

**DEP 3053 - Section 19661 (525F)**  
**Developmental Psychology**  
**Fall 2024**  
**Academic credit: 3 credits**

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**Instructor Information**

**Instructor:** Shanting Chen, Ph.D.  
**Email:** [chenshanting@ufl.edu](mailto:chenshanting@ufl.edu)

**Office:** Room 222 Psychology Building  
**Office hour:** Thursday 1-2pm or by apt.

**Teaching Assistant:** Ariana Burga  
**Email:** [arianab98@ufl.edu](mailto:arianab98@ufl.edu)

**Office:**  
**Office hour:**

**Class Meeting Time:** Tuesday 9:35 am – 11:30 am; Thursday 9:35 am -10:25 am  
**Class Meeting Place:** Psychology Building 130

*\*The best way to contact me is via my email address above. Please allow 24 hrs to respond to your email 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.*

**Welcome to Developmental Psychology**

**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, emotional, and psychosocial aspects of development. Special attention is given to the impact of culture and diversity on human development.

**REQUIRED Textbook**

Siegler, R., Saffran, J., Gershoff, E., & Leaper, C. (2024). *How Children Develop*, 7th Edition. New York: Macmillan Learning. ISBN: 978-319-33942-5

**Course Objectives**

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

- Understand 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 adolescents.

- Understand cognitive development including changes in perception, cognition, information processing, and language development.
- Describe psychosocial development including changes in personality, social cognition, moral development, and social relationships.
- Explain the development of psychopathologies.
- Understand the process of death and dying.

## Student 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, small group activities, and personal projects.
- 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.
- 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.
- Focus attention on some of the major social issues of our times concerning human rights, worth, and dignity at every age/stage of the life-span.

## Course Requirements



**In-class Pop-up Quizzes (5%):** Throughout the semester, we will have 8 unannounced in-class quizzes. These quizzes will consist of no more than 5 questions and will be taken in Canvas. The quizzes will help you check your knowledge and identify topics you may need to study more closely before the next exam. If you are absent on a day the quiz is given, you will have until 11:00pm to submit your answers in Canvas. Please remember, quizzes done outside of class must be completed independently without input from other students or the instructor.



**Discussion Posts (10%):** For each topic, you must post at least one comment in the form of a short reflection essay on the lessons to the Canvas discussion board. Your post may include a novel question or comment. Your post should be original and thought provoking. Please do not post clarifying questions, simply summarize the readings, or simply repeat someone else's posts. Responses to the posts of others are welcome, but not required. Discussion post deadlines can be found under the "**Tentative Course Schedule**". Discussion posts are due at the beginning of class on the given days. Late discussion posts will not be allowed. There are 11 discussion posts in total and you are allowed to drop the lowest discussion post score towards your final grade. So please do not ask about making up for missing or late discussion posts.



**Exams (60%):** Throughout the semester, 3 exams will be administered. The exams will be in a multiple-choice format and will cover material from the textbook, class lectures, discussions, and activities. Review sheet will be available one week prior to the exam. Make-up exams will not be granted except with signed verification from the Office for Student Affairs with a legitimate excuse.



**Final Paper (20%):** This is a writing assignment that hones your observational, critical thinking, and scholarly writing skills and sensitize you to developmental topics as applied in reality. We will watch the documentary “49-Up” in class. In the assignment, you will discuss individual trajectories of development, and continuity and discontinuity in development over time, with respect to at least two individuals from the “49-Up” documentary. Be sure to include a definition of what you mean by continuity and discontinuity. Consider the role any of the following factors that are relevant to your examples: Individual factors (e.g., personality, intelligence, attitudes), socioeconomic context, family context, effect of normative life transitions, and the interplay between relationships (with parents, spouses, or friends) and development. Specific instructions for this assignment will be available on CANVAS. No late final paper is accepted unless there is an extreme circumstances (i.e., hospitalization or traumatic events such as family death). In that case, please email me with your evidence and justification. The final paper is due on **Nov. 19<sup>th</sup> at 11:59 pm.**



**SONA Participation (5%):** You are required to participate in 15 credits of research through SONA. More details can be found in “SONA requirement Fall 2023.doc” document.

