

DEVELOPMENTAL PSYCHOLOGY

COURSE SYLLABUS MENU – CLICK ON A LINK BELOW TO JUMP TO THAT SECTION

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INSTRUCTOR INFORMATION

INSTRUCTOR NAME: Dr. Priya A. Eimerbrink

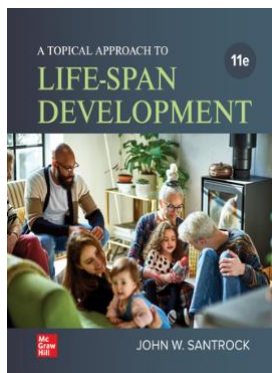
OFFICE LOCATION: DAL2 225

E-MAIL ADDRESS: priya.eimerbrink@untDallas.edu Please label subject line "Developmental" in ALL e-mails

OFFICE HOURS: Virtual Wednesday 11:00 AM – 1:00 PM; Tuesday/Thursday 10:30 – 11:30 AM; Thursday 2:30-3:30 PM or by Appointment

Zoom appointments can be scheduled via Calendly: <https://calendly.com/eimerbrink>

COURSE INFORMATION



CLASSROOM LOCATION: Online

COURSE PREREQUISITE: PSYC 1100 & 2310

REQUIRED TEXT: Santrock, John W. (2023). *A Topical Approach to Life Span Development, 11th Edition* McGraw-Hill Education.

ISBN10: 1266527869.

*E-book and hardcopy versions are acceptable.

*Supplemental materials and specific chapter readings will align with this text.

COURSE DESCRIPTION AND LEARNING OBJECTIVES

COURSE DESCRIPTION: This course is designed to cover human development and growth from conception through old age, and is concerned with the physical, behavioral, and social aspects of development. In addition, we will explore the many major themes that characterize today's developmental research. In combination with the readings from your text, we will obtain a comprehensive view of the entire lifespan.

The goal(s) of this course for students are as follows:

1. To be able to describe key concepts, principles, an overarching themes in developmental psychology
2. To be able to understand scientific reasoning, interpret psychological phenomena, and engage in innovative and integrative thinking and problem solving in developmental psychology research
3. To be able to understand ethical standards necessary to conduct developmental research
4. To be able to know and describe the differences between quantitative and qualitative research methods
5. To develop an appreciation for the complexity of the human person and psychological processes involved in our experience, behavior, and interactions
6. To gain academic skills that students will be able to use throughout their college experience (reading effectively, note taking, studying, etc.)

LEARNING OBJECTIVES:

1. Know, understand, and apply principles, concepts, and major perspectives in developmental psychology.
2. Know, understand, and analyze the essential scientific methods and research results in developmental psychology
3. Exchange ideas effectively via verbal communication with peers
4. Exchange ideas effectively via written communication
5. Demonstrate critical thinking

GRADING MATRIX

Assignment Type	Points per Item	Total Points	Grading Scale:
Interactive Discussions (11)	10	110	A: 306–340 points (90–100%)
Chapter Tests (11)	20	220	B: 272.–305 points (80–89.99%)
Introduction Assignment	5	5	C: 238–271 points (70–79.99%)
Syllabus Quiz	5	5	D: 204–237 points (60–69.99%)
Total		340	F: Below 204 points (below 60%)

You will not be graded on a curve. Grades are assigned based on individual performance based on **points earned**. ***I make it a policy not to "bump" any final grade up to the next higher grade.*** Please do not ask me to do otherwise, this includes asking for "extra credit."

