

Welcome to DEP3053- Developmental Psychology!



Course Details

Section Number: DEP 3053 (Section 525F, 20277)

Location: Psychology Building (PSY) 0130

Time: Tuesday- Periods 3-4; 9:35am-11:30am
Thursday- Period 3; 9:35am-10:25am

Instructor Information

Instructor: Julia Farrell, M.S.

Email: farrell.j@ufl.edu or Canvas messaging

Office: Psychology 311B (third floor)

Office Hours: Mondays and Tuesdays 12:00-1:00 pm, or by appointment

Office Hours will be held in person in my office or via Zoom at the following link:

<https://ufl.zoom.us/j/95604980121?pwd=SEVVSTZHcGpyZmM0TTMxbUVja05oQT09>

Meeting ID: 956 0498 0121 Password: psychology

Undergraduate Teaching Assistant: Jessica Baltes ***Please do not email your TA directly***

Contacting Your Instructor

Preferred Method of Communication: Email. I will respond within 48 hours during the work week (Mon-Fri). On weekends or holidays, I will respond as soon as possible or within 48 hours after the work week begins (**i.e., don't email me last minute about time sensitive issues ☺**)

- Before contacting me, please check if your question was answered on 1) the syllabus, 2) the Canvas page or discussions, or 3) prior announcements or emails from me.
- Please include 'DEP3053' in your subject line to ensure a prompt response!
- If you think others may have a similar question, please use the appropriate Canvas discussion board instead of email! (Do not post personal questions or information related to grades)
 - Students are encouraged to respond to each other on the discussion boards!

Required Materials

Textbook: Development Across the Lifespan, 9th Edition

Author: Feldman, Robert

ISBN: UF ALL ACCESS

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This course will be participating in the UF All Access program, designed to provide the most affordable option for materials to everyone in this course. To use the program, please login at <https://www.bsd.ufl.edu/AllAccess> and Opt-In to gain access to your course materials. UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.

Next, log in to the Canvas course, click on the Pearson Revel button on the left hand navigation bar. Click "Open Pearson" and enter your Pearson account information or create an account. When you get to the payment screen, enter the access code you received when you opted in.

Revel: This will give you access to the e-book, My Virtual Life, videos, and practice quizzes.

My Virtual Life: You will be required to complete a My Virtual Life simulation and write three short reaction papers throughout the semester. Once you purchase the package, go to Pearson Revel, choose My Virtual Life, and join our class. Before you create a virtual child and begin the simulation, read instructions to this assignment posted in Canvas under My Virtual Life. Begin working on the simulation at your own pace but be mindful of the assignment deadlines (see course schedule).

Course Description

The purpose of this course is to examine the fundamentals of developmental psychology. The course explores development using a lifespan perspective which has four basic tenants: 1) development is lifelong, 2) development is multidimensional, 3) development is multidirectional, 4) development is influenced by multiple interacting forces. This course begins with a basic introduction to the lifespan perspective as well as the history and research methods of developmental psychology. The remainder of the course will explore physical, cognitive, emotional, and social development from conception through death. Beyond the content, this course places a heavy emphasis on critical thinking, research, and applications to everyday life.

Course Objectives

Students will be able to:

1. Understand the basic principles of the lifespan approach to developmental psychology.
2. Understand the defining features of each developmental time period.
3. Understand the role of research in the field of developmental psychology.
4. Be able to think critically about developmental constructs and developmental research.
5. Be able to identify and apply developmental constructs in everyday life.

Course Expectations & Policies

Attendance:

You are expected to attend class regularly and arrive to class on time. If you miss class, you are responsible for obtaining notes from a classmate. Attendance will **not** be taken, but there will be unannounced in-class assignments that require your attendance.

