



## Course Requirements:

4 of 5 Tests (20% each test; 80% course total): Instead of a mid-term and final, we will have 5 shorter tests conducted throughout the semester. Each test will correspond to one major phase of development. There is no cumulative final exam. Your lowest score of the 5 tests will be dropped in the final calculation of your grade. That means if you take all 5, your lowest will be dropped, but if you miss one test, that will count as your “drop” without any penalty. Tests are multiple choice. Test content comes from BOTH class lecture and reading material. As approximately half of test questions are taken directly from lecture, in order to do well you should plan to take good notes during class.

My Virtual Child (5% each set; 20% course total): As we make our way through development from birth to adolescence, you will have the opportunity to test out the effects of your own parenting by raising a “virtual child.” This is a self-paced, interactive computer simulation (similar to creating characters in interactive video games). You will raise a virtual child, whose development will be affected by your own personal traits, your child-rearing decisions, and random chance events (as happens in real life!) As part of this interactive program, you will encounter open-ended questions and issues to think about. You do not need to answer the open-ended questions online; a more limited set of questions will be listed on Canvas. Brief written responses (submitted via Canvas) are to be turned in on the due dates listed in the syllabus.

Research Participation (2% added to course total): Students enrolled in 2000- and 3000-level classes in the Psychology Department are required to complete Research Participation. Detailed instructions are provided in the Assignment Resources. Students are encouraged to register early in the semester.

## Grading Standards:

93 - 100% = A	90 - 92.5% = A-	87 - 89.5% = B+
83 - 86.5% = B	80 - 82.5% = B-	77 - 79.5% = C+
73 - 76.5% = C	70 - 72.5% = C-	67 - 69.5% = D+
63 - 66.5% = D	60 - 62.5% = D-	59% or less = E

- A achievement that is outstanding relative to the level necessary to meet course requirements
- B achievement that is significantly above the level necessary to meet course requirements
- C achievement that meets the course requirements in every respect
- D achievement that is worthy of credit even though it fails to meet fully the course requirements
- E represents failure (no credit) and signifies that the work was either 1) completed but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that an I would be awarded.
- I (Incomplete) Assigned at the discretion of the instructor when, due to an extraordinary circumstance (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between an instructor and student.

## How to Calculate your Interim Course Grade

Step 1. Add up your total points earned.

Step 2. Add up the total possible points for assignments completed/past due.

Step 3. Divide your points earned / total possible points. That is your percentage/ interim grade.

Step 4. Remember that one exam (either missed or lowest score) will be dropped prior to final grade calculation. Your Research Participation will be added to your total.

## Who to go to FIRST if you have questions about....

- Course policies or major accommodations – Dr. Kertes
- Permissions for planned absences, early/late work – Dr. Kertes
- Clarification of lecture or book content – TA office hours, Dr. Kertes as needed
- Discussing individual exam after grades are posted – TA office hours, Dr. Kertes as needed
- Registering and accessing MyVirtualChild – TA: Ao Tang
- Completing the Psychology Department research requirement – TA: Niti Contractor

## Course Policies:

- 1) Cell phones are to be stored away during class. The lure of a pinging text or email can be too strong for even the most dedicated scholar to ignore.
- 2) Assignments are due at the beginning of class on the designated day. Late assignments, unless specifically excused in advance, will be penalized by an automatic reduction of one full letter grade per day. E-mail assignments will not be accepted unless pre-authorized by Dr. Kertes. Unless noted otherwise, assignments will be turned in via the UF Canvas system.
- 3) Absences: I have intentionally structured the grading so that it is flexible enough to account for that fact that sometimes a student may become ill and cannot make it to class for an exam. This allows for one missed exam per student. So, typically in this course make-up exams are not needed. Absence from more than one exam can be excused only in cases of unavoidable cause (e.g., confining long-term illness). In such cases, you must notify Dr. Kertes or the TA **in advance and** provide some form of documentation from a professional (e.g., physician, counseling center). Make-up exams differ in format (i.e., written instead of multiple choice), but will cover the same course material as the original exam.
- 4) Unauthorized recording/sharing of recorded materials is prohibited. Dr. Kertes's classroom lectures are original material, written and/or designed by her. Multimedia materials may also be copyrighted. No one is allowed to copy and sell her lectures, or sell or post on third party websites, any part of any classroom presentation without express permission in writing from Dr. Kertes (or, where appropriate, the company holding the copyright). Dr. Kertes's PowerPoint slides are also original material written by her and may not be copied, sold, shared, or published outside of this class without her express permission. 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.