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

INTRODUCTION - (5 POINTS)

In the first week, introduce yourself to the class by sharing a personal biography. This assignment fosters connection in our online learning environment. **There will be no “make-ups” for introductions (for any reason)**

SYLLABUS QUIZ – (5 POINTS)

A thorough understanding of course expectations and information is integral for successful completion of this course. In the first week of class, you will be asked to read over the syllabus and answer questions over its content to demonstrate your understanding of course policies, essential course information, covered topics, due dates, assignments, and quizzes. Please see Canvas for instructions and due date. **There will be no “make-ups” for the syllabus quiz (for any reason)**

INTERACTIVE DISCUSSIONS - (110 POINTS)

Each chapter includes a discussion board assignment where students post their work (e.g., timelines, visual campaigns, reflections) and comment on their peers' submissions. Detailed instructions and rubrics are provided for each discussion.

CHAPTER TESTS – (40 POINTS)

Students will have ELEVEN formal opportunities throughout the semester to demonstrate their knowledge and their ability to critically think about and apply class material. Chapter tests are open-note and assess comprehension of readings and lectures. While students are encouraged to complete tests weekly to stay on track, they must complete all chapter tests before the designated **Catch-Up Week** deadlines, which occur approximately after every fourth chapter.

Tests are designed to reinforce understanding of course material and promote consistent engagement. Each test will focus solely on the material from its respective chapter and will not combine content from other chapters. They will be time-limited, requiring students to study in advance to complete the assessments successfully. They should be completed independently without external assistance to maintain academic integrity. Specific instructions and due dates for tests will be provided in Canvas.

WEEKLY COURSE OUTLINE

"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes to this schedule will be communicated via Canvas and/or E-mail." - Dr. Eimerbrink

Week	Dates	Topic	Assignment Due	Quiz
1	Jan. 13–19	Introduction to Class	Introduction Assignment (Jan. 19)	Syllabus Quiz (Due Jan. 19)
2	Jan. 20–26	Chapter 1: Introduction	Discussion: Personal Timeline Visual and Reflection (Jan. 26)	Quiz: Introduction
3	Jan. 27–Feb. 2	Chapter 2: Biological Beginnings	Discussion: Build-a-Baby and Parenting Guide (Feb. 2)	Quiz: Biological Beginnings
4	Feb. 3–9	Chapter 3: Physical Development and Biological Aging	Discussion: Healthy Aging Campaign (Feb. 9)	Quiz: Physical Development
5	Feb. 10–16	Chapter 4: Health	Discussion: Wellness Challenge and Journal (Feb. 16)	Quiz: Health
6	Feb. 17–23	Catch-Up Week	Finalize and submit all quizzes from Chapters 1–4 (Feb. 23)	
7	Feb. 24–Mar. 2	Chapter 5: Motor, Sensory, and Perceptual Development	Discussion: Sensory Exploration Activity (Mar. 2)	Quiz: Motor Development
8	Mar. 3–9	Chapter 8: Cognitive Developmental Approaches	Discussion: Cognitive Experiment Video (Mar. 9)	Quiz: Cognitive Development
9	Mar. 10–16	Spring Break (No Classes)	<i>No assignments due</i>	<i>No quizzes due</i>
10	Mar. 17–23	Chapter 10: Language Development	Discussion: Language Development Podcast (Mar. 23)	Quiz: Language Development
11	Mar. 24–30	Chapter 11: Emotional Development and Attachment	Discussion: Emotional Regulation Reflection (Mar. 30)	Quiz: Emotional Development
12	Mar. 31–Apr. 6	Catch-Up/Review Week	Finalize and submit all quizzes from Chapters 5–8 (April 6)	
13	Apr. 7–13	Chapter 13: The Self, Identity, and Personality	Discussion: Self-Concept Exploration (Apr. 13)	Quiz: The Self
14	Apr. 14–20	Chapter 14: Gender and Sexuality	Discussion: Gender Stereotype Analysis (Apr. 20)	Quiz: Gender Development
15	Apr. 21–27	Chapter 15: Moral Development	Discussion: Moral Dilemma Analysis (Apr. 27)	Quiz: Moral Development
16	Apr. 28–May 4	Catch-Up Week	Finalize and submit all quizzes from Chapters 13–15 (May 4).	
17	May 5 – 7		<i>Extra Credit: Reflections on Death, Dying, and Grieving (Optional, May 7)</i>	

