

Syllabus

Fall (October) 2013

THE UNIVERSITY OF TEXAS AT ARLINGTON

Course Title: PSYC 3310-701 Developmental Psychology

Professor:

Dr. Martha Mann Email: mann@uta.edu

I check my emails 3-4 times a week and attempt to respond to emails within 48 hours. If your question or comment requires a longer response, please expect that to occur on the weekends (Friday through Sunday). To contact me by Blackboard email, select UTA email from the Course Menu, then click on **Select Users** and select my name.

Faculty profile:

<https://www.uta.edu/mentis/public/#profile/profile/view/id/153/category/1>

Office: Room 303 Life Sciences (LS), UT Arlington, Box 19528, Arlington, TX 76019

Office Phone: (817) 272-3239 (Note: I do not have or use voicemail.)

Office hours: Virtual Office Hours: T, TH, and some weekends by appointment. (*"Virtual" means that I will be online using email at these times to assist you in real time if need be. Like some of your classmates, my travels often mean that I will be in different time zones during any one week. Please email your academic coach first!*)

Adobe Connect Office Hours: on designated weeks (TBA). Join me and your colleagues in Dr. Mann's Meeting Womb. This meeting room is reserved for special circumstances (e.g., power outages, UFO spottings, and disaster planning). If needed, see Announcements in the Course Menu section of Bb for more information.

Instructional Assistants (Academic Coaches):

Given the size and popularity of this class, academic coaches have been assigned to you. To contact any one of us by Blackboard email, select UTA email from the Course Menu, then click on **Select Users** and select one of our names. Using Bb email will allow us to know which section and group you are enrolled in and we can respond to your question or concern sooner. In fact, emails sent from Bb are given priority over all other emails even those sent through non-Bb MyMav accounts. We will not answer emails sent from personal (non-MyMav) accounts since these are not secure.

If for any reason, Bb email is not available, please see the additional contact information below:

Dr. Martha Mann

Email: (mann@uta.edu)

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Dr. Rebecca Wilson

Email: rebecca.wilson@iconnect-na.com Email for Students' Last names: A through L

Dr. Alyssa Gilston

Email: alyssa.gilston@iconnect-na.com Email for Students' Last names: M through Z

Before emailing us, you should check the syllabus. If the answer to your question can be found in this syllabus, and you email us anyway, you will receive an email with a simple “S” for syllabus. Use the “control find” function (Ctrl-F) to locate specific key words.

FAQ #1 *I sent an email to you days ago with a simple question and have not heard back. Please tell me what happened? A. If your question concerned an item on a quiz, please be aware that we often will not risk opening a quiz until the period of quiz availability has ended (including make-up quizzes). Also, if you did not use Bb email, it is likely that your note was missed or sent to our spam folders. Please use Bb email.*

Since our main means of communication in this class will be by email, *be sure you know how to set up and use your email!*

Your Email: <http://www.uta.edu/oit/cs/email/faq.php#using>

Time and Place of Class Meetings:

Off the Web—Blackboard (Bb version 9.1), fully online. Go to <http://elearn.uta.edu/>

Required Texts and Materials:

Required Textbook: Santrock, John W. (2012). *A Topical Approach to Life-Span Development* (6th Ed.). New York: McGraw-Hill. The ISBN-13 is 9780078035135

- You may wish to purchase the electronic version of the text available at www.coursesmart.com. To go digital, click on http://www.coursesmart.com/IR/1573182/0077379837?_hdv=6.8
- Electronic versions of the text (as above) for your personal electronic readers (like the Barnes and Noble Nook) may be available for purchase or rent, for example, <http://search.barnesandnoble.com/Topical-Approach-to-Lifespan-Development/John-W-Santrock/e/9780078035135?itm=1&usri=santrock>
- If your budgets are strained, rental of this and certain other textbooks is available at vendors like Chegg and Bookrenter, respectively, <http://www.chegg.com/> and <http://www.bookrenter.com/>
- If you are concerned about getting your textbook on time, McGraw-Hill has the first two chapters from the previous edition available for free on their website. Here is the link: <http://highered.mcgraw->

hill.com/sites/0073370932/information_center_view0/sample_chapter.html

Companion Book Website (Online Learning Center for your edition, 6/e):
http://highered.mcgraw-hill.com/sites/0078035139/student_view0/index.html

Just go to the Online Learning Center and in the Student Edition click on a chapter. The site contains Web links, practice quizzes, flashcards, and self assessment exercises. We suggest that you bookmark this site or perhaps add it to your Favorites Bar. *Note (1): Please do NOT email us the results of the McGraw Hill practice quizzes! Note (2): Sometimes we uncover small errors in the McGraw Hill practice quizzes, which are constantly revised. If you have concerns about the correct answer, it will always be the one given in the textbook or PPT lecture.*

- The UT Arlington bookstore has texts available, too. The bookstore has the most up-to-date information about all of your textbook requirements:

