

**Psychology 6099:
Survey of Developmental Psychology
University of Florida
Fall 2025**

Instructor: Marina Klimenko, Ph.D.

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Location: Online (Asynchronous)

Preferred Mode of Communication: Please contact me via CANVAS. I aim to respond to emails within 24-48 hours, but if I do not, please resend your email.

Purpose and Goals

The purpose of this course is to critically examine contemporary issues and topics in the field of human development across the life span. The course will provide an overview of current theory and research related to development. Special emphasis will be placed on issues and debates that have dominated the field and continue to be a source of controversy and impetus for research. Using an interdisciplinary approach, we will explore social, cognitive, physical, and biological factors that can shape the course of human development. The course will be designed around answering and discussing the following four questions:

- 1) Are there general principles that guide development across individuals? For example, can development be characterized as continuous or discontinuous in nature? How important is it to understand individual differences in development? Are these rules stable or do they change with age?
- 2) What role does context play in shaping development? For example, how does culture, race/ethnicity, gender, and class influence social or cognitive development? How does early experience influence later development?
- 3) How do nature and nurture interact to shape development? Are there inborn capacities that we humans share or can development be characterized as primarily being influenced by environmental factors? What are the biological foundations of development? Does the interaction between nature and nurture change with age?
- 4) Does development in one domain (e.g., attachment) impact development in another domain (i.e., perceptual development)? Are there domain-general learning capacities or rules that span domains (dynamic) or is some development domain-specific (modular)?

This class serves as the Psychology Department's Developmental Graduate Program's Core Course as well as the APA required Developmental Psychology Course for all APA accredited programs. The course has been structured in a way that meets the requirements of both.

- APA Accreditation Information: "Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient" "graduate-level interaction with the

scientific literature that draws on these categories” See:
<https://www.apa.org/ed/accreditation/section-c-soa.pdf>

Course Readings:

There are no required readings for this course. However, I incorporate scholarly articles into my lectures and provide full references for them. You are encouraged to locate and read these articles in their entirety to have a good grasp on their content.

Course Requirements

This course is structured around an undergraduate-level Developmental Psychology curriculum. Every module you will first be introduced to foundational concepts in Developmental Psychology. Following this, you will be expected to synthesize and critically evaluate the material as it relates to your specific area of study.

Group discussions will focus on one scholarly article per module, and you will assess its relevance to your field. Additionally, for each module, you will write a brief synthesis of the core material, supplemented by one additional article that you find to complement the topic.

You will also collaborate on a group presentation. After completing the final exam, you will develop a study guide designed for undergraduate students, serving as a pedagogical assignment. As your instructor, my goal is to support you in developing these skills and producing several academic artifacts that you can use to showcase your expertise in the future. Active and thoughtful participation in both group projects and class discussions will be highly valued.

Course Format

Nearly all coursework will be completed asynchronously. The only exceptions are the final exam and the group presentation, which may require you to coordinate and meet with your group members.

Netiquette, a social code that defines appropriate online behavior is important to keep in mind during online course interactions. Please try to follow the guidelines below.

Do:

- Use proper language, grammar and spelling. Be explanatory and justify your opinions. Credit the ideas of others through citing and linking to scholarly resources.
- Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.
- Represent yourself well at all times. Be truthful, accurate and run a final spell check. Limit the use of slang and emoticons.
- Address others by name or appropriate title and be mindful of your tone. Treat people as if you were in a face-to-face situation.
- For synchronous interactions, please try to keep your video on and your audio off during class and unmute yourselves if you are speaking.

Avoid:

- Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not know the answer.
- Sharing another person's professional or personal information.
- Using profanity or participating in hostile interactions.

- Using sarcasm or being rude. Written words can be easily misinterpreted as they lack nonverbals.

Lectures and Play Posit Questions: All online lectures use PlayPosit to provide interactions within the online videos. In this class, PlayPosit videos and interactions are not graded. However, multiple-choice, check-all, or polls must be completed to be able to finish playing the video.

Due Dates: This course is fully online and partially self-paced.

