DEVELOPMENTAL PSYCHOLOGY (DEP3053)

Section 4496 (11539) & 4497 (19805)

Summer A 2023

Welcome! *Developmental Psychology (DEP3053)* introduces students to the major theories and principles of life-span development from conception to death, including both theory and application. The course should provide insights into the interrelationships that exist among physical, cognitive, and socioemotional aspects of development. Special attention is given to the impact of culture and diversity on human development.

Course Format: Asynchronous   **Course credits**: 3

Instructor: Feihong Wang, Ph.D.   **Email:** feihongw@ufl.edu
Zoom Office Hour: Wednesdays 10am-11am Or by appointment
https://ufl.zoom.us/j/99973995198?pwd=S2JKcTBmRVdQYWVMV2JSZElLQ1dNdz09
Meeting ID: 999 7399 5198
Passcode: 905581

Graduate Teaching Assistants (GTA):
Marissa Falk   Email: marissafalk@ufl.edu
Zoom Office Hours: Thursdays 9-12pm
https://ufl.zoom.us/j/98938330593?pwd=MjNUZzI1NTFtR2Uvb3d3djRTT1VOZz09
Meeting ID: 989 3833 0593
Passcode: 701793

Jeannette Mejia   **Email**: j.mejia@ufl.edu
Zoom Office Hours: Tuesdays 1-4pm
https://ufl.zoom.us/j/99989161258?pwd=c2tVN0pHNHJJbEtYOVpGK3NuTU1HZz09
Meeting ID: 999 8916 1258
Passcode: 717215

Undergraduate Teaching Assistants (UTA):

Kelsey Altschul	Kayla Bui	Jennifer Miller
Gabriela Pachon	Daniela Zambrano Rios	

* The best way to contact me and the GTA is via CANVAS messengers. Always contact the GTAs first with questions. Email me directly only in cases where your issues cannot be resolved by the GTAs, if the question needs my individual attention, or if the question is related to the final grades. Phone meeting is available per request and by appointment only (please use Canvas Inbox to schedule a phone meeting)

*Please allow 24 hrs. to respond to your emails during the weekdays. Emails sent on the weekend will be responded during the following weekdays. **Please include DEP3053** in the subject line for easy track of communication.*

* You may interact with UTAs via the Have Fun discussion boards on CANVAS. Please DO NOT email or messenger UTAs.

General Education Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be accomplished through assignments and assessments given in this course.

Social and Behavioral Sciences General Education Subject Area Objectives
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. See https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/ for further details on the content, communication and critical thinking outcomes in social and behavioral sciences.

Prerequisite Knowledge & Technology Requirements

- Prerequisite Course: PSY2012 General Psychology
- Proficiency in using CANVAS, using CANVAS messenger and uf emails with attachments as needed
- Proficiency in downloading and installing zoom, Chrome extension, Honorlock proctoring service
- Proficiency in using office words and excel files for learning reviews and preparations for assignments
- Access to a laptop or desktop computer with webcam (external or internal) with broadband internet access, compatible web browser, audio input, built-in, or external computer speakers. Click https://ufonline.ufl.edu/resources/computer-requirements/ for specific computer requirements

Required Textbook

Santrock, J. W. (2020). Essentials of Life-Span Development, 6th Edition. New York: McGraw-Hill. ISBN: UF ALL ACCESS
This course participates in UF All Access, the least expensive and fastest way to get access to your course materials for the semester! Please visit:
https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp

ISBN: 9781260054309 for physical textbook rental
ISBN: 9781260529890 for a loose leaf physical textbook

Please make sure you get the e-textbook as soon and early as possible since chapter quizzes start in the very first week. Instructor's lecture videos, power point files, and other resources are available on CANVAS as your resources, but you definitely need the textbook to guide and maximize your learning in this class.

Course Objectives

Upon completion of the course, students should be able to:

- Specify the scientific study of human development as a field of research and inquiry.
- Describe the basic issues surrounding the study of development.
- Explain physical development and health from the prenatal stage through late adulthood.
- Analyze cognitive development including changes in perception, cognition, information processing, and language throughout the lifespan.
- Analyze psychosocial development including changes in personality, social cognition, moral development, and social relationships throughout the lifespan.
- Analyze the development of psychopathologies throughout the lifespan.
- Explain the process of death and dying.

