

# PSY 322.001: Understanding Human Development

Fall 2013

TR 11:00 am - 12:15 pm Location: HENH206

**Instructor:** Dr. Krueger

**Email Address:** [Lacy.Krueger@tamuc.edu](mailto:Lacy.Krueger@tamuc.edu)

**Office Hours:** Tues 1:45-3:45 (Binnion 220); Wed 2-4 (Mesquite MPLX); Thurs 1:45-2:45 (Binnion 220)

**Phone Number:** 903-468-3286

**Fax:** (903) 886-5510

**Required Textbook:** Essentials of Life-Span Development (3<sup>rd</sup> edition) by John W. Santrock. (ISBN: 9780078035425)

**eCollege:** Course materials, including an electronic version of the syllabus and supplementary information, will be posted on eCollege.

**About the Course:** Understanding Human Development is a developmental psychology course that examines the changes, both growth and decline, across the human lifespan from conception to death. It includes physical, cognitive, and socioemotional changes that help to shape our lives. Topics include the importance of the prenatal environment on development, formation of language, self-esteem and identity, romantic relationships, retirement, and dying. What you will find is that our journey through life is incredible—from learning to walk to compensating for physical declines in later life.

**Course Philosophy:** I believe that courses should be both educational and enjoyable. This course is informative. You will learn how a being grows from a few cells to a walking, talking individual that eventually forms an own identity and pursues one's own dreams! What can be more fascinating? 😊

## Course Objectives:

1. Understand the physical, cognitive, and socioemotional changes that occur across the eight major stages of development – prenatal, infancy, early childhood, mid-late childhood, adolescence, early adulthood, middle adulthood, and late adulthood
2. Recognize the importance of lifespan development research along with understanding how this research is conducted, including research methodology and ethical issues
3. Identify the impact of culture and diversity on development
4. Further develop communication skills to discuss and critique psychological research
5. Relate knowledge learned in this course about human development to the real world

## Course Assignments:

- 1) **Content Exams** – Three content exams will be administered. The *best two out of the three* content exams will count toward your final grade in the course. Content exams are worth 50% of the grade in this course (e.g., Highest Exam = 25%; Second Highest Exam = 25%).

- 2) **Cumulative Final** – A cumulative final will be administered that covers the entire contents of the semester. The cumulative final is mandatory, and it is worth 30% of your grade in this course.
- 3) **Observations Journal** – The journal should include a write-up of personal observations that link 4 different stages of the lifespan (i.e., infancy, early childhood, mid-late childhood, adolescence, early adulthood, middle adulthood, and late adulthood) to information presented in the. For example, you might be at a store and overhear a teenage girl tell her mom that “she couldn’t possibly wear jeans to a party because everyone would notice her.” You would describe the scene (not identifying the individuals, of course, but instead Teenager 1 and Adult 1) and describe how this scene relates to this particular portion of the lifespan. In this case, you could relate it to the imaginary audience and reference the section in the textbook. **\*\*Note: It is unethical to intervene in the situation or be intrusive. You should merely be a passive observer. \*\*** Sometimes your observations will involve multiple individuals in different parts of the lifespan such as mother and teenage daughter, as in the aforementioned example. Be sure to identify each of these and explain particular issues in the lifespan related to their stages of development. The journal should be between 4-5 double-spaced pages, not including title page and reference page, in APA style. This assignment is worth 5%.
- 4) **Culture and Diversity Poster** – Groups of 3-4 students will create a poster on a topic of lifespan development and culture/diversity issues. Each group will present on a unique topic (i.e., no duplication of topics between groups). For example, a group might research cultural differences in expressing grief; emerging adulthood across cultures; perceptions of older adults among eastern vs. western cultures; cross-cultural differences in parenting styles, etc. Groups will present their poster in an in-class poster exhibition. The posters will also be hung on display in Henderson Hall, 2<sup>nd</sup> floor. Additional information about this assignment can be found on the eCollege website. This assignment is worth 15%.
- 5) **Research Exposure Requirement** – You will be reading about psychology studies in the Santrock text. To gain a greater understanding of the research process, exposure to research is a course requirement. You can meet this requirement by participating in research studies and/or summarizing research articles found in PSYC Info published within the past five years. Some students choose to do a combination of these (e.g., participate in three research hours and summarize three research articles). The department research system has set up the following requirement: Students must participate in 6 hours of research studies. If you show up for ALL of the research studies on time, you only need to complete 4 hours of research studies. Half of the studies can be done online. If you choose to summarize research articles instead, each summarized article counts as 1 research-hour credit. Article summaries need to be uploaded to eCollege to the dropbox. **\*\* Failure to complete the research exposure requirement will result in one-grade step deduction** (e.g., if you have an A in the course and do not fulfill the research exposure requirement, you will receive a B in the course). **The research exposure requirement is due December 6 at 11:59 pm.\*\***

