



**PSY 319 01W: Child and Adolescent Development
COURSE SYLLABUS: Spring 2024**

INSTRUCTOR INFORMATION

Instructor: Sarah Dailey, M.S.
Instructor, Department of Psychology and Special Education

Email: sarah.dailey@tamuc.edu

Please put **PSY 319** in the subject line of ALL emails that are sent to me. Also, be sure to include your **first and last name** at the end of every email.

Preferred Form of Communication: Email

Communication Response Time: Within 24 hours M-F.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

THE FOLLOWING TEXTBOOK IS REQUIRED:

John W. Santrock (2019) Lifespan Development (18th ed.) McGraw Hill.
ISBN: 9781260245844 (*If you would like to use an earlier edition please contact the instructor*)

Any additional materials will be made available on the course website

Keep in mind the following: If you are considering purchasing an eText only, you need to remember that our online quizzes are 'open book' quizzes, and you may not be able to access your eText while taking a quiz. You will need to have a printed version of the textbook if you wish to be able to access your textbook while taking a quiz.

VERY IMPORTANT NOTE: If, for whatever reason, you are unable to lease or purchase your required textbook (your own copy) AND HAVE IT IN YOUR POSSESSION before the first day of class, you will need to drop this course and take it during a term when you will be able to have the

textbook at the start of the semester. You are expected to have the textbook on the first day of class, and you will be using it immediately.

Course Description

This is a developmental psychology course that examines changes from conception through adolescence. It includes physical, cognitive, and socioemotional changes that help to shape our lives during this time period. Topics include the importance of the prenatal environment on development, formation of language, and self-esteem and identity.

Throughout the course, you should keep several major questions in mind:

1. What is development, and how can it be measured?
2. What are guiding theories, themes, and principles in the field of developmental psychology?
3. How are these principles applied in extant research?
4. How do social and biological factors jointly influence development?
5. What key theoretical and methodological issues need to be taken into account when designing developmental studies?

Student Learning Outcomes

Students will be able to discuss:

1. Theories of individual development and transitions from conception through adolescence (including cognitive, emotional, social, physical)
2. Theories of family development and transitions
3. Theories of learning and personality development
4. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
5. Strategies for facilitating optimum development
6. Ethical and legal considerations related to human growth and development.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

- Using the learning management system (D2L)
- Using Microsoft Word and PowerPoint
- Using general Internet search engines (i.e. Google.com, Yahoo.com) to locate research related to topics
- Accessing and using the Texas A&M University-Commerce Library electronic databases

Instructional Methods

Your course is delivered to you fully online, using the LMS (MyLeoOnline/D2L/Brightspace) instructional system that is available to you through Texas A&M University-Commerce. There

are no on-campus meetings of this class. "LMS" refers to learning management system, and the names "MyLeoOnline", "D2L", and "Brightspace" are all names that refer to the one online learning management system that TAMUC is currently using for all web-based courses. In this syllabus, sometimes you will see the LMS referred to as MyLeoOnline, and sometimes it will be referred to as D2L or Brightspace or your LMS website.

Video and textual lecture summaries and other supplemental course materials will be posted in D2L. Students will use these materials with the assigned reading to prepare for course assessments. Assessments will include quizzes, exams, and participation in online discussions. This online course contains the same content you'd expect in a traditional 15-week face-to-face version. You should plan on spending approximately 6-10 hours per week reading, viewing course content, completing course assignments, and participating in discussions.

This is not a self-paced course. There is a very specific and scheduled format that you will follow for the course. All assignments and quizzes are to be completed according to the posted schedule. **You are required to complete all assignments, quizzes, and other course requirements.** You may not skip any assignments. Assignments that are submitted past the deadline dates that are listed in the D2L topic assignment guidelines must still be submitted; however, they will be submitted for partial credit, or no credit if they are submitted very late.

You will need to sign online daily to check your campus email.

You will need to sign onto your PSY319 D2L website almost every day to work on this course.

New topics will generally open every few days, and the schedule for the topics is on the last page of this syllabus. Posting topics may vary some at the instructor's discretion. Basically, **you need to sign on almost every day,** and will be addressing new topics/discussions/assignments every few days. A more detailed day-by-day schedule appears later in this syllabus. Print out this syllabus and make several copies of the last page, so that you will know exactly what we are doing, and when we are doing it, throughout the semester. There is no reason to ever feel uninformed or 'lost' about your schedule of assignments and quizzes.

All class components are completed online on our course website, or via email with other students and the instructor. There are no face-to-face class sessions, nor are students required to go to one of our campuses. Students are required to have access to a computer with internet access and email, and are required to have in their possession at all times the course textbook (purchase or lease).