While readings and lecture videos can be completed at your own pace, all graded assignments must be submitted by their designated due dates. Please refer to the syllabus for a complete list of deadlines.

STUDENTS CAN SHOW MASTERY OF THE MATERIALS IN THE FOLLOWING WAYS:

1. Reflections on 13 modules and Peer-Review (50%)

You will write reflection papers for 13 modules (Modules 1–13; Module 14 is excluded). Each reflection is worth 5 points and is due on the Saturday of each module week.

To provide flexibility, I will keep these assignments open until November 22 at 11:59 PM. If you submit a reflection after its original due date but before the final deadline, 2 points will be deducted. Detailed instructions for the reflection papers are available on Canvas.

2. Ten Group Discussions (20%)

You will participate in 10 group discussions centered around one scholarly article. These posts should not include a summary of the readings, but instead answer the question posed for that day (on CANVAS) and a reply to a peer's post.

Each module includes a group discussion based on a scholarly article provided in the discussion forum.

Your responsibilities:

1. Read the assigned article carefully.
2. Post a substantive reflection (1–2 paragraphs) that demonstrates critical thinking and engagement with the material. Your reflection should go beyond summarizing the article—consider connecting it to your area of study, raising thoughtful questions, or discussing implications and limitations.
3. Respond to at least one peer's post with a meaningful comment that adds to the discussion. This could include offering a different perspective, asking a clarifying question, or building on their ideas.

Engaging respectfully and thoughtfully with your peers is an essential part of the learning process in this course.

3. Group Presentation & Peer-Review (10%)

Each group will explore a topic of their choice, related to developmental psychology, using course materials and may incorporate additional scholarly articles. In addition, each person individually reviews 3 other group presentations. Altogether, this assignment is worth 10%.

4. Final Exam and Study Guide (20%)

You will take the undergraduate-level final exam (part 1) for this course covering information from modules 1-13. This will be administered in Canvas as a multiple-choice quiz. Your performance will be graded for correctness and will be used to inform your approach to developing a study guide (part 2). Instructions are posted on Canvas.

Module Quizzes: (0%)

Module quizzes are for practice only and will not be used for calculation of your final grade.

Scale Used for this Course

100%-94%	A
93.9%-90%	A-
89.9%-87%	B+
86.9%-84%	B
83.9%-80%	B-
79.9%-70%	C

This course follows graduate school and departmental guidelines for criteria for passing grades for graduate courses (i.e., a grade of C+ or below is considered unsatisfactory and requires retaking the course). No plus or minus grades are given for C or below.

Course Schedule

1. Module 1: Aug 21—30: An Orientation to Lifespan Development

- Take Orientation Quiz to unlock module 1 (in Orientation module)
- Discussion #1 on Equifinality and Multifinality, due August 30, 11:59pm.
- Module 1 reflection, due August 30th, 11:59pm.
- Optional Module 1 Quiz

2. Module 2: Sep 2—6: Genetics, Prenatal Development, and Birth

- Discussion #2 on Understanding phenotypic stability, due September 6, 11:59pm.
- Module 2 reflection, due September 6th, 11:59pm.
- Optional Module 2 Quiz

3. Module 3: Sep 8--13: Physical Growth and Aging Across the Life Span

- Discussion #3 on Motor Development and Exploration at 12 Months, due Sep 13, 11:59pm.
- Module 3 reflection, due September 13, 11:59pm
- Optional Module 3 Quiz

