

PSYC 3310: Developmental Psychology

Fall 2024

Instructor Information

Instructor

Bonnie B. Laster, Ph.D. CCSP

Office Number/Telephone Number

Life Science 402
817-273-2281

Email Address

bonnie.laster@uta.edu ***official means of communication* *do NOT utilize Canvas inbox/Teams chat***

Faculty Profile

<https://www.uta.edu/academics/faculty/profile?username=lasterbb>

Office Hours

By appointment

Course Information

Section Information

PSYC 3310-001

Time and Place of Class Meetings

MWF 11:00 a.m. - 11:50 a.m.
NH 100
Face to face lecture

Description of Course Content

Students will learn the concepts and principles of development across the lifespan, including behavioral, physical, cognitive, and socioemotional development in infancy, childhood, adolescence, and adulthood. Prerequisite: PSYC 1315.

Student Learning Outcomes

Students will be able to identify theories and research across all human developmental stages and explain physical evolutions occurring at conception and during infancy, childhood, adolescence, and adulthood.
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Students will be able to describe cognitive developmental stages during adulthood, adolescence, childhood, and infancy and articulate behavioral developmental stages in infancy, childhood, adolescence, and adulthood.
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students will be able to recognize socioemotional changes throughout adulthood, adolescence, childhood, and infancy.
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Recommended Textbooks and Other Course Materials

Santrock, John W. (2024). *Connect Online Access for Life-Span Development*, 19h ed. New York: McGraw Hill. ISBN: 9781266768163. This resource is included in your tuition.

Descriptions of major assignments and examinations

Exams: There will be 3 exams, each worth 65 points. Exams may include multiple choice, short-answer, and essay questions requiring students to apply material from assigned readings, class discussions, and class lecture material (including video, discussions, and in-class assignments/activities).

Field Experience & Write-Up: Students will conduct two out of class observation assignments at sites designed for children, adolescents, or older adults, each worth 25 points. Students will be responsible for a short paper including theoretically relevant material from the text, as well as their own personal observations and insights of how well principles of developmental psychology are demonstrated at the sites. ****Specific guidelines will be posted on Canvas****

McGraw Connect SmartBook Assignments: Students will complete end of chapter questions via Connect SmartBook. These assignments are graded for participation; by completing them, you will master the knowledge needed to perform well in exams. Completion of each SmartBook assignment is worth 10 points. Connect (<http://connect.mheducation.com/>)

Assignments can be found through Canvas (easier method) or the link above (after you have registered). NOTE: When registering for Connect for the first time, you MUST log in to Connect through Canvas to sync up your Connect and Canvas gradebooks.

Participation & Attendance: Official attendance will not be taken. However, throughout the course of the semester we may have random in-class assignments which will be due by 11:59 p.m. that same day. While this work will not be “graded” per se, its completion will count toward your attendance/participation grade (5 points). Students missing class due to university-sponsored activities (e.g. athletic events, university sponsored travel, etc.) or documented illness will not be penalized; however, you will need to notify me in advance of such absences and it is your responsibility to obtain class notes/assignments, etc. from a fellow classmate (i.e., not me). ****Specific guidelines will be distributed in class.****

Technology Requirements

This course will utilize Canvas, Teams, UTA email. Students can access tutorials on these tools by clicking on the “Get Started” Box on their Canvas Homepage. You will not need a webcam.

Grading Information

Grading

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Exams	3	65	195
Field experience & Write-up	2	25	50
McGraw Connect SmartBook Assignments	20	10	200
Attendance/Participation	Varies	Varies	5
Total Course Points:			450

Final Grade Policy: This class will utilize an unweighted points system. Final grades will be calculated as a percentage of total points earned. To calculate individual student final grades, add up the total points earned on each graded item and divide that sum by the total maximum points for the course. Multiply by 100 to get the percentage. Final grades falling 9.5 and above will be rounded up (e.g., 89.5 will round to an A, 79.5 will round to a B, etc). Final grades falling below this will not be rounded up. There are no exceptions to this policy.