Learning Outcomes

- Develop intra-personal and inter-personal skills through the process of subjective and objective study of self and other through self-evaluation, critical thinking, and by engaging in class discussions and personal projects.
- Increase awareness of psychological applications to everyday life, including cultural and cross-cultural diversity in family structures, processes and within the broader social and environmental context.
- Gain insight into some of the major social issues of our times concerning human rights, worth, and dignity at every age/stage of the life-span development.
- Demonstrate writing proficiency by providing written materials as part of the course and by acquiring a more professional vocabulary when discussing academic, social and personal issues.

Policies

Academic Honesty:
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Accommodations for Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Sexual Harassment & Disclosures of Sexual Violence
Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's

Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: https://titleix.ufl.edu/title-ix-reporting-form/, or email inform@titleix.ufl.edu, or call 352-273-1094.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Class Demeanor or Netiquette
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Review the Netiquette Guide for Online Courses for expected student behavior.

Software Use
All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Course Incompletes:
A grade of Incomplete "I" will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to the University, all incomplete work must be completed by the following semester or you will receive a punitive incomplete (i.e., the same as an "E").

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Course Requirements

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Warm-up Exercise (28 points): In Week 1-5, there will be three warm-up exercises per week and in Week 6 there will be 1 warm-up exercise as a quick check of your prior knowledge of relevant topics, or your engagement of the course materials for the week. Each exercise is worthy of 2 points, with unlimited attempts. Two warm-ups with the lowest grades will be dropped toward the end of the semester.

Online Chapter Quiz (140 points): In the first five weeks, there are three chapter quizzes per week with 10 items worthy of 10 points to be completed in 15 minutes. There will only be one chapter quiz for Week 6. You have two chances for each quiz. The higher grade will count toward your final grade. Two chapter quizzes with the lowest grades will be dropped toward the end of the semester.

Developmental Log (20 points): Each week, you are introduced to several focal topics in developmental psychology with a variety of information and resources. In this mini-discussion assignment, you are expected to jot down your developmental logs **each week between Week 1 and Week 5** with one original and one response posts (5 points) One developmental log with the lowest grade will be dropped toward the end of the semester. See specific instructions on CANVAS.

Unit Exams (120 points): Three exams will be administered **between Week 1 and 5** covering materials from the e-textbook, video lectures, power point slides, **core and supplementary** readings as relevant. Each exam is worth 60 points with a variety of multiple-choice questions. The exam with the lowest grade from the THREE exams will be dropped toward the end of the semester. All the exams are open-book open-note honorlock proctored exams. **You are allowed to attempt each exam only once.**

Check-Out Project (60 points): There are two options for the Check-Out Assignemnt to wrap up the semester and in accommodation for students' individual preferences. **You only need to do one option** to check out and wrap up the semester.

Option 1: Last Exam (60 points): This is an assessment in Week 6 in the same format with the same requirements as your previous exams. It covers **Week 6 materials** from the e-textbook,

video lectures, power point slides, and all core and supplementary readings for the relevant chapters in this week.

Option 2: My Developmental Observation Project (60 points): This is a writing assignment that hones your observation, critical thinking, and scholarly writing skills and sensitizes you to developmental topics as applied in real life. Files need to be in .doc or .docx format and pictures should be inserted in the word files. See CANVAS for specific instructions for this assignment.

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Important Due dates:
Sunday 5/21 11:59pm EST:
Extra credit self-introduction posts & Extra credit Syllabus quiz
Friday 5/26 11:59pm EST:
Claim Option 2 of the Check-Out Project
Friday 6/9 11:59pm EST:
Complete Option 2 of the Check-Out Project (i.e. my Developmental Observation writing project)
Friday 6/16 11:59pm EST:
Complete all Week 1-5 Warmups, chapter quizzes & Developmental logs, & Exam 1-3
Friday 6/23 11:59pm EST:
Complete all Week 6 warmup, chapter quiz, Option 1 of the Check-Out Project

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Late Work:
Late work for any of the warm-ups, quizzes, developmental logs, and exams are NOT accepted for FIVE major reasons:
1. You have been given sufficient or extended periods of time to complete these required assignments (e.g., all Week 1-5 warmups, quizzes, developmental logs are due Friday 6/16 so you do have time to catch up as needed across these weeks.
2. Grades are due to the university the noon of Monday (6/26) right after the last day (6/23) of the semester. Therefore, there is basically no room for making up any week 6 assignments (one warmup, one chapter quiz, and one last exam if you opt for it).
3. For most of these assignments (warmups, chapter quizzes, the first three unit exams) one or two lowest grades would be dropped while is already a buffer for any mild scale of missed work.
4. Summer A is a fast-paced semester with only 6 weeks for contents normally would be covered through 15-16 weeks. By registering for this fast-paced class, you are committed to learn and proceed in a pace much faster than a regular spring or fall semester.
5. Time management is an essential life and academic skill. I would like to challenge you to demonstrate your efficient time management skills by completing work on time. So no procrastination please.