Expectations:

1. You are expected to visit our Canvas page and check your UF email at least **once a day**.

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2. You are expected to read the assigned readings in the syllabus **before coming to class**. Lectures should be treated as supplemental to the readings, and all material covered in class is examinable. Students typically find that for each hour in class, at least 2-3 additional hours are required for preparation and studying.
3. All interactions with the instructor and other students should be respectful, professional, and appropriate, and others' opinions should be respected in discussion.
4. Please avoid using your cell phone during class.
5. Most importantly, **this is your education**. Feel free to do with it what you see fit. I know the temptation to skip class can be very real (I was an undergraduate student not too long ago), but I hope you enjoy this class and want to attend. ☺

Class Participation:

Lecture slides will be posted online, but these **do not** replace active note taking. The slides are more like outlines to help you take more detailed notes; they do not cover everything I verbally lecture about. I am happy to provide you with tips for effective notetaking and study habits!

To create the most effective classroom experience, students are responsible for active class participation, including contributing to discussion, asking questions, and responding to ideas presented in class. This type of active participation is both a better way to learn and much more interesting than simply listening to lectures. Participation during class is intended to be a learning activity- your comments are not expected to always be correct. Making mistakes is part of the learning process! And there isn't always "right" or "wrong" answers – just points of view. So, don't be afraid to share your thoughts! However, always be respectful of others' views and remember that we all come from different walks of life.

I strongly encourage you to talk with me throughout the semester if you have any questions concerning course material or about how you are doing in this class. If you are having problems in the course, do not wait too long to talk with me – come early in the semester while there is still time to improve. **Please don't hesitate to ask for help! I want you to do well!** Of course, you are also more than welcome to come speak with me even if you are not having difficulties.

Evaluation Criteria

Quizzes (80 points)

There will be **ten** quizzes given throughout the semester, worth 10 points each. Quizzes will be administered online via Canvas, timed, and will be open after we finish that chapter's material until the following Sunday at 11:59 pm. Quizzes are designed to assess your understanding of the material and to prepare you for larger exams. Each quiz contains 10 multiple-choice applied questions worth 1 point each. **The two lowest quiz grades will be dropped at the end of the semester; thus, only eight quizzes will count toward your final grade (80 points).**

Exams (120 points)

There will be **two** exams given this semester. The two exams will cover the first and second half of the semester, respectively, and will **not** be cumulative. Each exam will be given during class time and will consist of 60 multiple questions, worth 1 point each. All exams are closed book and closed notes, and you will need a #2 pencil for the scantron sheet. Please note that this course does **NOT** have a final exam in the final exam week.

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There will not be quiz/exam make up opportunities unless there is an acceptable reason with evidence that is aligned with the UF absence policy (e.g., illness, serious family emergency, special curricular requirements, religious holidays, etc.). This must be completed within **one week** from the original exam date. Please refer to the following website for details on what constitutes a University approved absence: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/-absences>

My Virtual Life Reflection Papers (60 points)

Students will raise a virtual child via My Virtual Life and write **three brief reflection papers** (20 points each) for each major period of development (infancy, childhood, and adolescence), corresponding to the area of development we are discussing in class. These papers are designed to assess how well you can apply course concepts to a real-life situation. Papers will be graded for effort, accuracy, and writing skills. Each paper will be 2-3 pages, double-spaced, and in proper APA format. See the 'My Virtual Life' module on Canvas for detailed instructions, due dates, and rubrics for each paper.

In-Class Activities (30 points)

Short, unannounced in-class activities will be given randomly throughout the semester to encourage attendance and active participation. There will be a total of **12 in-class activities**, each worth 3 points. Only 10 of these assignments will count towards the final grade, and **the two activities with the lowest grades will be dropped**. In other words, you may miss up to two in-class assignments with no penalty.

SONA Research Participation Requirement (20 points)

There is a new Psychology Department requirement that all students enrolled in any PSY 3000-level class participate in 10 hours of research experience (or complete an alternate assignment). The details and deadlines for this requirement will be posted on Canvas by the second week of class. 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!

Grading Scale

Assignment	Points	Percent of Grade
Quizzes(8 @ 10 points each)	80	25.8%
Exams (2 @ 60 points each)	120	38.7%
My Virtual Life Assignments (3 @ 20 points each)	60	19.4%
In-class assignments (10 @ 3 points each)	30	9.7%
SONA Research Participation	20	6.4%
Total	310	100%

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

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Note: Final total percentage points with a decimal value equal to or greater than .5 will be rounded to the next number. (Yay!) For further information about UF grading policies, please see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Please note that grades are firm and final. No student will be “bumped up” to the next grade category for ANY reason. If you score 1 pt. below the letter grade cutoff, then you will receive the grade you earned. However, everyone can get an A, and I hope you do!