Exam Day/Assignment Policy: **There will be NO make-up exams or assignment extensions except for extreme circumstances/emergencies (criteria professor's discretion).** The schedule notes the dates for all, giving you plenty of time to make arrangements accordingly. Any makeup exam/assignments that meet the extreme criteria must be scheduled IN ADVANCE of the due date. If, for whatever reason, extreme circumstances arise ON exam day, you are responsible for contacting me **PRIOR TO THE START OF CLASS to apprise me of the situation. WAITING UNTIL THE TEST HAS BEEN ADMINISTERED/DUE DATE HAS PASSED IS UNACCEPTABLE.** Be prepared to provide documentation of the circumstance. Failure to follow these guidelines will result in an automatic "0" for that exam grade. University-related absences are exempted from this policy, but you are still required to notify me in advance of such a conflict.

Technology note for exams and assignments: All exams and assignments will be due via Canvas at **11:59 p.m. CST** on their designated due dates. To account for potential technology and other issues (loss of WIFI, laptop issues, cats playing with modem, boss calling you into work last minute, forgetting when the assignment was due, traveling, falling asleep unexpectedly, etc.), I HIGHLY recommend submitting EARLY. *Exams/assignments will not be available for submission past 11:58 p.m. Emailed assignments will not be accepted.*

Sharing of Material: Students may not post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials. ***Doing so will be considered academic misconduct.*** This policy helps protect the integrity of the resources developed for this class and ensures equality for all students.

Use of AI for Assignments: All submitted work must be the student's original creation. ***Direct use of AI-generated text in assignments is plagiarism.*** If AI tools are used for research or to gather initial information, students should acknowledge this use appropriately, similar to how one would cite traditional sources. Failure to adhere to this policy will be considered a violation of the academic integrity code and may result in disciplinary action.

Recording of Class: Although class sessions will be recorded via Echo 360, this technology is not perfect. There will be times when the class microphone doesn't pick up, the video doesn't record, etc. This is a face to face live lecture course. **Students should NOT rely on the class recordings and are still responsible for any lecture material covered, regardless of recording status.** Recordings are provided as a courtesy for students who may need to miss an occasional class due to illness, etc.

Email Response: UTA email is my official means of communication; Phone calls will not be returned in a timely manner. **Do NOT use Teams chat to contact me.** I will respond to emails within 24-48 hours.

Technology Requirements

This course will utilize Canvas, Teams, and UTA email. Students can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage. You will not need a webcam.

Course Schedule

Date	Subject	Reading	Assignment
Mon Aug 19	Intro/syllabus, etc.	Syllabus/course information	
Wed Aug 21	Introduction	Ch. 1	
Fri Aug 23	Con't		
Mon Aug 26	Con't		
Wed Aug 28	Biological Beginnings	Ch. 2	
Fri Aug 30	Prenatal Development & Birth	Ch. 3	
<i>Mon Sept 2</i>	<i>LABOR DAY – NO CLASS</i>		
Wed Sept 4	Con't		
Fri Sept 6	Physical Development in Infancy	Ch. 4	
Mon Sept 9	Cognitive Development in Infancy	Ch. 5	
Wed Sept 11	Con't		
Fri Sept 13	Socioemotional Development in Infancy	Ch. 6	
Mon Sept 16	Con't		
<i>Wed Sept 18</i>	<i>Con't</i>		<i>SmartBook ch. 1-6 due 11:59 p.m.</i>
<i>Fri Sept 20</i>	<i>Exam 1</i>	<i>Ch. 1-6</i>	
Mon Sept 23	Physical & Cognitive Development Early Childhood	Ch. 7	
Wed Sept 25	Con't		
Fri Sept 27	Socioemotional Development in Early Childhood	Ch. 8	
Mon Sept 30	Con't		
Wed Oct 2	Physical & Cognitive Development Middle/Late Childhood	Ch. 9	
<i>Fri Oct 4</i>	<i>Field Work: no class</i>		<i>Field paper I due to Canvas 11:59 p.m.</i>
Mon Oct 7	Socioemotional Development Middle & Late Childhood	Ch. 10	
Wed Oct 9	Physical & Cognitive Development Adolescence	Ch. 11	

