



# Course Syllabus

## PSY 340 L1

### Developmental Psychology

### Fall 2025

#### Class Information

**Day and Time:** Tues and Thurs 9:30 am-10:45 am  
**Room Number:** E206

#### Contact Information

**Instructor Name:** Jennifer R. Burgess, PsyD  
**Instructor Email:** jburgess@criswell.edu  
**Instructor Phone:** 214.818.1371  
**Instructor Office Hours:** Tues 2pm-4pm and Thurs 1:30pm-3:30pm

#### Course Description and Prerequisites

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

#### Course Objectives

- Articulate basic knowledge and understanding of the stages of human growth and development from conception to death
- Describe complexity of social factors and its impact on individual development.
- Compare and contrast major theoretical perspectives in human developmental stages.
- Apply relevant concepts from a Christian worldview, to synthesize one's understanding of basic fundamentals of human development.

#### Required Textbooks

Kuther, T.L. (2022). Lifespan Development: Lives in Context. Vantage (Third Edition). Sage: Thousand Oaks, CA. ISBN 9781071851944

#### Recommended Reading

Balswick, J.O., King, P.E., and Reimer, K.S. (2005) The Reciprocating Self. IVP Academic Press: Downers Grove, IL. ISBN 978-0-8308-5143-0.

Additional articles and readings will be assigned and provided to students via Canvas weekly Modules throughout the semester.

#### Course Requirements and Assignments

- A. EXAMS (100 points): There will be three exams over the course of the semester administered through Canvas. Each exam will cover material primarily from the texts, but may also include information from lectures, and other required reading items. Exams will be composed of multiple choice questions. Students are NOT permitted to use any course materials when taking an exam and there will be time limit of 120 minutes to complete each exam. Exams must be completed by 11:59pm on the assigned due date. No late exams will be graded without prior approval from the instructor.
- B. WEEKLY READING AND QUIZZES (25 points per quiz): Students will need to complete weekly reading assignments and chapter quizzes based on the reading each week. The student's lowest weekly quiz grade will be dropped at the end of the semester.
- C. STAGE RESPONSE PAPERS (100 points): Students will be asked to complete the discussion questions and tasks outlines as they consider two different stage response topics. These assignments challenge students to consider the emotional, behavioral, and spiritual aspects inherent in two key developmental stages. The length of these assignments will vary, but should be a minimum of 4 pages in length (although most well developed responses are 6-8 pages in length) in order to fully address each of the provided prompts. The student should respond completely and fully to each of the discussion prompts and incorporate theoretical information from the course on the prompts as directed. Recognize that each question for these assignments have multiple components and students must take care to respond fully to all of the discussion elements. These papers are more time consuming than students typically realize; therefore, students are encouraged to begin working on the assignments well prior to the due date. Any questions or concerns about these assignments should be asked well in advance to insure students have any clarification needed to complete the assignments. **Specific assignment instructions will be made available in the course content section of Canvas for the appropriate weeks the assignments are due.**
- D. Class Participation (50 points) - Students are expected to participate in classroom discussions to adequately demonstrate learning of the topics covered in this course. Various tasks and discussion topics will be utilized throughout the course 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 4 class periods without prior instructor approval will result in 5 points deduction from class participation grade, with 5 points per additional day missed deducted from this grade total.

## **Course/Classroom Policies and Information**

Internet use is required to complete several experiential assignments and assessments 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 prepared for class, having completed all tasks and assignments prior to arrival in class. It is expected that students budget time wisely in advance of class to have completed all required readings and assigned tasks prepared for the in class discussion. It is through the engagement in class discussion where students will really gain understanding of these topics. Thus, students should come to class prepared to engage in discussion, not to observe a lecture. Class

participation is required regularly in order to earn full participation credit. See class attendance policy for additional details.

**LATE WORK** - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances occur, students should contact the professor as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the professor, and then may incur a penalty depending on the circumstances. It is strongly encouraged for students not to wait until the day before a due date to submit assignments or complete tests through Canvas. IT issues sometimes arise and may jeopardize your ability to complete the assignment by the due date. Extensions for technical issues are typically not granted unless the problem is extensive and affects 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 professor reserves the right to request that it be turned off during class times.

**ASSIGNMENT SUBMISSIONS** – All assigned work, quizzes, and exams must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the assigned due date and time, 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 all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the response papers for this course.

