

Life Cycle Development
Psychology 2310 (CRN 21245)
Spring, 2023
Mondays & Wednesdays 10:30-11:50, Physical Sciences 115

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Office Hours: Wednesday 12:30-2 or by appointment
<https://utep-edu.zoom.us/j/81575350326?pwd=UFhUSTE1djI6VGJramE4aXNDL29HUT09>

TA:
Email:

Course Description

This course examines the physical, cognitive, social, and emotional development of people of all ages. Humans change in remarkable ways throughout their lives, and research is only just beginning to understand how early experiences set the stage for babies to become the people they will ultimately be. We will examine prominent theories of development and discuss landmark studies that probe the processes that support complex behavior at every phase of life.

At the end of the course, students should be able to...

- Describe changes in human behavior at different periods of life
- Understand methods that can be used to study individuals of different ages
- Connect research findings to observations in the everyday world
- Identify potential sources of developmental change or disruption
- Critically evaluate scientific evidence to draw conclusions

Course Materials & Blackboard

Most of your reading will come from your textbook, and all supplemental materials will be available through Blackboard. You will need the textbook before the second week of class. I will release other materials and assignments through Blackboard, so please make sure that you are checking it regularly.

Textbook: **Invitation to the Life Span** (2019, Fourth Edition OR 2022, Fifth Edition)
by Kathleen Stassen Berger: Worth Publishers
(available at the UTEP Bookstore in loose leaf format, e-format, as well as Amazon.com, etc.)

Course Communication

Most of our communication will take place in class, but we will also use a variety of online tools. I will regularly post announcements and updates on **Blackboard**. Please come to my **office hours** either virtually or in person- I want to get to know you, and that's generally the best way to get your questions answered. You can also use the **Help Board** to ask questions of your classmates, and often, they can answer more quickly than I can. If you do need to contact me

directly, please use “Psych 2310” in the subject of your email. ***I will only promise to answer emails that include the course number in the subject header.*** One important note is that if you have questions about your grades, I can only answer them if you have used your UTEP email address because of FERPA privacy rules.

Course Assignments & Grading

Assignments

Discussion Posts (30 points). Each week, we will use Blackboard to engage in discussion. Prompts will be released on Mondays, and by the end of the day Wednesday, you should post your response (100-150 words, 2 pts). By Friday evening, you should also respond to another student’s post (50-100 words, 1 pt). There will be 12 opportunities to engage with the discussion board; you only need to participate in 10 discussions to receive full credit.

Quizzes (40 points). Quizzes will be released after class on Wednesdays. They are checks for me to see if there are points of confusion for the whole class and an opportunity for you to make sure that you are studying as you go. There will be 10 quizzes (plus a questionnaire for the first week of class), for 11 total opportunities to earn up to 5 points each. I recommend that you take all of them- they’re short, and helpful. However, I will only count your 8 highest scores, so if you are unable to finish 3 quizzes, you will not be penalized and can still earn full credit. If you complete all 11 quizzes (regardless of your scores), you will receive 2 extra credit points.

Exams (150 points). There will be three exams, including final. The two midterm exams will each cover roughly a third of the course material and will each be worth up to 50 points. The final exam will be longer, and worth up to 100 points (2/3 of the questions will be about new material, 1/3 will be from the earlier parts of the course). I will drop either your lowest midterm, or half of the final. That is, your final point total will be whichever combination of the following gives you the highest grade:

- a) Exam 1 (up to 50) + Exam 2 (up to 50) + ½ Final (up to 50)
- b) Exam 1 (up to 50) + Final (up to 100)
- c) Exam 2 (up to 50) + Final (up to 100)

Midterm exams are ‘scheduled’ on Mondays, so you have at least 5 days of study time after all the materials has been presented. Because exams will take place online, you do not have to take the test during class time, but I will not hold class that day to make sure that you have time to take the exam. To give you as much flexibility as possible, you will be able to take the exam anytime between Friday and Monday. You also have the option of dropping a low score if you can’t complete it during the allotted time. Because of this flexibility, makeup exams will only be offered under extreme circumstance, so make sure to plan your time well.

