

DEVELOPMENTAL PSYCHOLOGY (DEP3053)

Section 0069 (11495) & 0310 (11496) & H576 (16799)

Spring 2025



INTERNATIONAL
SCHOLARS PROGRAM

OFFICE OF GLOBAL LEARNING
UNIVERSITY OF FLORIDA

9 Credits of International Coursework

Studying Abroad or Language Learning

4 Campus Engagement Events

ePortfolio

Your enrollment in and successful completion of DEP3053 counts as one of the requirements for the International Scholars Program distinction!

- See the following resources to learn more about the International Scholars Program (ISP)
- <https://internationalcenter.ufl.edu/international-scholars-program/getting-started>
- <https://www.youtube.com/watch?v=F6MNIudXs0U>
- <https://www.youtube.com/watch?v=LNqcEhd0YY>

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=S2JKcTBmRVdQYWVtMV2JSZEILQ1dNdz09>

Meeting ID: 999 7399 5198

Passcode: 905581

Physical Office Location: Psychology Building #374

Graduate Teaching Assistants (GTA):

Lexi Knerr

- **Email:** aknerr@ufl.edu
- **Live Zoom Office Hours:** TBD
- **Zoom link:**
<https://ufl.zoom.us/j/91491286555?pwd=S6qDMQ7hYi3zaWbaPD5x0YlbQSlvFW.1>
Or schedule separate in-person or zoom meetings via email

Emily McIltrout

- **Email:** emciltrot@ufl.edu
- **Live Zoom Office Hours:** Wednesdays 8am-11am
- **Zoom link:** <https://ufl.zoom.us/j/98825732472>
[Links to an external site.](#)
Or schedule separate in-person or zoom meetings via email

Sanghee Park

- **Email:** parksanghee@ufl.edu
- **Live Zoom Office Hours:** Wednesday 11am-2pm
- **Zoom link:** <https://ufl.zoom.us/j/7085313173>
Or schedule separate in-person or zoom meetings via email

Undergraduate Teaching Assistants (UTA):

Sydney Carroll	Trinity Chan	Maxine Chua
Anna D'Ambrosio	Riley Gault	Karidah Hossain
Nofel Iftikhar	Karina Lewin	Mallory Loge
Aishwarya Nagpal	Jacqueline Pham	Lopamudra Saha
Marissa Skartved	Adreanna Sloan	Christine Thomas

* 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.

A minimum grade of C is required for General Education credit.

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. (2022). *Essentials of Life-Span Development*, 7th Edition. New York: McGraw-Hill. ISBN: UF ALL ACCESS (ISBN 9781265769024).

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>

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.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

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.
- Discuss cultural similarities and differences in developmental topics with critical thinking and cultural sensitivity and competency.

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.
- Gain critical thinking and cultural sensitivity and competency regarding cultural similarities and differences in developmental topics
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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/scsr/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.

Attendance

Requirements for class attendance are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies. While in-person attendance is not built into the course requirements since this is an asynchronous online course, regular virtual interaction with the course website and course materials each week throughout the semester is strongly recommended to keep you on track for learning success.

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").

Course Requirements



Warm-up Exercise (26 points): Each week during the semester, there is a 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, and **due on Fridays. Warm-up exercise on Week 10 Spring Break week and Week 15 is optional.**



Online Chapter Quiz (130 points): In each of the 16 weeks during the semester, there is a chapter quiz with 10 items worthy of 10 points to be completed in 15 minutes. Chapter quizzes are **due on Saturdays 11:59pm**. You have two chances for each quiz. The higher grade will count toward your final grade. **Chapter quizzes on Week 10 Spring Break week and Week 15 are optional.**



Developmental Log (35 points): Each week, you are introduced 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 for at least 7 weeks between Week 2 and Week 13** with one original and one response posts (5 points). **Each of the weekly logs are due on Sundays.** Five logs with the lowest grade will be

dropped. See the specific instruction on CANVAS. **Developmental log on Week 10 Spring Break week is optional.**



Unit Exams (180 points): Four exams will be administered covering materials from the e-textbook, video lectures, power point slides, and supplementary readings from CANVAS as relevant. Each exam is worth 60 points with a variety of multiple-choice questions. The exam with the **lowest grade from the FIRST THREE exams will be dropped** toward the end of the semester. **Exam 4 is a mandatory exam.** All the exams are open-book open-note exams. You are allowed to attempt each exam only once. **Exam 1-3 are available between Sundays and Tuesdays and due on Tuesdays 11:59pm. Exam 4 is available on the last day of class till the following Monday. Exam reschedule may be granted with legitimate justifications presented to the instructor via email.**

Please note that all the exams will be **Honorlock proctored** (<https://honorlock.com/students/>) to ensure the rigor and academic integrity of this course. **You are allowed to access the e-textbook and all the resources from CANVAS online, e-copies of resources on your computer which you take exams with, as well as your hard copy of resources and textbooks. However, you are not allowed to browse any other website sources using google, quizlet, etc.** If you use quizlet for exam review, please download your quizlet review notes in your computer or print them out for use during the exam. **You are not allowed to use secondary devices for the exam either such as another laptop, iphone, iwatch, etc.** In addition, when you take the exam, please dress appropriately and in the same way as you dress for an in-class exam. More instructions and resources on Honorlock are available on CANVAS.