Policy for Disputing a Grade

You will have **one week** (including weekends and holidays) after any grade has been posted to dispute your grade. (The exception will be the last exam because there won't be enough time to complete disputes and turn grades in.) Disputes will NOT be accepted after that date. To dispute a grade, write out the question or assignment and a paragraph explaining why your answer is correct **with references** to the material in the text for each question or writing assignment you are disputing. Then send a private email with this information to my e-mail address.

Honor Code

I am not willing to give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an **E (Fail)** in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

Online Evaluation Process

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

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results/. Students may also receive opportunities to provide their feedback at additional points in the semester. Please be honest with these evaluations, as I really do value your feedback!

Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is in 001 Building 0020 (Reid Hall). Their phone number is 352-392-8565. If you have a documented disability, you must contact me **as soon as possible** so accommodations can be made for all assessments.

Religious Observances

Please compare your calendar to the course schedule early in the semester. Any student who has a conflict with an exam or feels that missing a class due to religious observance will disadvantage them should contact me **as soon as possible** so that we can make any necessary arrangements.

Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.
- *University Police Department*: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at <https://helpdesk.ufl.edu/>, 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and Counseling services. <https://career.ufl.edu/>
- *Library Support*: Various ways to receive assistance using the libraries or finding resources. <https://uflib.ufl.edu/>
- *Teaching Center*: Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <https://academicresources.clas.ufl.edu/>
- *Writing Studio*: 302 Tigert Hall, 846-1138. <https://writing.ufl.edu/writing-studio/>
- *Student Complaints Campus*: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- *On-Line Students Complaints*: <https://distance.ufl.edu/state-authorization-status/-student-complaint>

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Course Schedule

Please note that the contents of this syllabus and schedule may change throughout the semester. If changes are made, they will be announced in class and on Canvas. Please see Canvas for the most updated class schedule. It is your responsibility to stay up to date on changes.

Tentative Fall 2022 Schedule

Week 1: August 23- 28

Thurs, Aug 25: Introductions, syllabus, & foundations of developmental psychology

- Read: *Chapter 1.1: An Orientation to Lifespan Development*

Week 2: August 29-September 4

Tues, Aug 30: Theoretical perspectives & research methods

- Read: *Chapter 1.2: Theoretical Perspectives on Lifespan Development, and Chapter 1.3: Research Methods*

Thurs, Sept 1: Research Methods

- Read: *Chapter 1.3 Research Methods*

QUIZ 1 (Chapter 1): due by 11:59 pm on Sunday, September 4th

Week 3: September 5-11

Tues, Sept 6: Genetics & environmental influences on early development

- Read: *Chapter 2.1: Earliest Development, and Chapter 2.2: The Interaction of Heredity and Environment*

Thurs, Sept 8: Prenatal development

- Read: *Chapter 2.3: Prenatal Growth and Change*

Week 4: September 12-18

Tues, Sept 13: Birth and the newborn stage

- Read: *Chapter 3: Birth and the Newborn Infant*

Thurs, Sept 15: Physical growth in infancy

- Read: *Chapter 4.1: Growth and Stability*

QUIZ 2 (Chapter 2-3) due by 11:59 pm on Sunday, September 18th

Week 5: September 19-25

Tues, Sept 20: Infant motor development: reflexes and senses

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- *Read: Chapter 4.2: Motor Development, and Chapter 4.3: The Development of the Senses*

Thurs, Sept 22: Piaget's approach to cognition in infancy

- *Read: Chapter 5.1: Piaget's Approach to Cognitive Development*

QUIZ 3 (Chapter 4) due by 11:59 pm on Sunday, September 25th

Week 6: September 26- October 2

Tues, Sept 27: Information processing approach & language development

- *Read: Chapter 5.2: Information Processing Approaches to Cognitive Development, and Chapter 5.3: The Roots of Language*

