



On-Campus Course Syllabus

PSY 340 L1

Developmental Psychology

Fall 2020

Class Information

Day and Time: Thursdays 12:15pm-3:00pm

Room Number: E202

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 214-818-1372 (office) 817-559-4045 (cell)

Instructor Office Hours: Tuesdays 1p-3p, Wednesdays 12p-2p: face to face appointments will need to be made in advance and may not be available every day. Students are encouraged to call Dr. Burgess' office phone or email for a phone meeting or to schedule a Zoom meeting. Other times available by appointment.

Course Description and Prerequisites

A survey of human development from conception to death, emphasizing biological, cognitive, personal and spiritual growth, and maturation.

Course Objectives

- Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan.
- Evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.
- Evaluate how ethnicity, culture, class, and gender influence lifespan development.
- Explain the impact of biological/genetic influences on physical growth, cognition and behavior.
- Assess how current research supports and critiques the major theories of development

Required Textbooks

Kali, R. V. & Cavanaugh, J. C. (2019). Human Development: A Life-span View, 8th edition. Cengage: Boston, MA.
ISBN-13: 978-1-337-55483-1.

Recommended Reading

Additional required readings will be assigned throughout the semester to support and develop additional thought processes about various topics. These additional readings will be linked through Canvas and are considered part of the required reading for the course. Any problems or questions regarding the additional required readings should be directed to Dr. Burgess as soon as possible.

Course Requirements and Assignments

- A. Three Quizzes (100 points each): There will be three quizzes over the course of the semester. Each quiz will cover material primarily from the text, but may also include information from lectures, and other required reading items. Students are permitted to use any course materials when taking a quiz, but there will be time limit of 90 minutes to complete each quiz. Thus, students should appropriately prepare for and study for the quizzes in order to complete them in the allotted time. A quiz will lock at the 90 minute mark and the completed work will be graded at that point. Quizzes must be completed by 11:59pm on the assigned due date. No late quizzes will be graded without prior approval from the instructor. There will not be a face to face meeting the week of an assigned quiz. Rather students will complete the assigned quiz and additional assignments through Canvas on those weeks.
- B. Developmental Psychology Reflection Papers (three papers, 50 points each) -There will be 3 written reflection papers due throughout the semester. For each assignment, students will be presented with questions pertaining to a key discussion topic related to that stage of development. Students are expected to spend time on personal reflection regarding the topics of discussion, provide suitable depth of discussion of one's own experiences, background, and thoughts regarding the topics. While not theoretical discussions, students are expected to incorporate and support discussion points with concepts from the theoretical developmental topics outlined in the assignments. Students are not expected to provide specific detail, nor are students expected to get overly specific about sensitive topics. Rather, the goal of these assignments are meant to challenge students to reflect and introspect regarding their own developmental histories and how that lends itself to better understanding of the theoretical concepts being discussed in the course materials. Papers should be long enough to be thoughtful considerations of all points discussed, but have no clear minimum or maximum page length. That said, most assignments should be approximately 4 pages in length in order to thoughtfully consider the topics outlined and explore one's own personal reactions. These topics may elicit emotional reactions and may be troubling to explore. These reactions are fair to process and discuss in one's paper, but please refrain from being antagonistic toward the process itself as you are being challenged to explore yourself and to consider your own personal understanding of the theoretical concepts in the course. Any questions or problems concerning these assignments can be directed to Dr. Burgess.
- C. Developmental Project (50 points) – Students must choose one of the outlined projects to complete and write a 2-3 page paper detailing the results of their observations and how their observations compare/contrast to the theoretical information presented in class during the applicable section of the class. The project choices are available on Canvas and do require some element of time commitment outside of class. The paper is not meant to be a detailed discussion of the verbatim results of the observation, but rather an overall discussion of what is observed and how that relates to expected responses based on theoretical concepts presented in class. All questions should be directed to Dr. Burgess well in advance of the due date.
- D. Class Participation (50 points) - Students are expected to participate in classroom discussions in order to adequately demonstrate learning of the topics covered in this course. Various tasks and discussion topics will be utilized throughout the course in order to add greater depth of understanding for students related to various discussion topics as part of the in class presentations. In order to adequately

participate in classroom discussion, students are expected to arrive on time having read all required material prior to the beginning of each week's class. Lack of preparation in class discussion or frequent absences will jeopardize class participation grade. Missing more than 2 class periods without prior instructor approval will result in 10 points deduction from class participation grade, with 5 points per additional day missed deducted from this grade total.

On the weeks where we will be meeting via zoom, the bulk of the lecture material will be presented via zoom video and will be available on Canvas by Monday afternoon. Students will be expected to listen to the lecture in advance of the zoom meeting on Thursday afternoon. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 1 pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and required readings. I would encourage all students to take notes during the lecture to have talking points and/or questions during the live zoom meeting.