### Grading Scale

Mandatory Assignments	Percentage of Grade
In-class Pop-up Quizzes (8)	5%
Discussion Posts (10)	10%
Exam One	20%
Exam Two	20%
Exam Three	20%
Final Paper	20%
SONA participation	5%

\*Note: Four exams will be given; if you take all four exams, the lowest grade will be dropped.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
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

Note: Total 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>.

<b>TENTATIVE Course Schedule</b>				
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>HW Due</b>
1	8/22/2023	Welcome to DEP 3053 & Getting on Board!		
2	8/27/2023	Topic 1: Introduction: Enduring Themes and Theories of Development	Chapter 1 & 9	
	8/29/2023	Continuation of Topic 1	Chapter 1	
3	9/3/2023	Topic 2: Biological Beginnings (genetics and prenatal development)	Chapter 2 & 3	
	9/5/2023	Continuation of Topic 2	Chapter 2	Topic 2 Discussion
4	9/10/2023	Topic 3: Brain Development and Sensory and Perceptual Development	Chapter 3	
	9/12/2023	Continuation of Topic 3	Chapter 3	Topic 3 Discussion
5	9/17/2023	Continuation of Topic 4 (Vaccine)		
	9/19/2023	<b>EXAM 1</b>		
6	9/24/2023	Topic 5: Cognitive and language development in childhood	Chapter 4 & 6	
	9/26/2023	Continuation of Topic 5	Chapter 4 & 6	Topic 4 Discussion
7	10/1/2023	Continuation of Topic 5 (intelligence and achievement)	Chapter 8	
	10/3/2023	<i>Topic 6: Gender Development Guest lecture by Yannan on Gender Difference on STEM</i>	Chapter 15	
8	10/8/2023	Continuation of Topic 6	Chapter 6 & 8	
	10/10/2023	<i>Special topic: Guest lecture by Xiaoya Zhang on Differential Susceptibility</i>	Chapter 9 & 10	Topic 5 Discussion
9	10/15/2023	Topic 7: Socioemotional development in childhood ( <b>moral and emotional development, attachment</b> )	Chapter 10 & 14	Discussion post on guest lectures

Week	Date	Topic	Readings	HW Due
	10/17/2023	Continuation of Topic 7	Chapter 10 & 14	
10	10/22/2023	<i>Movie Day: 49-Up documentary</i>	Chapter 9 & 10	
	10/24/2023	<b>EXAM 2</b>		
11	10/29/2023	Topic 7: Socioemotional Development in Adolescents (self and identity)	Chapter 11	Topic 6 Discussion
	10/31/2023	<i>Guest lecture by Jiayi on cultural differences in parenting</i>	Chapter 9 & 10	Discussion post on the documentary
12	11/5/2023	Topic 8: Adolescent Development in context (family, peer, school)	Chapter 12 & 13	
	11/7/2023	Continuation of Topic 8 <i>Guest lecture by Shaobing Su on family separation and child development</i>	Chapter 12 & 13	Topic 7 Discussion
13	11/12/2023	Continuation of Topic 8	Chapter 12 & 13	
	11/14/2023	Topic 9: Attachment	Chapter 11	Topic 8 Discussion
14	11/19/2023	Topic 10: Death, Dying, and Grieving <i>Guest lecture by Kiana Cogdill-Richardson on Navigating Mortality</i>		<b>Final Paper Due</b>
	11/21/2023	<i>Guest Lecture by Tian Lin Deception Detection in Older Adults</i>		
15	11/26/2023 11/28/2023	Thanksgiving Holiday – NO CLASS		
16	12/3/2023	<b>Exam 3</b>		Topic 10 Discussion

Note: It is not feasible to cover all the materials in the lecture outlines with all the details. Rather, we will focus on major themes in the chapters. **Please use your textbook along with the lecture outlines to aid your learning.**

### 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/](http://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.

**Student disclosures of sexual violence:**

UF fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a UF student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <https://titleix.ufl.edu/report-an-issue/>, emailing [titleix@ad.ufl.edu](mailto:titleix@ad.ufl.edu) or calling (352) 273-1094.

**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”).

**Online Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## Campus Resources

### **Health and Wellness**

*U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

*On-Line Students Complaints:* <http://www.distance.ufl.edu/student-complaint-process>