- 5) Grading will be calculated based on all assignments. No grade changes will be allowed following the submission of final grades for the semester except in cases of errors in recording grades. Please retain all materials relevant to your scores until you have confirmed that your final grade has been computed and reported accurately.

### **ACADEMIC DISHONESTY**

University policy defines scholastic dishonesty as any act that violates the rights of another student with respect to academic work or that involves misrepresentations of a student's own work. Academic dishonesty includes (but is not limited to): cheating on assignments or examinations; plagiarizing (misrepresenting as one's own work anything done by another); submitting the same or substantially similar papers for more than one course without consent of all instructors concerned; depriving another of necessary course materials; or sabotaging another's work. For a full description of what constitutes academic dishonesty and plagiarism, see the University of Florida Student Honor Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

- 6) Students with Special Needs: Students with disabilities or special needs are encouraged to discuss by appointment whatever arrangements may be needed to facilitate their work in the course. Students with special needs must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
- 7) Announcements/Changes. Dr. Kertes, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class AND posted on Canvas.

#### **General Education:**

- 1) This course fulfills requirements for [General Education Objectives](#) category "S".
- 2) A minimum of C grade is required for General Education credits.
- 3) General Education Objectives: These can be found in Course Objectives on page 1.
- 4) General Education Student Learning Outcomes:
  - Students demonstrate competence in identifying, describing, and explaining terminology, concepts, methodologies and theories in the field of developmental psychology. Outcomes will be assessed through class discussion, tests, and application of these concepts to MVC assignments.
  - Students utilize information from multiple theoretical perspectives, scientific experiments, and real-world data to develop reasoned solutions to simulated real-life problems in developmental psychology. Outcomes will be practiced in class-based discussion and assessed through tests and assignments.
  - Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to developmental psychology. These outcomes will be practiced during in-class content knowledge check-ins and evaluated primarily through MVC assignments.

### Course Outline, Readings and Assignments\*

Please complete readings and assignments before the class period assigned.  
Exact dates of may fluctuate slightly as per progress and needs of the class.

<b>Date</b>	<b>Topic</b>	<b>Chapter</b>	<b>My Virtual Child Due in Canvas</b>
8/22	Introduction; Foundations: Basic Issues in Development		
8/27	Foundations: Theories & Methods in Development	1	
8/29	Foundations: Genetic & Environmental Foundations	2	
9/3	Foundations: Prenatal Development	3	
9/5	Foundations: Birth and Newborn	4	
9/10	Foundations wrap up		
9/12	<b>Test #1</b>		
9/17	Infancy: Physical/Motor	5	
9/19	Infancy: Cognitive	6	
9/24	Infancy: finish Cognitive; Start Social/Emotional	7	
9/26	Infancy: Social/Emotional		
10/1	Infancy wrap-up		Infancy Responses
10/3	<b>Test #2</b>		
10/8	Early Childhood: Physical/Motor	8	
10/10	Early Childhood: Cognition & Language	9	
10/15	Early Childhood: Cognition & Language	10	
10/17	Early Childhood: Social		Early Childhood Responses
10/22	<b>Test #3</b>		
10/24	Middle Childhood: Physical/Motor, Start Cognitive	11	
10/29	Middle Childhood: Cognitive	12	
10/31	Middle Childhood: Social and Peers	13	
11/5	Middle Childhood: Social/Emotional		Middle Childhood Responses
11/7	<b>Test #4</b>		
11/12	Adolescence: Puberty & Biological Development	14	
11/14	Adolescence: Brain and Cognitive Development	15	
11/19	Adolescence: Social Development	16	
11/21	Emerging Adulthood & wrap-up	17	Adolescence Responses
11/26	NO CLASS – Thanksgiving Week		
11/28	NO CLASS – Thanksgiving Week		
12/3	<b>Test #5</b>		

University Resources:

If you have technology or connectivity challenges: [UF Computing Help Desk](#) at (352) 392-4357.

Libraries - <http://www.uflib.ufl.edu/computing.html> Be sure to log in using the [VPN](#) first.

CIRCA labs - <http://labs.at.ufl.edu/>

Psychology Advising: <http://www.psych.ufl.edu/~undergrad>