment. For each discussion board, you will submit an initial post to the discussion prompt and then respond to two of your classmates' posts.

Each week on Monday the class will start a new module. Within the week, students will manage their time to complete the required assignments that are assigned for the week by **Friday at 11:59 pm!**

Please make sure you have logged into Canvas and reviewed the informational messages explaining the workings of this course. I will make course announcements weekly to help you keep track of what assignments are due and inform you of any important updates within the course.

## Assignments and point values:

Your final grade for the course will be based on the following:

Assignment	Number of Assignment	Points per assignment	Highest possible points in total
Study Plan	10	35 points	350 points
Quiz	10	40 points	400 points
Discussion Board	5	50 points	250 points
<b>Highest possible points in this class: 1000 points</b>			

## Grading Scale:

A = 900-1000 points
B = 800-899 points
C = 700-799 points
D = 600-699 points
F = 0-599 points

**Late Work and Make-Up Exams:** If you miss a graded course requirement for an excused reason (such as a doctor's documented illness, death/funeral, evacuation for a natural disaster, university-related activity, religious observance, etc.), I may accept your late work without any penalty. You will be required to provide an acceptable form of documentation for missing the deadline. That documentation must be submitted via email within 48 hours of missing the course requirement. Please keep in mind that all assignments and tests in the course are available for a window of time not less than 5 days, so due dates are firm if you do not have an acceptable form of documentation.

### Graded Course Requirements Information:

**Study Plans:** Participation for each study plan is calculated by how many self-checks you have completed (start to finish - don't forget to click the finish button) out of the total available in that study plan. Students will see what self-checks they have completed as indicated at the bottom of each tile in the study plan. Participation points for a self-check will be granted the first time you complete the activity from start to finish and will be granted only once (multiple attempts at the same self-check does not increase your score). You can take the self-checks as many times as you would like; this is encouraged to help you prepare for the module quiz. Self-checks are graded based on completion to account for course interactions, not on questions correct. Please see below picture for a sample study plan. To get a full credit for each module, you must click on every item at Study Plan and complete them from beginning to end. You must click on the "Finish" button after completing the last question in order to receive credit. As you work through the self-checks in a study plan, your performance is tracked, recorded, and passed back the percentage complete to the Canvas gradebook. You will see a change in your grade as you complete the self-check for each tile.

Sample Study Plan:

The image shows a sample study plan interface for the course "Goal Setting and Time Management". The interface is divided into two main sections: "GET STARTED" and "DIVE IN".

**GET STARTED**

- Why It Matters:** Represented by a star icon. The bottom status bar is orange and labeled "NEEDS WORK".
- Show What You Know:** Represented by a lightbulb icon. The bottom status bar is blue and labeled "ON TRACK". A "Done" button with a checkmark is visible in the bottom right corner.

**DIVE IN**

- 1 Defining Goals:** Represented by a book icon. The bottom status bar is orange and labeled "NEEDS WORK".
- 2 Your Physical Environment:** Represented by a book icon. The bottom status bar is blue and labeled "ON TRACK".
- 3 Your Use of Time:** Represented by a book icon. The bottom status bar is blue and labeled "ON TRACK".

A blue border highlights the bottom status bars of the "DIVE IN" section.

**Quizzes:** At the end of each module, there is a multiple-choice summative quiz. Students must complete the quiz in one sitting, but they have 2 attempts on each quiz, and the highest score is taken as your quiz grade. An attempt is counted as soon as the student clicks “Start Quiz” on the first page of each quiz. If a student decides they would like to use their second quiz attempt, quiz tips and recommended studying will be provided. The quiz is not scored if you do not submit your final answers and/or view your results. If you leave the quiz before viewing final results, you will not receive a score but will “lose” the attempt.

To avoid “losing” attempts, you should follow these tips:

- DO complete the quiz in one sitting.
- DO make sure to have a strong internet connection when taking quizzes
- Use ONLY the quiz navigation controls inside the quiz frame while taking the quiz:
- Use the buttons “Next” and “Previous” to record an answer and move between questions.
- Use the “Progress” drop-down menu at the top to jump between questions. When jumping between questions, don’t forget that you still need to press “Next” after selecting your answer to ensure it is recorded.
- Use the “Submit” button to submit answers and view results. The “Submit” button appears only after answering the last question.
- Do NOT leave the quiz before viewing results:
- Do NOT close or refresh your browser tab
- DO wait patiently for results to load; results usually load in under one second but can twenty seconds or more at times
- If you accidentally do any of the above, you will receive a warning message. DO pay attention to it and select “Stay on this page” to remain on the quiz and finish it.

