



PSY 545: Developmental Psychology
Fall 2021 – Online Course

Instructor: Dr. Lacy Krueger

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Office Hours: T/R 11 am – 1 pm (HEN 233), virtual office hours on Zoom M/W 9 am – 10 am (See Zoom link in course shell), and by appointment.

Required Textbook: An OER (free textbook) by Lally and Valentine-French (2017).
<https://open.umn.edu/opentextbooks/textbooks/540>

Additional Electronic Readings: Posted in D2L

Course Description

University Description: Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death.

Dr. Krueger's Description: In this course we will examine changes, both growth and decline, across the human lifespan from conception to death. These changes include physical, cognitive, and socioemotional development that help to shape our lives. Topics will include, but are not limited to, how thought processes change across human development, parent-child relationships, romantic relationships, self-esteem, and grieving. The topics discussed will be applicable to your everyday life, both personally and professionally.

Course Objectives (Student Learning Outcomes; SLOs):

1. Demonstrate knowledge of 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. Further develop communication skills to discuss and evaluate psychological research
4. Relate knowledge learned in this course about human development to the real world

Course Format:

This is an online course. Each week we will study a stage of development. Students will engage in discussions. The course culminates in a final reflection paper that encompasses the lifespan.

Course Philosophy:

This course should be educational and interesting to you. After all, this is a course that will directly apply to your life. I encourage you to really engage yourself in this course. If you have questions, please do not hesitate to contact me.

Course Assignments:

1) Exams – You will be administered two exams. These exams consist of short essay and multiple choice questions. The questions will be based on material covered in assigned readings, class discussions, and videos. The exams will be closed notes and closed books and worth 40% of your grade. (SLOs 1 & 2)

2) Article/Chapter Presentation – Each student will select an article or chapter to create and record a formal presentation. The presentation will need to include a sound recording. The presentation is worth 20% of the grade. (SLO 3)

3) Discussions – Students will discuss assigned readings. This assignment is worth 10% of your course grade. See each week in D2L for more information. (SLOs 1-3)

4) Application Paper –You will write a 12 page paper (excluding title page and references) connecting lifespan development to your profession. The paper should include concepts from each major theme (i.e., birth to death) as these elements are central to every individuals' development (e.g., if you are teacher, the death of a loved one will impact your student; if you are a clinician, consider early attachments, etc.) Each of you are taking this course for a reason, so make these connections as you engage with the content. In addition to incorporating the textbook and assigned readings, you will also be required to include additional peer-reviewed journal articles and/or chapters in your application. This assignment is worth 30% of your course grade. See D2L for more information about this assignment. (SLOs 1, 3, & 4)

Grade Distribution:

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

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I do my best to respond within 48 hours of receiving an email. If you do not hear back from me within 48 hours, please email me again in case I did not receive your message. My office hours are also stated at the beginning of this syllabus. Your assignments will be graded and returned to you within two weeks.

When emailing, be sure to include your course number in the email. The instructor responds within 48 hours. Correspondence with your instructor should be professional.

Minimal Technical Skills

Needed Skills needed include being able to use the learning management system to access course materials. Additionally, proficiency in Microsoft Office (Word and PowerPoint) is needed.

Student Responsibilities or Tips for Success in the Course

In order to succeed in this course you need to keep up with the readings and complete the assignments.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. Students should contact the instructor immediately with issues. For technology problems contact Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu or D2L Support Center (see information below).

COMMUNICATION AND SUPPORT

Brightspace D2L Technical Support

If you have any questions or are having difficulties with the course material, please contact your Instructor. However, if you are having technical problems (e.g., cannot log on) accessing the course, then you should contact Technical Support. If you are having technical difficulty with any part of Brightspace D2L, please contact Brightspace D2L Technical Support at **1-877-325-7778** or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.

System Maintenance: D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Course and University Specific Policies

Course Specific Procedures/Policies

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, ask me. 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. I am also obligated to report plagiarism to the graduate school.

