



PSY 2304 Developmental Psychology

Spring 2022

Instructor Information:

Instructor: Kristi Moore, Ph.D.

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Phone Number: 325-305-2880

Office Hours: Email for availability

Teaching Assistant: Jeff Brooks

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Course Description:

This course is an introduction to human development across the lifespan. We will examine physical, cognitive, social, and emotional development from conception to death. You will be challenged to think critically about a wide variety of topics and apply what you learn to your own experiences.

Course Objectives:

- Gaining factual knowledge (terminology, classifications, methods, and trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Learning Outcomes

By the end of this course, you should:

- Understand major theories of development.
- Be able to think critically about human development.
- Be familiar with different domains of developmental psychology.
- Be able to apply developmental research to everyday life.
- Comprehend and apply various research methods to evaluate information critically.
- Communicate information and ideas effectively.

Course Requirements

Required Readings:

Textbook: *Human Development: A Cultural Approach*. Third Edition. By Jeffrey Arnett. ISBN: 978-0-13-464134-8.

Technology

This online course requires that students have access to Blackboard and a webcam. You have the option of purchasing a hard copy of the textbook or an ebook.

Grading and Assignments

Exams

There will be 13 multiple choice exams. Each exam will consist of 20 questions that will cover information presented in the textbook. Exams are timed; students will have 60 minutes to complete each exam. Students may take each exam twice and the highest score will be kept. All exams use *Respondus Monitor*. Students may use their notes and textbooks for exams.

Discussion Boards

Online discussion board postings correspond to participation in a traditional face to face class. On weeks with an assigned discussion, the initial post must be made by Thursday at 11:59pm, and at least two responses to classmates' posts must be made by Sunday at 11:59pm. Five points will be deducted for late posts. Posts made after Sunday at 11:59 pm will not be accepted. Initial posts must be at least 250 words, and your two responses to classmates must be at least 150 words each. Your posts should draw on information presented in the textbook to support opinions and arguments. There are 8 discussions total throughout the semester, each worth 15 points.

Chapter Activities

Each chapter will have a corresponding activity. Chapter activities are designed to help students better understand information presented in the textbook, apply psychological theory and principles, and exercise critical and creative thinking. Chapter activities will vary in form and may include other required readings, videos, or exercises. There are 13 chapter activities, each worth 10 points, due Sunday nights at 11:59pm of those weeks they are assigned. Please review the chapter activity instructions at the beginning of each week. If you have any questions, please email the instructor or teaching assistant.

Final Project: Lifespan Interview

For your final project, choose 3 of the following age categories and interview someone corresponding to each of those ages: early childhood, middle childhood, adolescence, emerging adulthood, young adulthood, middle adulthood, late adulthood. Your 3 interviews will then be compared in a paper submitted at the end of the semester.

- Step 1: Prepare a set of questions that can be answered by all 3 of your interviewees. (Some questions may need to be adjusted – For example, asking someone in their seventies, “What was dating like when you were a teen?” may be adjusted for a six-year-old to ask, “What do you think dating will be like when you are older?”).
- Step 2: Carefully consider concepts from this course when preparing your questions, since your comparative analysis of their answers later will need to reflect what you’ve learned this semester. (For example, if you ask, “What do you think the secret to a happy life is?,” your paper must explain how their different answers may reflect some developmental difference described in the textbook.)
- Step 3: Interview your subjects and take note of their answers. (Be sure you have the permission of parents for any interviewees that are under the age of 18.)
- Step 4: Write a comparative analysis of your 3 interviews to be submitted as your final project. This portion must be at least 2 pages and no more than 4 pages (size-12 font, double-spaced, 1” margins) and must reflect developmental concepts explored in this course. While you should describe several of your questions and how they answered, you do not need to list all of them.

Research Requirement

Students must complete three research credits for this course in Sona Systems. Students earn credits by completing research studies. Studies are available online and on-campus. Each credit is worth 10 points (30 points total). Studies may be worth 0.5-2 credits each. **The studies must be assigned to this class – Developmental Psych - Online - Moore. Research credits assigned to other classes will not count towards this course.** You must register for these activities through the following website: <http://angelostate.sona-systems.com/>. Additional information is posted on Blackboard. Due dates will be posted during the semester.

Grades:

Grades will be assigned per the following system:

Grade	Weight
Exams (13 exams, 20 points each)	260
Discussion Boards (8 discussions, 15 points)	120
Chapter Exercises (13 exercises, 10 points)	130
Research Requirement	30
Final Project	60
Total Points	600

Grading Scale

A = 540 – 600 points (90%-100%)

B = 480 – 534 points (80%-89%)

C = 420 – 474 points (70%-79%)

D = 355 – 414 points (60%-69%)

F = Below 355 points (below 60%)

Course Policies and Student Services

Grading Policies

Please follow the weekly schedule. Late work will not be accepted unless specified in the syllabus. Make-up will only be given in case of emergency IF a student notifies me BEFORE the assignment is due and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed assignments. **Remember to check the syllabus for deadlines.**

Communication Policy

Students are encouraged to email the instructor if they have any questions or concerns. Students may also call the instructor. When emailing the instructor, please include your class name and time in the subject line (for example, Developmental Psych, 9am). If you have a specific question please write out that question. For example, don't write, 'I need help with question 1,' instead write, 'I need help with question 1, give an example of critical thinking.' Emails sent during the week (Monday-Friday at 5pm) will be answered within 24 hours. Emails sent after 5pm on Friday may not be answered until Monday. **Please be respectful in your emails.** This includes addressing the professor properly (i.e., Dr.) and signing your full

name. Emails that are not respectful will not be answered. If you are reading at this point, good for you! Please send an email to your professor (kristi.moore@angelo.edu) and TA (jbrooks37@angelo.edu) before February 7th with a picture of an otter and you will receive 5 extra credit points.