CLASSROOM POLICIES

Below are specific classroom policies

HANDOUTS

Course material will be available via Canvas. You are responsible for downloading material if you want it. If you do not own a computer, there are computers available for you to use on campus (e.g., main computer lab). Posted slides are only meant to supplement note taking, not replace it. **Indeed, I expect students to take their own notes given that active note taking aids in better retention and learning of the material.**

Here are some websites that can provide you with information on how to more effectively take notes and study:

- <http://academictips.org/>
- <http://www.rasmussen.edu/student-life/blogs/college-life/how-to-study/>
- <http://www.dartmouth.edu/~acskills/success/notes.html>
- <http://www.how-to-study.com/>

E-MAIL COMMUNICATION

When communicating with instructors and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

Students are also required to use their UNT-Dallas e-mail account in this class. The University of North Texas at Dallas has adopted the University email address as an official means of communication with students. I will not send e-mails to alternate accounts. Students are responsible for checking their e-mail regularly.

Important information will be sent via Canvas. With this in mind, you should either routinely log into Canvas or forward your Canvas messages to your e-mails. I will not answer e-mails sent via Canvas. Please send all e-mails to my faculty e-mail address priya.eimerbrink@untDallas.edu.

I really like when students read the syllabus. If you have read this far, congratulations. Using the format below (i.e., using an appropriate salutation, labeling your e-mail with the course you are in, using your UNTD e-mail address, etc.), please email me a picture of the cutest animal you can find on the internet (e.g., unlikely animal friendships, baby animals, smiling animals) or your own pet by January twenty first and receive two extra credit points added to your final point total. Please do not tell any current classmates or possible future students about this, let them discover it on their own. This ensures it remains a reward for those who diligently read through the syllabus.

Example of e-mail expected

Subject: Developmental Psychology – Request to schedule a meeting

To: priya.eimerbrink@untDallas.edu

From: bob.smith@untdallas.edu

Dr. Eimerbrink,

I am having some trouble with the course material. Could I please schedule a time to meet with you to discuss my current study habits and strategies I might consider using while studying for the test?

Regards,
Bob

EXPECTATION FOR OUT-OF-CLASS STUDY

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class during a regular 15-week semester. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. for a 15-week semester. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 30 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, taking exams, doing out-of-class assignments, etc.

STUDENT EVALUATION OF TEACHING EFFECTIVENESS POLICY

The Student Evaluation of Teaching Effectiveness (SETe) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETe to be an important part of your participation in this class.

REMOTE "NETIQUETTE"

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

DIVERSITY/TOLERANCE POLICY

Students are encouraged to contribute their perspectives and insights to class discussions in the remote environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

UNAUTHORIZED DISTRIBUTION POLICY

All PowerPoint material, assignments, and supplemental classroom information constitute as my intellectual property and as such, should not be distributed or used without my consent.

UNIVERSITY POLICIES AND PROCEDURES

Below are specific university policies and procedures

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or find them on the first floor of the new Student Center Building.

CANVAS LEARNING ACCESSIBILITY STATEMENT

University of North Texas at Dallas is committed to ensuring its remote courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas course management system's accessibility statement is also provided:

<https://www.instructure.com/canvas/accessibility>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please

contact our Disability Office should you require additional assistance utilizing any of these tools.

ONLINE ATTENDANCE AND PARTICIPATION

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in coffee hours. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untdallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

INCLEMENT WEATHER AND REMOTE CLASSES

Remote classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

TECHNOLOGY REQUIREMENTS

In order to successfully access the materials in a remote course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Canvas Learn 9.1 is the platform software for this course. Canvas Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- [https://help.Canvas.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.Canvas.com/en-us/Learn/9.1%20SP%2012%20and%20SP%2013/Student/040%20Browser%20Support%20for%20SP%2013)
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html