**Discussion Boards:** There is a discussion board for each module (five discussion boards in total). Discussion boards consist of two parts:

- (1) You will submit an initial post as respond to the discussion prompt. Your response must integrate concepts that you learn from the readings and videos and show your critical thinking by discussing your own thoughts, analysis and experiences. You must submit your initial post each week by **Friday**. You will get up to 30 points for your initial post.
- (2) Then, you return to the discussion to comment on at least two classmates` posts. You expand on a classmate’s comments in a value-adding, topic-related way. Reply posts cannot be one-liners, off-topic posts, vague statements, unsupported opinions, inadequate explanations or simply say, “I agree” or “good job.” You must submit your two responses each week by **Sunday**. You will get up to 10 points for each response. You can respond to more than two classmates, but you will get points only for your best two responses.

## Calendar of Topics, Readings, and Assignments

Week	Due Date	Chapters	Assignments
1	June 5th	Chapter 1: Introducing Lifespan Development  Chapter 2: Theories in Lifespan Development	<input type="checkbox"/> Chapter 1 Study Plan <input type="checkbox"/> Chapter 1 Quiz <input type="checkbox"/> Discussion: Life Stages  <input type="checkbox"/> Chapter 2 Study Plan <input type="checkbox"/> Chapter 2 Quiz
2	June 10th	Chapter 3: Prenatal Development  Chapter 4: Infancy	<input type="checkbox"/> Chapter 3 Study Plan <input type="checkbox"/> Chapter 3 Quiz <input type="checkbox"/> Discussion: Prenatal Development  <input type="checkbox"/> Chapter 4 Study Plan <input type="checkbox"/> Chapter 4 Quiz
3	June 17th	Chapter 5: Early Childhood  Chapter 6: Middle Childhood	<input type="checkbox"/> Chapter 5 Study Plan <input type="checkbox"/> Chapter 5 Quiz  <input type="checkbox"/> Chapter 6 Study Plan <input type="checkbox"/> Chapter 6 Quiz <input type="checkbox"/> Discussion: Middle Childhood
4	June 24th	Chapter 7: Adolescence  Chapter 8: Early Adulthood	<input type="checkbox"/> Chapter 7 Study Plan <input type="checkbox"/> Chapter 7 Quiz <input type="checkbox"/> Discussion: Adolescence  <input type="checkbox"/> Chapter 8 Study Plan <input type="checkbox"/> Chapter 8 Quiz
5	July 1st	Chapter 9: Middle Adulthood  Chapter 10: Late Adulthood	<input type="checkbox"/> Chapter 9 Study Plan <input type="checkbox"/> Chapter 9 Quiz  <input type="checkbox"/> Chapter 10 Study Plan <input type="checkbox"/> Chapter 10 Quiz <input type="checkbox"/> Discussion: Late Adulthood

**University Policies and Information:**

**Withdrawing from Class** - Students you are allowed to withdraw ([Links to an external site.](#)) (drop) from this course through the University's Withdrawal Portal ([Links to an external site.](#)). Texas law prohibits students 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 other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule ([Links to an external site.](#)). CAUTION #2: All international students must check with the Office of International Programs ([Links to an external site.](#)) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

**Final Exam Policy:** Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

**Incomplete Grade Policy:** If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

**Grade Appeal Policy:** - UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the Dean of the College offering that course who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the Registrar's Form Library. ([Links to an external site.](#))

**Disability/Accessibility Services:** The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible to explore what arrangements need to be made to ensure access. If you have a disability, you are encouraged to visit the SAR Portal ([Links to an external](#)

site.) (<https://hood.accessiblelearning.com/UTTyler/> (Links to an external site.)) and complete the New Student Application. For more information, please visit the [SAR webpage](#) (Links to an external site.) or call 903.566.7079.

**Military Affiliated Students:** UT Tyler honors the service and sacrifices of our military affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military affiliated students are in the [Military and Veterans Success Center](#) (Links to an external site.). The MVSC can be reached at MVSC@uttyler.edu, or via phone at 903.565.5972.

**Academic Honesty and Academic Misconduct:** The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) (Links to an external site.) in the Student Manual Of Operating Procedures (Section 8).

**FERPA** - UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#) (Links to an external site.). The course instructor will follow all requirements in protecting your confidential information.

#### **COVID Guidance**

*Information for Classrooms and Laboratories:* Students are **strongly encouraged** to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) (Links to an external site.) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

*Recording of Class Sessions:* Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

**Absence for Official University Events or Activities:** This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 - 501](#) (Links to an external site.)).

**Absence for Religious Holidays:** Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

**Campus Carry:** We respect the right and privacy of students 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>. (Links to an external site.)

**UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**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 contribute 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.