Writing Center: The ASU Writing Center (325-486-6173) is located in the ASU Library in 324. Writing Center tutors can work with students in any discipline and at any skill level. They also allow online submissions. Please see their website for more details: http://www.angelo.edu/dept/writing_center/.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942- 2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Absence for Religious Holiday Observation: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

Incomplete Grade Policy: It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

Academic Integrity: Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the Statement of [Academic Integrity](#)

Plagiarism: Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Please note: This syllabus is subject to change at the discretion of the instructor.

See next page for weekly schedule

WEEKLY SCHEDULE

Class Dates	Topics	Reading & Assignments
Jan 18-23	Introduction	Read Course Syllabus Discussion #1 -initial post due Thurs. 1/20 by 11:59pm -2 responses due Sun. 1/23 by 11:59pm
Jan 24-30	Chapter 1 - A Cultural Approach to Human Development	Read Chapter 1 Activity 1 due Sun 1/30 by 11:59pm Exam 1 due Sun. 1/30 by 11:59pm
Jan 31-Feb 6	Chapter 2 – Genetics & Prenatal Development	Read Chapter 2 Discussion #2 -initial post due Thurs. 2/3 by 11:59pm -2 responses due Sun. 2/6 by 11:59pm Activity 2 due Sun. 2/6 by 11:59pm Exam 2 due Sun. 2/6 by 11:59pm
Feb 7-13	Chapter 3 – Birth & the Newborn Child	Read Chapter 3 Activity 3 due Sun. 2/13 by 11:59pm Exam 3 due Sun. 2/13 by 11:59pm
Feb 14-20	Chapter 4 – Infancy	Read Chapter 4 Discussion #3 -initial post due Thurs. 2/17 by 11:59pm -2 responses due Sun. 2/20 by 11:59pm Activity 4 due Sun. 2/20 by 11:59pm Exam 4 due Sun. 2/20 by 11:59pm
Feb 21-27	Chapter 5 – Toddlerhood	Read Chapter 5 Activity 5 due Sun. 2/27 by 11:59pm Exam 5 due Sun. 2/27 by 11:59pm
Feb 28-Mar 6	Chapter 6 – Early Childhood	Read Chapter 6

		<p>Discussion #4</p> <p>-initial post due Thurs. 3/3 by 11:59pm</p> <p>-2 responses due Sun. 3/6 by 11:59pm</p> <p>Activity 6 due Sun. 3/6 by 11:59pm</p> <p>Exam 6 due Sun. 3/6 by 11:59pm</p>
Mar 7-13	Chapter 7 – Middle Childhood	<p>Read Chapter 7</p> <p>Activity 7 due Sun. 3/13 by 11:59pm</p> <p>Exam 7 due Sun. 3/13 by 11:59pm</p>
Mar 14-20	Spring Break	
Mar 21-27	Chapter 8 – Adolescence	<p>Read Chapter 8</p> <p>Discussion #5</p> <p>-initial post due Thurs. 3/24 by 11:59pm</p> <p>-2 responses due Sun. 3/27 by 11:59pm</p> <p>Activity 8 due Sun. 3/27 by 11:59pm</p> <p>Exam 8 due Sun. 3/27 by 11:59pm</p>
Mar 28-Apr 3	Chapter 9 – Emerging Adulthood	<p>Read Chapter 9</p> <p>Activity 9 due Sun. 4/3 by 11:59pm</p> <p>Exam 9 due Sun. 4/3 by 11:59pm</p>
Apr 4-10	Chapter 10 – Young Adulthood	<p>Read Chapter 10</p> <p>Discussion #6</p> <p>-initial post due Thurs. 4/7 by 11:59pm</p> <p>-2 responses due Sun. 4/10 by 11:59pm</p> <p>Activity 10 due Sun. 4/10 by 11:59pm</p> <p>Exam 10 due Sun. 4/10 by 11:59pm</p>
Apr 11-17	Chapter 11 – Middle Adulthood	

		Read Chapter 11 Activity 11 due Sun. 4/17 by 11:59pm Exam 11 due Sun. 4/17 by 11:59pm
Apr 18-24	Chapter 12 – Late Adulthood	Read Chapter 12 Discussion #7 -initial post due Thurs. 4/21 by 11:59pm -2 responses due Sun. 4/24 by 11:59pm Activity 12 due Sun. 4/24 by 11:59pm Exam 12 due Sun. 4/24 by 11:59pm
Apr 25-May 1	Chapter 13 Last day to drop the course is April 28 th .	Read Chapter 13 Activity 13 due Sun. 5/1 by 11:59pm Exam 13 due Sun. 5/1 by 11:59pm
May 2-8	Review/Discussion	Discussion #8 -initial post due Thurs. 5/5 by 11:59pm -2 responses due Sun. 5/8 by 11:59pm
May 9-13	Final/Last Week of Class	Final Project due Tues. 5/10 by 11:59pm