That said, if there is an **unforeseeable extreme situation** (e.g., hospitalization, severe accidents, etc.) that has kept you from completing work **for a lengthy period of time, do email me with justification and proof ASAP. I am willing to work out a solution with you in that case.**

For the developmental observation project, late submission should be done via email to your designated GTA. **Late submission within 24 hours of the original due date leads to 80% of**

the earned assignment grade. **Work submitted between 24 and 48 hours of the original due date leads to 60% of the earned assignment grade. Late submission and make-up requests after 48 hours of the original due date would NOT be accepted.**

Extra Credits: Extra credits may be available occasionally as needed such as the extra-credit self-introduction discussion posts and syllabus quiz. These opportunities are offered to the whole class to facilitate learning with a fixed deadline and no make-up opportunities at all. Seize the opportunity when it occurs! ☺

Grading Scale (368 points total)

Mandatory Assignments	Points	Maxim. Percentage of Grade
Warm-up exercise (14x2@each) 2 lowest warmup grades dropped	28	7.6%
Online quizzes (14X10@each) 2 lowest quiz grades dropped	140	38.04%
Developmental logs (4X5@each) 1 lowest developmental log grade dropped	20	5.4%
Unit Exam 1-3 (2X60@each) 1 lowest Exam 1-3 grade dropped	120	32.61%
Check-Out Project (1X60) Choose Option 1 (last exam) or Option 2 (my developmental observation project)	60	16.3%

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage	93-100	90-92.4	87-89.4	83-86.4	80-82.4	77-79.4	73-76.4	70-72.4	67-69.4	63-66.4	60-62.4	<60
GPA Equivalency	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Note: Final total percentage points with a decimal value equal to or greater than .5 will be rounded to the next number. For further information about current UF grading policies for assigning grade points, please see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Tentative Course Schedule			
All Week 1-5 warmups, chapter quizzes, developmental logs and Unit Exam 1-3 due Friday 6/16 11:59pm EST!			
Week	**Chapter**	**Topics**	**Assignments**
1 5/15-5/21	Chapter 1	Welcome & Chapter 1: Introduction	Extra credit self-intro. & syllabus quiz due 5/21 11:59pm EST

	Chapter 3	Physical & Cognitive Development in Infancy	
	Chapter 4	Socioemotional Development in Infancy	
2 5/22-5/28	Chapter 5	Physical & Cognitive Development in Early Childhood	Claim Option 2 of the Check-Out Project if you opt for this by Friday 5/26 11:59pm EST
	Chapter 6	Socioemotional Development in Early Childhood	
	Chapter 7	Physical, Cognitive Development in Middle & Late Childhood	
3 5/29-6/4	Chapter 8	Physical, Socioemotional Development in Middle & Late Childhood	
	Chapter 9	Physical & Cognitive Development in Adolescence	
	Chapter 10	Socioemotional Development in Adolescence	
4 6/5-6/11	Chapter 11	Physical & Cognitive Development in Early Adulthood	
	Chapter 12	Socioemotional Development in Early Adulthood	
	Chapter 13	Physical & Cognitive Development in Middle Adulthood	Submit Check-Out Option 2 Developmental Observation Project by Friday 6/9 11:59pm
5 6/12-6/18	Chapter 14	Socioemotional Development in Middle Adulthood	
	Ch. 15	Physical, Cognitive in late adulthood	
	Ch. 16	Socioemotional Development in Late Adulthood	Complete **all Week 1-5** Warmups, Chapter quizzes &

			Developmental logs & Exam 1-3 by Friday 6/16 11:59pm EST
6	Chapter 17	Death, Dying, and Grieving Look Back & Celebrate!	Complete **Week 6** warmup, chapter quiz, Check-Out Assignment Option 1 Last Exam (Ch. 13-17) by Friday 6/23 11:59pm EST

Online Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Campus Resources

Health and Wellness
U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
University Police Department: 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources
E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/
Library Support: http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Student Complaints Campus:
> https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
> *On-Line Students Complaints*: http://www.distance.ufl.edu/student-complaint-process

Together, let's make it a fun and successful semester! ☺☺☺