4. **Module 4: Sep 15--20: Theories of Cognitive Growth by Piaget and Vygotsky**
 - Optional Module 4 Quiz.
 - Module 4 reflection, due September 20th, 11:59pm
5. **Module 5: Sep 22—27: Information processing to Cognition and Intelligence**
 - Discussion #4 on Continuous and Discontinuous in Cognitive Development, due September 27, 11:59pm.
 - Module 5 reflection, due September 27, 11:59pm.
 - Optional Module 5 Quiz
6. **Module 6: Sep 29—October 4: Social and Emotional Development**
 - Module 6 reflection, due October 4, 11:59pm.
 - Optional Module 6 Quiz
7. **Module 7: Oct 6--11: Development of the self**
 - Contribute to Discussion #5, due October 11, 11:59pm.
 - Module 7 reflection, due October, 11, 11:59pm.
 - Optional Module 7 Quiz
8. **Module 8: Oct 13--16: Moral Development and Aggression**
 - Discussion #6 on Continuities and Discontinuities in Moral Development, due Oct 16, 11:59pm.
 - Module 8 reflection, due October 16, 11:59pm.
 - Optional Module 8 Quiz
9. **Module 9: Oct 20—25: Language Development**
 - Optional Module 9 Quiz
 - Module 9 reflection, due October 25, 11:59pm.
 - Discussion #7, due Oct 25, 11:59pm.
10. **Module 10: Oct 27—Nov 1: Friends and Family**
 - Optional Module 10 Quiz
 - Discussion #8, due Nov 1, 11:59pm.
 - Module 10 reflection, due November 1, 11:59pm.
11. **Module 11: Nov 3--8: Gender, Sex, Sexuality, and Gender Roles**
 - Optional Module 11 Quiz
 - Module 11 reflection, due November 8, 11:59pm.
12. **Module 12: Nov 10—15: Health and Wellness**
 - Optional Module 12 Quiz
 - Module 12 reflection, due November 15, 11:59pm.

- Presentations due, November 15, 11:59pm.

13. Module 13: Nov 17—22: Schooling, Culture, and Society

- Optional Lecture Module 13 Quiz
- Discussion #9 on the link between culture and resilience, due November 22, 11:59pm.
- Module 13 reflection, due November 22, 11:59pm.
- Final exam will be unlocked on November 21, from 7am until 11:59pm.
- Presentations' Peer Reviews due November 22, 11:59pm.

14. Module 14: Dec 1--3: Concluding the Course

- Discussion #10, due December 3, 11:59pm.
- Final Exam Study Guide due December 3, 11:59pm.

Course Policies

Requirements for class attendance and make-up exams, assignments, and other work in this course, are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. More information can be found at: <https://accessibility.ufl.edu/>, including the Electronic Information Technology Accessibility Policy and ADA Compliance.

Disability Resource Center: (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

Course Evaluation

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/>.

University Honesty Policy

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 (<https://sccr.dso.ufl.edu/process/student-conduct-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 for this class.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Sexual Harassment

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. If you disclose this information please keep this in mind and seek advice prior to disclosing to a mandatory reporter. For more information about UF’s Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 352-392-1161.

Inclusive and Anti-Racist Learning Environment

Civility and respect for the opinions and backgrounds of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in this course. However, courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age,

disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

In this course we will focus on engaging and collaborating in scholarship that challenges oppressive and unjust forces. Throughout this class we will work to understand and reduce racial injustices within the field and study of developmental psychology. The aim of these discussions is to empower students towards this collective goal.

Additional UF Policies and Resources

University Police: 352-392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>.

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or the

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, so that a team member can reach. [Counseling and Wellness Center](#) (352-392-1575) provides counseling and support as well as crisis and wellness services including a [variety of workshops](#) throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

Academic Resources

Graduate Student Resources: <https://catalog.ufl.edu/graduate/resources/>

This page includes a list of resources available to graduate students.

Multicultural and Diversity Affairs (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Office of Student Veteran Services (352-294-2948 | vacounselor@ufl.edu) assists student

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [e-Learning Supported Services Policies](#) includes links to relevant policies including Acceptable Use, Privacy, and many more

- [Student Computing Requirements](#), including minimum and recommended technology requirements and competencies.

Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. <https://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, 352-392-2010 or 352-392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://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>.

ONE.UF is the home of all the student self-service applications, including access to: [Advising; Bursar](#) (352-392-0181); [Financial Aid](#) (352-392-1275); [Registrar](#) (352-392-1374).

******This syllabus is subject to change by the Instructor. Announcements of changes will be made in class and posted on Canvas. Please check CANVAS daily.**