**Grade Distribution:**

<u>Grade</u>	<u>Percent</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

### Course Policies

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (*Code of Student Conduct’ from online Student Guide Handbook- <http://www.tamu-commerce.edu/studentlife/guidebook%201.pdf>*)

**Plagiarism:** Texas A & M University-Commerce views plagiarism as a serious offense. Plagiarism occurs when individuals take ideas and/or words from another source and claim these ideas as their own without giving credit to the original author(s). This can include copying words from an Internet website, reading an article and taking the authors ideas without giving them credit, or writing work that is remarkably similar to other written work (e.g., Changing words to synonyms is still plagiarism). If any written work contains ideas that are not your own, you need to give credit to the author(s) by including citations. Instructors are obligated to report instances of plagiarism to university officials. Please refer to the American Psychology Association (APA) manual for instructions on citing materials. When in doubt about citing materials consult with Dr. Krueger. Ignorance will not be tolerated as an excuse for plagiarism. The first offense of plagiarism will result in a zero on the assignment. Additional accounts of plagiarism will result in an automatic zero in the course.

**Scholarly Expectations:** All works submitted for credit must be original works created by the student uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Submitted work should demonstrate higher-order thinking skills and be of high quality. Furthermore, cheating on an exam will not be tolerated. The first offense of cheating on an exam will result in an automatic zero on the exam. The second offense will result in an automatic zero in the course.

**Make-up Exams:** For the content exams, the best 2 out of 3 exams will count toward the course grade. **There are NO makeup content exams.** If you are absent on the day of a content exam, your score on the other two content exams will be counted. For the required, cumulative final exam proper documentation must be provided in advance, and the instructor will determine whether the student may make up the cumulative final exam. The final cumulative make-up exam will only be administered in the case of *university-approved excuses*. Note that contacting me an hour before the cumulative final exam will not likely result in a make-up exam.

**Late Work:** I have a strict late work policy for the observation and poster projects. If a late assignment is turned in within 24 hours of the due date, an automatic letter grade deduction will occur (e.g., If you earned an A on the paper and turned it in within 24 hours the letter grade deduction would result in a B on the paper). If the assignment is turned in between 24-48 hours of the due date, two-letter grade penalty will be imposed (e.g., If you earned an A on the paper and turned it in between 24-48 hours of the due date, you would earn a C on the paper) . If the assignment is submitted more than 48 hours late, it will automatically be scored as a zero (i.e., no credit granted). **\*\*Please note that computer issues will not be considered as an excuse for failing to submit any assignment on time. It is the student’s responsibility to make sure that assignments are turned in on time. Therefore, do not wait until the very end to complete an assignment.\*\***

**Extra Credit Opportunities:** *Each student can earn up to 3 bonus points in this course.* You may earn extra credit by summarizing journal articles published within the last five years and/or attending university-

sponsored guest talks (please check with instructor if the talk will count toward extra credit). Each journal article that is completed and meets the requirements (see eCollege for journal article requirements) will count as 1 point. Each university-sponsored guest talk will count as 1 point. You can do a combination of extra credit (e.g., complete two journal article summaries and attend one talk). Please note that **I do not bump up grades**. For example, if you earn an 89 in the course, you will receive a B. This is your opportunity to bump up your own grade and learn more about psychology. I strongly encourage you to take advantage of these extra credit opportunities.