ATTENDANCE AND PARTICIPATION REQUIREMENTS

We cover a tremendous amount of information each week, therefore, participation at a high level is very critical to your performance in this course. ALL students are expected to be 100% active in participating throughout the course. You will **not** have the option of "going AWOL" for a few days. When it relates to attendance and participation, it's as simple (and demanding) as this:

- Check the PSY319 D2L website regularly.
- Interact with your classmates regularly.
- Get your assignments done early and on time.
- If you are "absent"/not participating for a couple of days for an excused reason (see student handbook or instructor for detailed explanation of excused absences), you will be able to make up your work (daily participation assignment, projects, or exams). **You will have to produce documentation for your excused absence**, and make arrangements immediately upon missing class. You will have a few days to make up any missed work if it's an excused absence and approved by the instructor. **Assignments, projects, or exams that are missed due to an unexcused absence may not be made up.**

It is each student's responsibility to communicate honestly and frequently with the instructor about any circumstances that prevent the student from participating, and result in a temporary period of inactivity. Do NOT simply stop participating or drop out of the course. If you are not actively involved, it needs to be for reasons that are serious and cannot be avoided, and when that occurs, communicate **immediately** with your instructor by email.

IMPORTANT NOTE: ALL STUDENTS MUST COMPLETE ALL ASSIGNMENTS, and ALL PARTS OF ALL ASSIGNMENTS, TO REMAIN ENROLLED IN PSY319! If you turn in an assignment after the stated deadline for that assignment, you will be submitting it for partial credit only, but it must still be submitted. Partial credit is better than a grade of zero. There are no assignments that are "optional". The sooner you submit the assignment after the deadline, the fewer points deducted for late submission. It is very important to submit every assignment before the stated deadline. If you are submitting an assignment more than a week after the original due date, then the assignment might not be accepted for any credit, and you will be at risk of being dropped from PSY319 for lack of participation. If you are submitting an assignment past the deadline, it is REALLY IMPORTANT to communicate with the instructor right away, at the point at which you realize that the assignment will be late, and then make arrangements for submitting it as soon as possible.

Additional note about participation:

Please keep in mind that this is NOT a self-paced course. The course has been developed with a very specific, deliberate, and thought-filled schedule in place, and this schedule is designed to support your progress throughout the semester, as well as your in-depth learning of the material. It is VERY important that you stay in track with all of your assignments. Even if your participation becomes an issue for reasons that are "excused" by university guidelines, this

does not mean that you are able to remain enrolled in the course. **Excessive 'absences'/lack of participation can result in being dropped from the class, whether those absences or excused or unexcused.**

TIPS FOR SUCCESS IN THIS COURSE

1. Be sure to always read all the emails that you receive from your instructor.
2. Keep a calendar in a location where you check it each day. On your calendar, write the course quiz dates and other topic assignment deadlines as you learn them each week.
3. **Purchase a spiral notebook and keep it near your computer as you work.** Take notes as you read online lectures. Take notes as you read your classmates' posts. No one can reasonably expect to keep all of the information and names and content in the memory-
-that would be a very poor study habit, and will keep you from doing well. Instead, use that spiral notebook as a study tool for success. Make notes as often as possible. Then, before and after each online session (an online session refers to each time you sign online), review what you have written in the spiral notebook, reminding yourself of what you have covered, posts to which you wish to respond, information that you have found on various course-related websites, etc. Your spiral notebook will then become a valuable resource for down the line as well...long after you have completed the course. If you pursue a career in teaching, then the spiral notebook is something to which you may refer for years to come.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

QUIZZES (2% each)

It is helpful for you to read the assigned chapters in the textbook before class. To “encourage” that behavior, you will be required to complete online quizzes. These will be available on D2L and will cover the *readings assigned for that week*. There will be a total of 12 quizzes.

All quizzes are due at 11:59 pm CT on the due date (see topic schedule).

The syllabus/schedule are subject to change.

EXAMS (10% each)

There will be five non-cumulative exams. Each worth 10% of your overall grade in the course, for a total of 50% of your overall grade. Exams will consist of multiple-choice questions over the text book and assigned readings.

All Exams are due at 11:59 pm CT on the due date (see topic schedule).

Discussion Posts (6.5% each)

There will be 5 discussion posts. The posts with the lowest score will be dropped. Each of the remaining 4 discussion posts will be worth 21% of your overall grade in the course.

Discussion posts will be submitted under “Discussions” in D2L. This means you will be able to read and comment on other students’ essays, but you are not *required* to comment on them. Posts should include insightful ideas and comments that are complete and well explained as well as defended by specific evidence. Note that such defense does not require direct quotation from sources – use your own ideas and words.

Posts must demonstrate that the student has reviewed, understood, and contemplated the material from the chapter and other assigned readings. You may include information from other chapters and outside knowledge but it must be cited appropriately. However, if you **ONLY** cite outside sources, then I will assume that you have not read the required readings for the course. In short, outside info is encouraged but not required. You must show me what you learned in **THIS** course too.