Due dates: Exam 1: Monday, 2/20 at 5pm
 Exam 2: Monday, 4/3 at 5pm
 Final: Friday, 5/12 at 5pm

Written assignment (30 points). You will be asked to complete one writing assignment for the semester. For this short paper, you will be asked to evaluate a product that has been marketed to a specific age group, or to invent a product that you think would support some important aspect

of development. To explain why you think the product is or is not appropriate for its audience, you will need to refer to at least two different theories of development, and one empirical finding. We will discuss the assignment in class, and a detailed rubric will be available. **I strongly encourage you to submit this paper as early as possible.** You're going to get busy with exams and other end-of-the-semester work. Papers turned in at least one day *before* the official due date (4/21) will receive 2 bonus points. Papers not received by 11:59pm on that day will lose 2 points for each day they are late, unless you can provide a documented reason why you couldn't complete the assignment on time.

Other Extra Credit opportunities

Participate in real research! In the Psychology department, we believe that experiencing research firsthand helps students understand course material and research methods. UTEP has a vibrant research tradition, and you can help contribute to what we know about human behavior. You will receive 2 extra credit points for every hour of research that you participate in, up to 4 hours (8 points total). To learn more, see the document on *SONA System Policies*.

Alternative. If you are unable to participate, or don't feel comfortable, you can still receive extra credit and learn more about the research process. Instead of participating in a study, you can write a 2-page summary of a research article. In your summary, you should describe the research question, how it was tested, and what the authors concluded. You will receive up to 2 points for each paper you choose to write, up to 4 (8 points total). Note that these summary papers are an alternative to being a SONA participant, and you can only receive up to 8 total points of extra credit for research engagement.

Grading

Discussion Posts (12 opportunities, 10 required)	30 pts
Quizzes (11 opportunities, 8 required)	40 pts
Exams (2 midterms, 1 final, weights adjusted)	150 pts
Written Assignment	30 pts
Total	250 pts

Extra Credit Opportunities

<i>Completing all quizzes</i>	2 pts
<i>Turning writing assignment in early</i>	2 pts
<i>SONA participation/summary papers</i>	8 pts

Your final grade will be based on your total points across the semester:

- A: 225 +
- B: 200-224
- C: 175-199
- D: 150-174
- F: 149 or below

Requirements & Expectations

Attendance

I expect you to attend class and to participate in class activities. By engaging in discussions with your classmates, you have the opportunity to explore the material more fully and to help me understand what you are interested in and/or confused by, and attending class regularly will make it easier for you not to fall behind. The only excused reasons to miss class will be university-excused activities and family or health-related emergencies. I will post some content to Blackboard (e.g., lecture slides, key videos shown in class), so you will have access to the course material, but the best way to make sure you stay on top of work is to attend class. I also encourage you to reach out to classmates for notes or any other information that you may have missed- the class Help Board can be a great resource if you choose to use it.

Note: Any recordings or materials are governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions may be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share materials outside of this course.** Doing so may result in disciplinary action.

Other expectations

Take notes. With posted slides available, you may be tempted to sit back and just listen, or to try to write down every word on the slides. Neither of these is the best way to learn! Take notes about the information NOT available in the text on the slide, and this will make it much easier for you to study for quizzes and exams.

Keep up with readings. All readings should be done before the associated class. Lectures and readings will have some, but not complete overlap, and it will be easier to understand lectures if you have already the chapters. It is also important to note that readings are not perfectly distributed across the semester, and so if you fall behind, it may become difficult to catch up.

Engage with your classmates. This course will be much more interesting if you communicate and interact with your classmates. Use the discussions boards, not just for the required postings, but to ask questions or discuss the material. You're likely to have some opinions about the topics we cover in class- take advantage of the opportunity to share your thoughts, questions, or concerns with other people who are excited about development.

Show consideration in all communication. Whether you are communicating online or in-person, you are expected to show the same level of respect for others' views. Sometimes, that is especially challenging in writing, but across any platform, the guiding principles should be kindness and understanding.

- Always consider audience. This is a college-level course; therefore all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings or comments will be tolerated.
- When reacting to someone else's message, address the ideas, not the person.
- Neither Blackboard nor the classroom are public venues; all comments should be considered private and confidential. Whatever is posted in these online spaces is intended

for classmates and instructors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

- Please turn off or silence your phone during class.

What you can expect from me.

- I will be professional and respectful in all interactions with students.
- I will respond to communication promptly. Emails **that include the course number in the subject line** will be answered within 2 business days (messages sent over weekends and holidays may not be answered as quickly).
- Grading will be prompt and transparent.
- I will be available during office hours or alternative times to discuss course materials, assignments, or any concerns you have about the class.
- I will solicit and incorporate student feedback at least once during the semester to try to make the class more enjoyable and useful for you.