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. Students who miss more than 2 consecutive days or are not performing well on course work will be brought to the attention of the student success office. This is not punitive, but rather to insure that struggling students have every opportunity to be successful in their coursework.

**COMMUNICATION WITH DR. BURGESS** – Dr. Burgess strives to respond to email within 24 hours during the week and within 48 hours on the weekend. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other confusions about assignment expectations. I strive to have all papers graded within 5 days of the due date for a written assignment to allow for expedient feedback and improvement for future assignments. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, emailing is likely going to get you a quicker response.

### **Video Recording**

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

### **Class Attendance:**

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

### **Missed Classes:**

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
  - Instructors are **not required** to allow make-up work for missed classes.

### **Attendance & Financial Aid:**

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

### **Census Period Attendance Requirement:**

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

### **Examples of Qualifying Activities:**

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

### **Important Note:**

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

**Canvas:**

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
  - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
  - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
  - Use Zoom in Canvas for all “live” (synchronous) class sessions

**Important Note:**

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.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## 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.

## Course Policy on the use of Artificial Intelligence (AI)

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

## **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.

## **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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Date	Topic	Assigned Reading	Assignment Due
8/19/2025 & 8/21/2025	Introduction to LifeSpan Approaches and Theories	Ch 1 Kuther	
8/26/2025	Biological Basis	Ch 2 Kuther	
8/28/2025	Prenatal and Newborn	Ch 3 Kuther	
9/2/2025	Infancy & Toddler Dev: Physical and Cognitive	Ch 4 & 5 Kuther	
9/4/2025	Infancy & Toddler Dev: Socioemotional & Attachment	Ch 6 Kuther	
9/9/2025	Early Childhood: Language Dev	Ch 7 Kuther	
9/11/2025	Early Childhood: Social Dev	Ch 8 Kuther	
9/16/2025	Middle Childhood: Physical and Cognitive Dev	Ch 9 Kuther	
9/18/2025	Middle Childhood: Self-Esteem, Gender ID,	Ch 10 Kuther	
9/23/2025	Middle Childhood to Adolescence: Peers		
9/25/2025	Adolescence	Ch 11	
9/30/2025	Adolescence	Ch 12	
10/2/2025	Adolescence: Emotional Dev and Mental Health	Addtl readings on Canvas	
10/7/2025	<b>Development Paper 1</b>		<b>Submitted on Canvas by 11:59pm</b>
10/9/2025	<b>EXAM 1</b>	<b>CH 1-12</b>	<b>Remote in Canvas Due @ 11:59pm</b>
10/14/2025 & 10/16/2025	NO CLASS – Student Development Week		
10/21/2025	Emerging Adulthood and Role Transitions	Ch 13 Kuther	
10/23/2025	Young Adulthood Relationships		
10/28/2025	Adulthood Relationships and Family	Ch 14 Kuther	
10/30/2025	Midlife Physical Dev	Ch 15 Kuther	
11/4/2025	Midlife Changing Roles	Ch 16 Kuther	

<b>11/8/2025</b>	Midlife Crisis Discussion		
<b>11/11/2025</b>	Late Adulthood Physical Decline	Ch 17 Kuther	
<b>11/13/2025</b>	Positive Aging Framework and Retirement		
<b>11/18/2025</b>	Late Adulthood Emotional and Mental Health	Ch 18 Kuther	
<b>11/20/2025</b>	End of Life Issues	Ch 19 Kuther	
<b>11/25/2025 &amp; 11/27/2025</b>	<b>No Class – Thanksgiving Break</b>		
<b>12/2/2025</b>	<b>Development Paper 2 Discussion</b>		<b>Submitted on Canvas by 12/1/2025 11:59pm</b>
<b>12/4/2025</b>			
<b>12/11/2025</b>	<b>EXAM 2</b>	<b>CH 13-19</b>	<b>Remote in Canvas Due @ 11:59pm</b>

**Selected Bibliography**

Balswick, J.O., King, P.E., and Reimer, K.S. (2005) The Reciprocating Self. IVP Academic Press: Downers Grove, IL. ISBN 978-0-8308-5143-0.

Belsky, J. (2019) Experiencing the Lifespan. 5 th edition. Worth Publishing: New York.

Berk, L. E. (2018) Development Through the Lifespan. 7 th Edition. Pearson, Inc: Hoboken, NJ