Virtual Exchange Developmental Observation Snapshot Project (100 points): This is a multi-phase writing assignment that hones your observation, critical thinking, and scholarly writing skills and sensitizes you to developmental topics as applied in real life and across culture. There are three basic elements of this project: 1) a virtual exchange on a chosen developmental topic with someone from another country or culture; 2) at list two snapshots or pictures of choice that **exemplify or relate to** one or multiple developmental topic(s); 3) an APA-formatted report that elaborates about the snapshots with development-relevant reflections and critiques. 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 and arrangement for the virtual exchange in preparation for the project planning and writing up.



SONA Research Participation (10 points): Learning about Psychology requires reading, listening, and doing. As a supplement to lecture, you are required to participate in required credit hours of experimental research studies as defined by the SONA guide or to complete an equivalent alternate assignment. There is a Psychology Department requirement that all students enrolled in DEP3053 participate in a research experience. Specific requirements are posted on CANVAS. Completion of this requirement affects your course grade based on the amount of research credits you earn. **Do NOT wait until the last minute to complete this requirement.** The longer you wait the harder it will be to get all the credits need!

Late Work:

Requirements for make-up exams, assignments, and other work in the course are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies.

Specifically, late work for any of the warm-ups, quizzes, developmental logs, and exams are NOT accepted for two major reasons:

1. You have been given sufficient or extended periods of time to complete these required assignments so you do have time to catch up as needed within and across the weeks.
2. 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 snapshot project, late submission should be done via email to both the GTA in charge of project grading and me. **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 (481 points total)		
Mandatory Assignments	Points	Maxim. Percentage of Grade
Warm-up exercise (13x2@each)	26	5.41%
Online quizzes (13X10@each)	130	27.03%
Developmental logs (7X5@each) 4 lowest developmental log grades dropped out of the 11 developmental log assignments	35	7.28%
Unit Exams (4X60@each) 1 lowest Exam 1-3 grade dropped	180	37.42%
Virtual Exchange Developmental Observation Snapshot project	100	20.79%
SONA Research Participation	10	2.08%

Note: Warmups and quizzes for Ch. 11 (Week 10 Spring break week) & Chapter 17 (Week 15) are optional and do not count toward the final grade. Developmental log for Ch. 11 on Week 10 Spring Break week is optional too and does not count toward the final grade.

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

Week	Dates	Chapter(s)/Topics	Assignments
1	1/13-1/19	Welcome & Chapter 1: Introduction	Weekly warm-ups & Chapter Quiz Start, due Fridays & Saturdays respectively
2	1/20-1/26	Chapter 3: Physical & Cognitive Development in Infancy	Weekly Developmental Log Starts, due Sundays Pre-VE Survey
3	1/27-2/2	Chapter 4: Socioemotional Development in Infancy	Exam 1 (Ch. 1,3,4) open on 2/2 Pre-VE Survey
4	2/3-2/9	Chapter 5: Physical & Cognitive Development in Early Childhood	Exam 1 (Ch. 1,3,4) close on 2/4 Start of VE
5	2/10-2/16	Chapter 6: Socioemotional Development in Early Childhood	
6	2/17-2/23	Chapter 7: Physical & Cognitive Development in Middle & Late Childhood	Last week of VE Snapshots report Phase I images, video proof, and outline submission open on 2/17

7	2/24-3/2	Chapter 8: Socioemotional Development in Middle & Late Childhood	Exam 2 (Ch 5-8) open on 3/2 VE Snapshots report Phase I images and outline submission due on 3/2
8	3/3-3/9	Chapter 9: Physical & Cognitive Development in Adolescence	Exam 2 (Ch 5-8) close on 3/4
9	3/10-3/16	Chapter 10: Socioemotional Development in Adolescence	VE Snapshots project Phase II draft submission 3/10-3/16
10	3/17-3/23	Chapter 11: Physical & Cognitive Development in Early Adulthood Spring Break Week	Warm-up, Quiz, Developmental log this week are optional
11	3/24-3/30	Chapter 12: Socioemotional Development in Early Adulthood	Exam 3 (Ch. 9-12) open 3/30 VE Snapshots project Phase III final report submission open on 3/24
12	3/31-4/6	Chapter 13: Physical & Cognitive Development in Middle Adulthood	Exam 3 (Ch. 9-12) close on 4/1 Snapshot project Phase III final report submission due date 4/6
13	4/7-4/13	Chapter 14: Socioemotional Development in Middle Adulthood	Post-VE Survey
14	4/14-4/20	Ch. 15 Physical, Cognitive in late adulthood Ch. 16 Socioemotional Development in Late Adulthood	Post-VE Survey
15	4/21-4/27	Chapter 17: Death, Dying, and Grieving	Ch. 17 warm-up and chapter quiz optional Exam 4: (Ch. 13-17) open on 4/23 - 4/28

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.ua.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! ☺☺☺