Technology Requirements

Course content will be available through Blackboard. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the system. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk as they are trained specifically in assisting with technological needs of students.](#)

Other important information

Due dates & late work

I know you're busy and that this is a complicated time. But, I urge you to complete work as early as possible. Because you have a lot of flexibility on dropping assignments and when to do them, I do not plan to accept late work, except under extraordinary circumstances, and documentation may be requested. If you have a family or health emergency, I will work with you to give you the best possible chance to succeed, but please contact me as early as possible if a situation arises.

Assignments (discussion posts, written assignment) are due at 11:59pm on the due date, unless otherwise specified (EXCEPTION: quizzes are due before class on Mondays, exams are due at 5pm).

If you have technical difficulties that prevent you from uploading or submitting work, please take a screenshot and send it to me.

Drop Policy

If you determine that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at (915) 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>.

Scholastic Integrity

I hope this goes without saying, but academic misconduct will not be tolerated. Your work should be your own, and if you are using another author's ideas, you should provide citations in your papers and posts. If I suspect any type of plagiarism, I am required to report the case immediately, with no exceptions.

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Copyright. All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Title IX Reporting

Faculty and teaching assistants are considered responsible employees who have a legal obligation to report incidents of sexual harassment, sexual assault, dating violence, or stalking allegedly committed by or against any UTEP student or employee. This means that if you report such an incident, I have a legal obligation to report it to a Title IX coordinator, and I cannot guarantee confidentiality. My priority is for you to feel safe and supported, but also to be aware

of the reporting requirements, and if you want to take advantage of them, the university has other resources, some of which can offer confidential reporting.

Other important resources

UTEP offers a variety of services to support your learning and well-being. Please take advantage of any of them that you think might help you!

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Schedule

Every attempt will be made to follow the guidelines and plans in this syllabus as much as possible. However, I reserve the right to make changes (e.g., the schedule of topics) if needed.

Date	Topics	Reading	Assignments
Unit 1: The Early Years			
W 1/18	What will happen in this class?		
M 1/23	<i>Developmental theories</i>	Ch1	Check-in questionnaire, choose-a-topic survey
W 1/25	Methods for studying development		<i>Post 1</i>
M 1/30	<i>Prenatal development</i>	Ch2	Quiz 1
W 2/1	<i>Infancy: perception</i>	Ch3	<i>Post 2</i>
M 2/6	<i>Infancy: motor skills</i>		Quiz 2
W 2/8	<i>Infancy: cognition</i>		<i>Post 3</i>
M 2/13	<i>Infancy: language development</i>		Quiz 3
W 2/15	<i>Infancy: socioemotional development</i>	Ch4	<i>Post 4</i>
M 2/20	Exam 1	Covers Ch 1-4, lectures 1/23-2/15	
Unit 2: Childhood & Adolescence			
W 2/22	<i>Early childhood: cognition</i>	Ch5	<i>Post 5</i>
M 2/27	<i>Early childhood: language</i>		Quiz 4
W 3/1	<i>Early childhood: social cognition</i>	Ch6	<i>Post 6</i>
M 3/6	<i>Early childhood: play, media & morality</i>		Quiz 5
W 3/8	<i>Middle childhood: early school years</i>	Ch7	<i>Post 7</i>
M 3/13	Spring break		
W 3/15	Spring break		
M 3/20	<i>Middle childhood: influence of context & environment</i>	Ch8	NO QUIZ
W 3/22	<i>Adolescence: health & physical development</i>	Ch9	<i>Post 8</i>
M 3/27	<i>Adolescence: cognition & risk taking</i>		Quiz 6
W 3/29	<i>Adolescence: identity</i>	Ch10	<i>Post 9</i>
M 4/3	Exam 2	Covers Ch 5-10, lectures 2/20-3/29	
Unit 3: Adulthood & Aging			
W 4/5	<i>Emerging adulthood</i>	Ch11	
M 4/10	<i>Adulthood: cognition</i>	Ch12	Quiz 7
W 4/12	<i>Adulthood: personality</i>	Ch13	<i>Post 10</i>
M 4/17	<i>Late adulthood: cognitive changes</i>	Ch14	Quiz 8
W 4/19	<i>Late adulthood: social experiences</i>	Ch15	<i>Post 11</i>
F 4/21			Written Assignment
M 4/24	<i>End of life</i>	Epilogue, New Yorker article	Quiz 9
W 4/26	Your choice	TBD	<i>Post 12</i>
M 5/1	<i>What have we learned?</i>		Quiz 10
W 5/3	Exam review		
F 5/12	Final Exam		