

DEP 3053 - Section 19661 (525F)
Developmental Psychology
Fall 2025
Academic credit: 3 credits

Instructor Information

Instructor: Shanting Chen, Ph.D.
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Office hour: Thursday 1-2pm or by apt.

Teaching Assistant: Ariana Burga
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Office: Room 02 Psychology Building
Office hour: Monday 11-12pm or by apt.

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. (2025). *How Children Develop*, 7th Edition. New York: Macmillan Learning. ISBN: 978-319-33942-5

General Education Requirements

DEP3053 meets the General Education requirements for **Social and Behavioral Sciences**. 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. A minimum grade of C is required for General Education credit.

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 (20%): 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 (15%): 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, 4 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. The final exam will be cumulative. The exam with the lowest grade will be dropped. 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.



SONA Participation (5%): You are required to participate in 15 credits of research through SONA. More details can be found in "SONA requirement Fall 2025.doc" document.

Grading Scale

Mandatory Assignments	Percentage of Grade
In-class Pop-up Quizzes (8)	20%
Discussion Posts (10)	15%
Exam One	20%
Exam Two	20%
Exam Three	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	86-89	83-85	80-82	77-79	73-75	70-72	66-69	63-65	60-62	<59

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>.

TENTATIVE Course Schedule					
Week	Date	Topic	Readings	HW Due	Location
1	8/21/2025	Welcome to DEP 3053 & Getting on Board!			Psy 130
2	8/26/2025	Topic 1: Introduction:	Chapter 1 & 9		Psy 130

		Enduring Themes and Theories of Development			
	8/28/2025	Continuation of Topic 1	Chapter 1		Psy 130
3	9/2/2025	Topic 2: Biological Beginnings (genetics and prenatal development)	Chapter 2 & 3	Discussion Post on Topic 1	Psy 130
	9/4/2025	Continuation of Topic 2	Chapter 2		Psy 130
4	9/9/2025	Topic 3a: Brain Development		Discussion Post on Topic 2	Psy 130
	9/11/2025	Topic 3b: Sensory and Perceptual Development	Chapter 3		Zoom recording (no in-person class)
5	9/16/2025	EXAM 1	Chapter 3	Discussion post on Vaccine	Psy 130
	9/18/2025	Topic 4: Cognitive and language development in childhood			Psy 130
6	9/23/2025	<i>Watch Vaccine video and vaccine activity</i>	Chapter 4 & 6	Discussion post on Topic 3	Psy 130
	9/25/2025	Continuation of Topic 4	Chapter 4 & 6		Psy 130
7	9/30/2025	<i>Special Topic: Bilingual development</i>	Chapter 4 & 6		Psy 130
	10/2/2025		Chapter 15	Discussion post on topic 4	Zoom
Week	Date	Topic	Readings	HW Due	location
8	10/7/2025	Topic 6: Socioemotional development in childhood (moral and emotional development)	Chapter 8		Psy 130
	10/9/2025	Continuation of Topic 6			Psy 130
9	10/14/2025	Kimberly guest lecture on socioemotional development	Chapter 10 & 14	Discussion post on Special topic	Psy 130
	10/16/2025	Continuation of Topic 6	Chapter 10 & 14		Psy 130
10	10/21/2025	Exam 2		Topic 6 Discussion	Psy 130
	10/23/2025	Topic 7: Socioemotional Development in Adolescents (self and			Psy 130

		identity)			
11	10/28/2025	Continuation of Topic 7	Chapter 11	Discussion post on 49-up	Psy 130
	10/30/2025	Topic 8: Adolescent Development in context (family, peer, school)	Chapter 9 & 10		Zoom
12	11/4/2025	<i>Movie Day: 49-Up documentary</i>	Chapter 12 & 13		Psy 130
	11/6/2025	Continuation of Topic 8	Chapter 12 & 13	Topic 7 Discussion	Zoom
13	11/11/2025	Veteran Day – NO CLASS	Chapter 12 & 13		Psy 130
	11/13/2025	Topic 9: Adolescent Stress and psychosocial problems	Chapter 11	Topic 8 Discussion	Psy 130
14	11/18/2025	Continuation of Topic 9			Psy 130
	11/20/2025	Guest lecture by Kiana		Discussion post on guest lectures	Psy 130
15	11/25/2025	Thanksgiving Holiday – NO CLASS			
	11/27/2025				
Week	Date	Topic	Readings	HW Due	location
16	12/2/2025	Exam 3			Psy 130
17	12/13/2025	Exam 4 (10am - 12pm)			Psy 130

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

Make Up Exams or Other Work:

This course administers all conflicts with scheduled exams in accord with the University policy. University recognized conflicts include, but are not limited to, religious observances, participation in official university activities, military obligations, and court-imposed legal obligations. Students must provide signed verification documentation from the Office of Student Affairs with a legitimate excuse to take the make-up exam.

Unpredicted absences due to illness or a significant personal/family emergency are not covered under the above conflict exam policy. The student should provide verifiable documentation of

the illness or emergency to the instructor within a timely fashion of the scheduled examination date.

All other assignments (In-class pop up quizzes, discussion posts and final paper assignment) cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts.

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.

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 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 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>