**Etiquette/Netiquette:** It is expected that students will arrive to class on time and stay for the full-class period. Offensive language in class and aggressive correspondence online will not be tolerated. Students are expected to be respectful of others' opinions when communicating.

**Class Conduct:** Please remember to turn off your cell phone or set it to silent (not vibrate). If you are expecting an urgent call (e.g., family member is having surgery, partner serving overseas is expected to call, etc.), please let me know before the class starts about the issue and we can make arrangements. **Do NOT text message or instant message in class.** Although you may think that you are just multitasking, this is discourteous to your instructor and is distracting to classmates. If you bring a laptop to class, you must limit it to class-relevant use (e.g., typing notes). ***I will ask you to leave the classroom if you are engaging in off-task behaviors.***

**Technical Support:** This course is supported by Texas A&M University–Commerce through the eCollege course management system. There is a Student Orientation Tutorial in eCollege if you are unfamiliar with it. If you have technology questions please contact the eCollege HelpDesk, available 24 hours a day, 7 days a week by clicking the HelpDesk link in the Help pages in eCollege or by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148, [StudentDisabilityServices@tamuc-commerce.edu](mailto:StudentDisabilityServices@tamuc-commerce.edu)**

**Undergraduate Graduation Checklist:**

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)

11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met? (if applicable)
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?

**TENTATIVE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Santrock Reading</b>	<b>Assignment Due</b>
8/27 (T)	Syllabus/Introductions	--	
8/29 (R)	Lifespan Perspective Introduction	Ch. 1	
9/3 (T)	Biological Beginnings	Ch. 2	
9/5 (R)	Infancy – Physical	Ch. 3, physical	
9/10 (T)	Infancy - Cognitive	Ch. 3, cognitive	
9/12 (R)	Infancy – Socioemotional	Ch. 4	
9/17 (T)	Early Childhood - Physical & Cognitive	Ch. 5	
9/19 (R)	Early Childhood – Socioemotional	Ch. 6	
9/24 (T)	<b>Exam 1</b>	--	In-class exam over chapter 1-6
9/26 (R)	Middle Childhood - Physical & Cognitive	Ch. 7	
10/1 (T)	Middle Childhood – Socioemotional	Ch. 8	
10/3 (R)	Adolescence - Physical & Cognitive	Ch. 9	
10/8 (T)	Adolescence – Socioemotional	Ch. 10	
10/10 (R)	Early Adulthood, Physical	Ch. 11, physical	** Student Health Services visit**
10/15 (T)	Early Adulthood - Cognitive	Ch. 11, cognitive	
10/17 (R)	Early Adulthood – Socioemotional	Ch. 12	
10/22 (T)	<b>Exam 2</b>	--	In-class exam over chapters 7-12
10/24 (R)	Middle Adulthood - Physical & Cognitive	Ch. 13	
10/29 (T)	Middle Adulthood – Socioemotional	Ch. 14	
10/31 (R)	Late Adulthood - Physical & Cognitive	Ch. 15	
11/5 (T)	Late Adulthood – Socioemotional	Ch. 16	
11/7 (R)	Death & Dying	Ch. 17	
11/12 (T)	<b>Exam 3</b>	--	In-class exam over chapters 13-17
11/14 (R)	Poster project workshop	--	
11/19 (T)	Poster project workshop	--	
11/21 (R)	Group poster project meetings	--	* No class. Group members will meet to finalize poster project.
11/26 (T)	Group poster project meetings	--	* No class. Group members will meet to finalize poster project.
11/28 (R)	<b>Thanksgiving – University Closed</b>	--	
12/3 (T)	<b>Poster Exhibition</b>	--	Poster project (all groups must upload poster to dropbox by 10:59 am and bring poster to class)

12/5 (R)	<b>Poster Exhibition continued &amp; Observation Journal due</b>	--	Observations Journal must be submitted to dropbox on eCollege by 10:59 am
12/6 (F)	Outstanding research exposure requirement, if applicable	--	Research Exposure Requirement due by 11:59 pm
Finals Week	<b>Cumulative Final Exam (Date and Time: TBA)</b>	--	In-class exam over chapters 1-17