Course/Classroom Policies and Information

Internet use is required to complete several experiential assignments and demonstration throughout the course of the semester. These can be completed either on campus or remotely depending on the individual students' needs. All assignments and weekly information will be provided to students via Canvas so that students might arrive to class prepared, having completed all prior tasks and assignments prior to arrival in class. Class participation is required regularly in order to earn full participation credit. See class attendance policy below for additional details.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arrives, students should contact me as soon as possible in order to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students not wait until the just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extended and class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

CELL PHONES - All cell phones and any other electronic equipment should be turned off or placed on silent during class. Any electronic device used in class to take notes must likewise be put into silent mode (including the keyboard functions) in order to minimize the disruption to one's classmates. Should one's electronic device become a distraction to the class, the instructor reserves the right to request that it be turned off during class times.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time. Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit work via APA formatting as it is required in subsequent psychology courses. However, APA formatting is not a requirement in this course (notes will be made on your submissions if it does not comply with APA formatting, but this does not equate to loss of points).

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Students will earn credit for attending by either being in class on an assigned day or logging into a Zoom live conference on a remote learning day. On the weeks where we will be meeting via zoom, the bulk of the lecture material will be presented via zoom video and will be available on Canvas by Monday afternoon. Students will be expected to listen to the lecture in advance of the zoom meeting on Thursday afternoon. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 1:00 pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference in order to be counted as 'present'. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and reading materials. I would encourage all students to take notes during the lecture and when reading to have talking points and/or highlight questions to be addressed during the live zoom meeting. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour

B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Students are expected to submit original work to this course and not to submit written work, in part or whole, developed by another person or submitted for grading to a prior course. Plagiarism software will be utilized to evaluate the uniqueness and authenticity of the students' work prior to grading any written assignments. Any paper which evidences plagiarism (failing to give proper credit to source of quoted or paraphrased information) will be given a zero.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Assigned Reading	Assignment Due
8/20/2020	Introduction to Developmental Theories	Chapter 1	
8/27/2020	Birth and Infancy	Chapters 2 & 3	Remote Learning Zoom Conference
9/3/2020	Early Childhood	Chapters 4 & 5	
9/10/2020	Cognitive Development in Childhood	Chapter 6	Remote Learning Zoom Conference
9/17/2020	Socioemotional Development of Childhood	Chapter 7	
9/24/2020	No Face to Face Class meeting		Quiz #1 Remote in Canvas
10/1/2020	Physical and Social Development of Adolescence	Chapter 8 & 9	Reflection #1 Due Remote Learning Zoom Conference
10/8/2020	Emotional Disorders of Adolescence	Additional Readings assigned	
10/15/2020	Becoming an Adult	Chapter 10	Remote Learning Zoom Conference
10/22/2020	Relationships in Adulthood, Marriage and Family Dynamics	Chapter 11	
10/29/2020	No Face to Face Class meeting		Quiz #2 Remote in Canvas
11/5/2020	Work-Life Balance	Chapter 12	Reflection #2 Due
11/12/2020	Middle Adulthood Transitions	Chapter 13	
11/19/2020	Aging and Late Adulthood	Chapter 14 & 15	Project Due Remote Learning Zoom Conference

11/26/2020	No Class – Thanksgiving Break		
12/1/2020*	Dying and Bereavement	Chapter 16	Reflection #3 Due
12/10/2020	No face to face class meeting		Quiz #3 Due Remote in Canvas

*Students will be asked to join the graduate level Human Growth and Development students on Tuesday evening at 7:30pm in order to provide a greater depth of discussion of these issues.



On-Campus Course Syllabus

ADDENDUM FOR FA-20

PSY 340 L1

Developmental Psychology

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

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~~On the weeks where we will be meeting via zoom,~~ If circumstances necessitate moving classes 100% online, all future lectures will be presented through asynchronous zoom videos combined with partial live discussions. The bulk of the lecture material will be presented via zoom video and will be available on Canvas by Monday afternoon. Students will be expected to listen to the lecture in advance of the zoom meeting on Thursday afternoon. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 1 pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and required readings. I would encourage all students to take notes during the lecture to have talking points and/or questions during the live zoom meeting.

Class Attendance

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Remote Class Sessions: Identity and Participation Verification

During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture. I would encourage all students to take notes during the lecture to have talking points and/or questions during the live zoom meeting. Students will earn credit for attending by either being in class on an assigned day or logging into a Zoom live conference on a remote learning day. Students are expected to enable their camera throughout the live conference, unless there is a connectivity reason prohibiting this, in which case students should discuss this in advance with Dr. Burgess. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.