

University of North Texas at Dallas
Spring 2015
SYLLABUS

PSYC 3620: Developmental Psychology ; 3 Hrs				
Department of		Sociology & Psychology	Division of	Liberal Arts & Sciences
Instructor Name:		Suzie Manning, PhD, LSSP		
Office Location:		Adjunct Office-UNT-D, Building 2, Rm 302		
Office Phone:		817-271-7174		
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Office Hours:		Mon and Wed 1-2		
Classroom Location:		Online		
Class Meeting Days & Times:		Online		
Course Catalog Description:		Basic theories and research in life-span developmental psychology; parent-child relations, identification, peer relations, self-concept, language, learning, perceptual and cognitive development.		
Prerequisites:		NA		
Required Text:		Santrock (2016) Lifespan Development, 15 th edition, Cengage. ISBN 978-0-07-786182-7		
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview: The goals of this course are as follows -				
The goal of this course is to introduce major themes that characterize developmental research. From course lecture material as well as the textbook we will have a review of the lifespan research.				
Learning Objectives/Outcomes: At the end of this course, learners will be able to:				
1	Be able to understand and apply each component of human development across the lifespan.			
2	Demonstrate the ability to apply major developmental theories related to development processes across the lifespan			
3	Define expected developmental milestones across the lifespan.			
4	Identify how the theories and research learned pertain to real world applications of the developmental process.			

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

TOPICS	TIMELINE
Chapter 1 – Introduction <i>Reading: Santrock Chapter 1</i>	1/20
Chapter 2 - Biological Beginnings <i>Reading: Santrock Chapter 2</i>	1/26
Chapter 3 – Prenatal Development and Birth <i>Reading: Santrock Chapter 3</i> Quiz 1: Chapters 2,3	2/2
Chapter 4 – Physical Development in Infancy <i>Reading: Santrock Chapter 4</i>	2/9
Chapter 5 – Cognitive Development in Infancy <i>Reading: Santrock Chapter 5</i>	2/16
Chapter 6 – Socioemotional Development in Infancy <i>Reading: Santrock Chapter 6</i> Quiz 2: Chapters 4,5,6	2/23
Chapter 7 – Physical and Cognitive Development in Early Childhood <i>Reading: Santrock Chapter 7</i> Exam 1: Chapters 1-6	3/2
Chapter 8 – Socioemotional Development in Early Childhood <i>Reading: Santrock Chapter 8</i> Quiz 3: Chapters 7,8	3/9
Spring Break	3/16
Chapter 9 – Physical and Cognitive Development in Middle and Late Childhood <i>Reading: Santrock Chapter 9</i>	3/23
Chapter 10 – Socioemotional Development in Middle and Late Childhood <i>Reading: Santrock Chapter 10</i> Quiz 4: Chapters 9,10	3/30

Chapter 11 – Physical and Cognitive Development in Adolescence <i>Reading: Santrock Chapter 11</i> Exam 2 – Chapters 7-10	4/6
Chapter 12 – Socioemotional Development in Adolescence <i>Reading: Santrock Chapter 12</i> Quiz 5: Chapters 11,12	4/13
Chapter 13 – Physical and Cognitive Development in Early Adulthood <i>Reading: Santrock Chapter 13</i>	4/20
Chapter 14 – Socioemotional Development in Early Adulthood <i>Reading: Santrock Chapter 14</i> Exam 3: Chapters 10-12	4/27
PowerPoint Presentations due	5/4
Final Exam	5/11

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Posts

There will be required discussion posts for each week in the semester. Students are required to post an initial post to the question(s) for the unit (by Thursday midnight) and post a response to a classmate (by Sunday 10pm) within the assigned weekly unit. Weekly discussion posts will be graded on a 100-point scale with the total discussion grade comprising 30% of the final grade.

Quizzes

There will be a total of 5 quizzes worth 10 points each. Quizzes cover the reading material from the textbook, assigned readings, activities, and lecture, and will typically consist of multiple choice questions. Quizzes will allow subsequent attempts to improve your grade. Total quiz grade will comprise 10% of your final grade. Quizzes are due by the close of the unit they are assigned (by Sunday midnight).

Exams

There will be a total of four exams worth 100 points each (each exam is worth 10% of your final grade). Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions.

Powerpoint Project

Students will be required to select a developmental milestone (either Middle and Late Childhood, Adolescence, or Early Adulthood) and cover all aspects of development within cognitive, physical, and socioemotional topics. All major theories (Piaget, Erickson, Freud, Kohlberg, etc) should be covered. The information will be presented in a powerpoint format in a professional, presentation format with graphics and notes. Detailed information will be noted under the project section in the classroom as well as the project rubric.

Grading Matrix:

Activities/Assignments	Value (percentages)
Discussion Posts	30%
Quizzes	10%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	10%
PowerPoint Project	20%
Total:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Exams will be online only.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Classroom Policies

Discussion Post Policy:

No extensions are given for late discussion posts beyond the end of the unit without prior consent by the instructor, as students and the instructor will move to the next module after the unit ends. Late initial/response posts posted within the unit dates, will be graded with a 5 point deduction for each day late.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing online class requirements, and they must share their reason for missing class.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.