<http://uta.bkstr.com>

FAQ #2: *I was wondering if the 5th edition of the textbook assigned would be alright to use, yes? A. I am well aware of the price difference between the new, 6th edition of Santrock and previous editions. This is why I provided links in the syllabus to obtain alternatives to the purchase of the most recent hard copy text. There are many updates to the 6th edition and that is why the syllabus says "required." My best advice is that if you elect to forego the 6th edition, and buy the 5th instead, please be sure to review materials very carefully on the Companion Book Website for the 6th edition. That is the edition along with related material (videos, web links) you are responsible for and all test items come from the 6th edition. Finally, I intend to use the 6th edition in the next academic year (2014) so the re-sale price on it should be pretty good.*

Required and recommended videos:

- Videos can be found at the McGraw-Hill companion website or are available at other sites such as You Tube (www.youtube.com). Each video that is required or recommended is embedded in the PowerPoint lecture and clearly marked as being required or recommended.
- To view the videos, you may need to install and/or update QuickTime and Micromedia Flash player. Free downloads can be found here:
 - ✓ <http://www.apple.com/quicktime/what-is/> Allow add-ons)
 - ✓ <http://www.adobe.com/software/flash/about/>

Course Description:

PSYC 3310. DEVELOPMENTAL PSYCHOLOGY (3-0) This course focuses on human development and growth from conception through old age and is concerned with the physical, behavioral, and social aspects. Prerequisite: PSYC 1315.

Section information:

PSYC 3310-701 Developmental Psychology

Sections 701 Blackboard (Bb)--Go to <http://elearn.uta.edu/>

Getting started:

First, please review the link which asks, Is Distance Education for me?

http://academicpartnerships.uta.edu/documents/Is_Online_Right_For_Me.pdf

To find out if you have the profile of an online learner, review A Guide to Online Learning and take the Linfield Online Learning Survey <http://www.linfield.edu/dce/online-learning.html>

Secondly, please review Programs and Courses from the Center for Distance Education by clicking on items in right-hand panel:

<http://www.uta.edu/distance/programs-and-courses.php>

For student resources: <http://www.uta.edu/blackboard/students/index.php>

System requirements are given at this site:

<http://www.uta.edu/blackboard/system-configuration.php>

Next, please visit the UTA library to find out what additional resources are available to you as online learners: <http://www.uta.edu/library/services/distance.php> These resources and more are also provided on the Home Page of Bb.

Finally, review the Getting Started Guide (This guide has information on navigating Bb and includes how to take and submit a test.) Since the guide is a pdf file, you will need Adobe Reader (a free download) to read it. Another free plugin you will want to install is Java:

- ✓ <http://get.adobe.com/reader/>
- ✓ <http://www.java.com/en/> (Then go to Free Download)

Here is the Getting Started Guide:

<http://www.uta.edu/blackboard/pdf/bb-getting-started-manual.pdf>

Course Structure and Notes:

The course is divided into 8 weeks, covering 2-4 topics per week. To be successful in this class, read the assigned chapters, review the PowerPoint (PPT) lectures, and visit the companion website to take McGraw Hill practice quizzes or to review the videos. Then review the learning goals for the chapters and take the Bb quiz. PPT lecture slides will contain additional links to Web pages and videos (videos not listed in the companion website) and you are strongly advised to study those materials as well.

The PPT lectures are intended to supplement and reinforce text material and you are responsible for studying both text and prepared PPTs. Each PPT lecture is titled the same way as the text chapter and all lectures are posted online. (You may have to disable your pop-up blocker in Internet Explorer in order to open and download the PPT lectures. When the pop-up line reads “*click here for options*”, simply left or right click on that line to download the file.) Alternatively, you may wish to consider downloading Firefox for free <http://www.mozilla.com/en-US/firefox/ie.html> and using that as your browser. In the recent past, students who experienced the fewest compatibility problems

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and reported the most reliability overall used Firefox. Finally, note that there is no midterm but there is a comprehensive final exam (also online).

FAQ #3: *I like using Internet Explorer—it is the only browser I know. Do I have to download Firefox?* **A.** *No, but you will have fewer problems in Bb if you do so.*

Student Learning Outcomes: (Note that the final exam is based on these outcomes.)

After completing this course, the student will be able to:

- articulate the main tenets of the life span perspective
- identify major theories and theorists in human development
- discuss multidisciplinary approaches to development including basic and applied research methods
- identify important research findings and prospective studies concerning the human lifespan
- describe careers in the field of development

Expectations for Out-of Class Study

A general rule of thumb for each and every class is this: For every credit hour earned, a student should spend 3 hours per week working outside of class time. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, and so on. Since an online class means constant “out-of-classroom” study you should set up times for yourselves each week for reading the text and reviewing the PPT lectures; this is akin to your physically attending class. Beyond the time required to “attend” each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reviewing required materials, completing assignments, preparing for exams, and so on. Students who succeeded in this class have set up class hours for themselves and generally managed their time wisely. Since the course is divided into 8 weeks, students read between 2-4 chapters per week. (Except for Chapter 1, remaining quizzes each cover 2 chapters apiece.) Please see the Course Schedule at the end of the syllabus.)