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Late Work: There are no make-up assignments for the exams unless under severe circumstances (e.g., hospitalization), and documentation must be provided. If the presentation or self-reflection paper is submitted late within 24 hours after the due date, you will incur a 10-point penalty, and a 20-point penalty if it is turned in between 24-48 hours after the due date. If submitted after 48 hours will receive a zero on the assignment. Discussions must be submitted on time; if you miss one, contact the instructor to determine whether an extension may be granted.

Please note that technology issues are not an excuse for submitting assignments late. Keep that in mind while budgeting your time. Do not wait until the last minute to complete assignments.**

Etiquette: Offensive language and aggressive correspondence online will not be tolerated. Students are expected to be respectful of others' opinions when communicating.

Syllabus Change Policy: The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance, and the updated syllabus will be posted to D2L.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquettehttp://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement – 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

Velma K Waters - Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Center Resources: The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

TENTATIVE SCHEDULE

Week	Date	Topic	Reading	Assignment Due
1	8/30-9/5	Lifespan Perspective Introduction	<ul style="list-style-type: none">• Lally & Valentine-French (2017) Ch. 1• Nielsen et al. (2017)• Syed & McLean (in press)• Kang (2000) -- Piaget• Brofenbrenner (1977)	Discussion

2	9/7-9/12	Heredity, Prenatal Development, and Birth	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 2 • DiPietro et al. (2002) • Weaver et al. (2004) • DeCaspar & Spence (1986) Optional Reading: <ul style="list-style-type: none"> ○ Field et al. (2007) 	Discussion
3	9/13-9/19	**Article Selection		Article Selection Preferences
4	9/20-9/26	Infancy and Toddlerhood	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 3 • Baillargeon & DeVos (1991) • DeLoache et al. (1997) • Malekpour (2007) 	Discussion
5	9/27-10/3	Early Childhood	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 4 • Ferjan Ramirez & Kuhl (2020) • Skinner & Meltzoff (2019) • Bandura (1993) • Aunola & Nurmi (2005) 	Discussion
6	10/4-10/10	Exam 1	--	Exam 1
7	10/11-10/17	Middle and Late Childhood	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 5 • Rogers & Meltzoff (2017) • Tapp & Kohlberg (1971) • Kaufman et al. (2013) 	Discussion

8	10/18-10/24	Adolescence	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 6 • Albert et al. (2013) • Twenge (2019) • Ullsperger & Nikolas (2017) Optional Reading: <ul style="list-style-type: none"> ○ Brown & Larson (2009) 	Discussion
9	10/25-10/31	Early Adulthood	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 7 • Grubbs et al. (2019) • Arnett & Mitra (2020) • Sternberg (1986) Optional Reading: <ul style="list-style-type: none"> ○ Arnett & Taber (1994) 	Discussion
10	11/1-11/7	Middle Adulthood	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 8 • Salthouse (2004) • Wethington (2000) • Gottman & Gottman (2017) Optional: Lachman	Discussion
11	11/8-11/14	Late Adulthood	<ul style="list-style-type: none"> • Lally & Valentine-French (2017) Ch. 9 • Carstensen et al. (2003) • Falck et al. (2019) • Yaffe et al. (2021) 	Discussion
12	11/15-11/21	Death and Dying	<ul style="list-style-type: none"> • Lally & Valentine- 	Discussion

			<p>French (2017) Ch. 10</p> <ul style="list-style-type: none"> • Rosenblatt (2008) • Wong & Tomer (2011) • McCoyd & Walker (2015) • Clark (2015) <p>**The McCoyd and Walker (2015) and Clark (2015) chapters are available online from the TAMUC library. I recommend checking out the remaining chapters too.</p>	
13	11/22-11/24	<i>Independent Work – Self-Reflection Paper</i>		
14	11/29-12/5	Exam 2		Exam 2
15	12/6-12/12	Self-Reflection Paper		Paper due by 11:59 pm on 12/12

** SEE D2L FOR A LIST OF ARTICLES