Fri Oct 11	Socioemotional Development Adolescence	Ch. 12	
Mon Oct 14	Con't		
Wed Oct 16	Physical & Cognitive Development Early Adulthood	Ch. 13	
Fri Oct 18	Con't		
Mon Oct 21	Socioemotional Development Early Adulthood	Ch. 14	
<i>Wed Oct 23</i>	<i>Con't</i>		<i>SmartBook ch. 7-14 due 11:59 p.m.</i>
Fri Oct 25	Exam 2	Ch. 7-14	
Mon Oct 28	Physical & Cognitive Development Middle Adulthood	Ch. 15	
Wed Oct 30	Con't		
Fri Nov 1	Socioemotional Development Middle Adulthood	Ch. 16	
Mon Nov 4	Con't		
Wed Nov 6	Physical Development in Late Adulthood	Ch. 17	
Fri Nov 8	Con't		
Mon Nov 11	Cognitive Development Late Adulthood	Ch. 18	
Wed Nov 13	Con't		
Fri Nov 15	Socioemotional Development in Late Adulthood	Ch. 19	
Mon Nov 18	Con't		
Wed Nov 20	Death, Dying, Grieving	Ch. 20	
Fri Nov 22	Con't		
<i>Mon Nov 25</i>	<i>Field Work: no class</i>		<i>Field paper 2 due to Canvas 11:59 p.m.</i>
<i>Wed Nov 27-Fri Nov 29</i>	<i>NO CLASS</i>		<i>THANKSGIVING</i>
<i>Mon Dec 2</i>	<i>Con't</i>		<i>SmartBook ch. 15-20 due 11:59 p.m.</i>
Fri Dec 6	Final Exam	Ch. 15-20	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –B.B. Laster

Institutional Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Grade grievance: <https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form>

While we will discuss psychological health and treatment in this class, I am trained as a researcher and educator, not a clinician. If you need help with mental health concerns, I will assist you by referring you to student services for additional support, but I cannot provide psychotherapy services myself.

Counseling and Psychological Services <https://www.uta.edu/caps/services/Lets%20Talk.php> Students experiencing a crisis may call MAVS Talk 24 Hour Crisis Line 817-272-TALK (8255) or UTA Police: 817-272-3003

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator, use the stairwells. Faculty and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Evacuation plans may be found at [Evacuation Route Maps \(Buildings\)](#).

Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](#). To request disability accommodations for tutoring, please complete this [form](#).

The [IDEAS Center](https://www.uta.edu/ideas/) (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Dept at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](http://ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (<http://libguides.uta.edu/researchcoach>)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](http://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](http://openroom.uta.edu/) (openroom.uta.edu/)

Academic Resources: I am happy to discuss strategies and resources to assist in your success. In the meantime, recommended strategies for approaching this course include:

1. Actively participate in class: My goal is to teach you, but I also expect to learn from you. Therefore, class discussions are imperative. Come to class prepared to discuss concepts and voice your opinion. My intent is to break down concepts in lecture, thereby helping you understand them and making the text easier to understand. You will often be asked to discuss concepts with a small group.
2. Take notes: My lecture will strongly follow the text. **Bring the outlines which are provided to you.** Take notes on what is discussed in class and review them as soon as possible after class.
3. Ask yourself questions while studying to determine if you are truly grasping the concepts. In short, engage in metacognition! Try to define terms in your own words. If you can generate your own definitions for terms and create examples from your own experiences, you will be better able to understand and retain the information. I rarely test for definitions on exams – I typically give students a practical application to “define” the concept at hand. Don't just memorize definitions; take the time to develop a real-world example. **This can make a huge difference.**
4. Note: I will frequently voice my opinion on topics throughout class. You will never have to guess how I feel about a topic! However, please note I will always respect and encourage your opinion, no matter how divergent from my own. Class is a safe place: please know your thoughts and opinions are always welcome. In short: please feel free to disagree with me!