If the discussion post contains multiple parts, be sure to address each. **All Discussion posts are due at 11:59 pm CT on the due date (see topic schedule).**

Essays will be graded using the following rubric:

5 = Excellent: well written with lots of good ideas that are all well-defended by references to the course content.

4 = Good/complete: essays with some good ideas and references to the course content. Note that this is a passing grade and not one you should be upset about. However, it means that I think you can take your essay to the “next level” if you add more content and dig deeper into your ideas. You will receive feedback on this and typically some examples or pointers to how you could accomplish this.

1-3 = Insufficient: essays with incorrect or insufficient information. Missing or minimal references to the course content. Note that this a failing grade and beneath the expectations of a graduate student. You will receive feedback on why your essay did not meet the course standards.

0 = Missing: you did not complete the assignment by the due date.

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Grades in between these categories (e.g., 4.5) may also be used if warranted.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor, sarah.dailey@tamuc.edu .

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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>

Interaction with Instructor Statement

If you email instructor and do not receive an email response within 36 hours, most likely, your email was not received. Instructor will respond to all emails within a reasonable period of time.

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.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

INSTRUCTOR'S STATEMENT RELATING TO ACADEMIC INTEGRITY

Academic Honesty and Integrity: I cannot emphasize the following enough or too much. Far too many students are "finding out the hard way" that instructors and the university are extremely serious about our policies relating to academic integrity and honesty, and this is true in both web-based and face-to-face classes. Each environment has its own set of security needs, and these are addressed by instructors in various ways. In the simplest of terms, NEVER engage in any behavior or practice that is dishonest or misleading in any way. You must

ALWAYS do your work and only your own work. NEVER have another student do work for you and then present it as your own. NEVER agree to do another student's work, and NEVER do

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another student's work. NEVER copy information from an internet source or another source, online and otherwise, and present it as your own.

NEVER take an online quiz/exam with another student or individual present (in person or by phone, cell phone, online, or in any other way!). You must take your exams by yourself, alone. You are NEVER to be in communication with another person during the time when you take a test, by any means (in person, or by any other method). NEVER have another student take part or all of an online quiz for you. You must always do your own work, no exceptions.

NEVER have another student complete a part or all of an assignment for you. This is academic dishonesty, and you will not only be removed from this course, you will have additional consequences in terms of your enrollment, etc. What most students do not understand, but are beginning to understand, is that web-based instructional technology is advancing at a rapid rate, and the instructional software/delivery systems (such as MyLeoOnline/D2L, what you are using right now) are VERY sophisticated in terms of being able to monitor student involvement, practices, etc. There are many "check systems" that exist within this learning environment, and therefore, you will want to take seriously the guidelines relating to academic honesty. This course is built so that, if you take your commitment to the course seriously, and read and study the required material, as well as participate in the online discussions, you should do very well in acquiring the information that you need not only to do well in this course, but also to prepare you for a career in teaching or elsewhere.

There is absolutely no room for unethical and unprofessional conduct in this class, and it will not be tolerated. Keep in mind that your quizzes in this course are open book, and therefore, you will be able to complete the exams on your own, with the help of your textbook (not another person!).

Students with Disabilities-- ADA Statement

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 Library Rm 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/)

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

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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.

A&M-Commerce Supports Students' Mental Health

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

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Dates	Readings	Assignments
Unit 1: Beginnings		
1/10 – 1/19	Chapter 1: Introduction	Quiz 1
1/22 – 1/26	Chapter 2: Biological Beginnings	Quiz 2
1/29 – 2/9	Chapter 3: Prenatal Development and Birth	Quiz 3 <i>Discussion Post 1</i> Exam 1
Unit 2: Infancy		
2/12 – 2/16	Chapter 4: Physical Development in Infancy	Quiz 4
2/19 – 2/23	Chapter 5: Cognitive Development in Infancy	Quiz 5
2/26 – 3/8	Chapter 6: Socioemotional Development in Infancy	Quiz 6 <i>Discussion Post 2</i> Exam 2
3/11- 3/15	Spring Break	
Unit 3: Early Childhood		
3/18 – 3/22	Chapter 7: Physical and Cognitive Development in Early Childhood	Quiz 7
3/25 – 3/29	Chapter 8: Socioemotional Development in Early Childhood	Quiz 8 Discussion Post 3 Exam 3
Unit 4: Middle and Late Childhood		
4/1 – 4/5	Chapter 9: Physical and Cognitive Development in Middle and Late Childhood	Quiz 9
4/8 – 4/19	Chapter 10: Socioemotional Development in Middle and Late Childhood	Quiz 10 Discussion Post 4 Exam 4
Unit 5: Adolescence		
4/22 – 4/26	Chapter 11: Physical and Cognitive Development in Adolescence	Quiz 11
4/29 – 5/3	Chapter 12: Socioemotional Development in Adolescence	Quiz 12 Discussion Post 5
5/8	No additional readings	Exam 5 Due 11:30pm on 5/8

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