Thurs, Sept 29: Infant sociability & theory of mind

- *Read: Chapter 6.1: Developing the Roots of Sociability*

QUIZ 4 (Chapter 5) due by 11:59 pm on Sunday, October 2nd

Week 7: October 3-9

Tues, Oct 4: Infant attachment & temperament

- *Read: Chapter 6.2: Forming Relationships, and Chapter 6.3: Differences Among Infants*

My Virtual Life Paper #1 due by the start of class (9:35 am) on Thurs, 10/6

Thurs, Oct 6: Catch up & Review for Exam 1

- *No reading*

Week 8: October 10-16

Tues, Oct 11: EXAM 1: Chapters 1-6

Thurs, Oct 13: Physical development in early childhood

- *Read: Chapter 7.1: Physical Growth*

Week 9: October 17-23

Tues, Oct 18: Intellectual & language development in early childhood

- *Read: Chapter 7.2: Intellectual Development, and Chapter 7.3: The Growth of Language and Learning*

Thurs, Oct 20: Forming a sense of self in preschool

- *Read: Chapter 8.1: Forming a Sense of Self*

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Oct 21: Last day to choose the alternate assignment for the research requirement

QUIZ 5 (Chapter 7) due by 11:59 pm on Sunday, October 23rd

Week 10: October 24-30

Tues, Oct 25: Social & moral development in preschool

- *Read: Chapter 8.2: Friends & family: Preschoolers' Social Lives, and Chapter 8.3: Moral Development and Aggression*

Thurs, Oct 27: Physical & cognitive development in middle childhood

- *Read: Chapter 9: Physical and Cognitive Development in Middle Childhood*

QUIZ 6 (Chapter 8) due by 11:59 pm on Sunday, October 30th

Week 11: October 31- November 6

Tues, Nov 1: Social & personality development in middle childhood

- *Read: Chapter 10: Social and Personality Development in Middle Childhood*

My Virtual Life Paper #2 due by the start of class (9:35 am) on Thurs, 11/3

Thurs, Nov 3: Puberty & cognitive development during adolescence

- *Read: Chapter 11: Physical and Cognitive Development in Adolescence*

QUIZ 7 (Chapters 9-10) due by 11:59 pm on Sunday, November 6th

Week 12: November 7-13

Tues, Nov 8: Social & personality development in adolescence

- *Read: Chapter 12: Social and Personality Development in Adolescence*

Thurs, Nov 10: Stress & cognitive development in early adulthood

- *Read: Chapter 13: Physical and Cognitive Development in Early Adulthood*

QUIZ 8 (Chapters 11-12) due by 11:59 pm on Sunday, November 13th

Week 13: November 14-20

Tues, Nov 15: Relationships and careers in early adulthood

- *Read: Chapter 14: Social and Personality Development in Early Adulthood*

Thurs, Nov 17: Physical & cognitive changes in middle adulthood

- *Read: Chapter 15: Physical and Cognitive Development in Middle Adulthood*

QUIZ 9 (Chapters 13-14) due by 11:59 pm on Sunday, November 20th

Week 14: November 21-27

My Virtual Life Paper #3 due by the start of class (9:35 am) on Tues, 11/22

Tues, Nov 22: Social & personality development in middle adulthood

- *Read: Chapter 16: Social and Personality Development in Middle Adulthood*

Thurs, Nov 24: NO CLASS- THANKSGIVING ☺

Week 15: November 28- December 4

QUIZ 10 (Chapters 15-16) due by 11:59 pm on Tuesday, November 29th

Tues, Nov 29: Late adulthood

- *Read: Chapter 17: Physical and Cognitive Development in Late Adulthood, and Chapter 18: Social and Personality Development in Late Adulthood*

Thurs, Dec 1: Final remarks, catch-up & exam 2 review

- *No reading*

Week 16: December 5-11

Mon, Dec 5: SONA Research Experience or Critical Analysis Papers due

Tues, Dec 6: EXAM 2: Chapters 7-18

Thurs, Dec 8: NO CLASS- READING DAYS

Week 17: December 12-18

NO CLASS OR EXAM DURING EXAM WEEK ☺ Enjoy your break & happy holidays!!!