Attendance:

Please be aware that we can and do track your progress in Bb—in fact, we can see each and every page you accessed and the time when that occurred. We do this because we are very interested in how you use to technology to learn and communicate. So although attendance is not used for grading purposes, we will send you a prompt by email if we feel you are not accessing the course and its materials with sufficient frequency to succeed in the course.

Descriptions of Major Assignments and Examinations with Due Dates:

In an asynchronous learning environment such as this course, it is important to manage your time effectively. PPT lectures will be available 2 weeks prior to each quiz over that

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material. There are 9 quizzes and there is 1 comprehensive final exam, all required for this course. Each quiz will be available for 1 week, beginning on a Saturday and closing at the end of the week on Friday at 11:59 pm. The comprehensive final will be available for one week only and is also due on Friday of that week. Again, due dates are also given in the Course Schedule (the tabled area) at the end of this syllabus.

Item	Due dates (Fridays)
Quiz over Ch. 1	Week 1: 10/25
Quiz over Ch. 2 & 3	Week 2: 11/1
Quiz over Ch. 4 & 5 Quiz over Ch. 6 & 7	Week 3: 11/8
Quiz over Ch. 8 & 9	Week 4: 11/15
Quiz over Ch. 10 & 11	Week 5: 11/22
Quiz over Ch. 12 & 13	Week 6: 11/29
Quiz over Ch. 14 & 15 Quiz over Ch. 16 & 17	Week 7: 12/6
Comprehensive Final Exam	Week 8: 12/13

Assignments and Grade Calculation:

Quizzes:

Each quiz will contain 22 objective questions, with each question worth one point. Objective questions may take the form of multiple choice or true/false formats. There are 9 quizzes (over ~8 weeks). If you exceed the 50 minute allowance for any quiz, one point will be deducted from your score for each minute elapsed. Make-up quizzes will *only* be given for university approved excuses with documentation and at the discretion of the instructor. Make-up quizzes will *not* be given if you failed to buy the text or update your email password in a timely fashion, if you simply “forgot” to take the quiz online, or if you failed to get an internet connection for any reason. If you lose your connection while taking the quiz, it can be re-set for you for a three-day period following the Friday due date (e.g., Sunday-Tuesday; Monday-Wednesday) but (1) you must notify us by email within 24 hours of the incident and (2) two points will be deducted from your score since you will have accrued more time to study for the quiz than your classmates. Note too that there is no way to simply continue an interrupted quiz; you will likely receive a new version of that quiz and need to begin again. If Bb fails (an unexpected outage or something we call a “Blackboard burp”), you may re-take the quiz without penalty, if you notify us to re -set it before the Friday due date.

There is a practice quiz for you (with questions taken from the syllabus). You may take the **syllabus practice quiz** as many times as you like and we recommend that you do so to check that your computer system is working. Since the practice quiz is for practice,

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there are no points for it (☹) but the knowledge and skills learned will help you improve your grade throughout the course (☺). We will refer to this quiz as the Syllabus Practice Quiz to distinguish it from the McGraw Hill practice quizzes on the chapters.

Comprehensive Final Exam:

The final will consist of 22 items (again, objective questions as described above), each counting one point apiece. It will be available online the last week of the course until its due date and you will be allowed 60 minutes to complete it. To prepare for the final, review the student learning outcomes listed above in this syllabus and be sure to re-read chapter 1. A study guide will be provided at the start of week 7.

FAQ #4: *May I drop the score on the final instead of a quiz grade, making that my lowest grade?* **A.** *No, everyone needs to take the final so we may evaluate learning objectives for the course.*

For Commentaries and Discussion Postings
Please consult the librarian for Nursing and/or the Writing Center for help.

Librarian to contact: Helen Hough (hough@uta.edu)

The Writing Center:

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. You may check the Writing Center's hours of operation at <http://www.uta.edu/owl/>

You may schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling (817) 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

Commentaries—Optional (for bonus points only!)

Commentaries in an on-line class correspond to in-class participation in a traditional class. Viewed as “participation points,” commentaries can further your general knowledge of course content and informational resources for various ideas and findings. You will have 2 opportunities to provide commentary in **week 2** and again in **week 4**. The topics can be found in the **Discussion Forum** section of Bb two weeks in advance of the due dates. Please select the key phrase or word to thread your response in the forum. Although there is no formal formatting requirement for the commentary assignment, it may be best to write up your commentary in a word document, perform a spell check,

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grammar check and word count, then copy and paste the commentary into the forum space. (Yes, formatting your commentary in APA style is preferred but not required.) You can earn up to 5 points per commentary for a total of 10 points.

Samples of Commentaries with evaluations can be viewed in the Bb section, Student Resources. Criteria (acceptable or unacceptable performance) for evaluation of the Commentaries are given in Rubric 1 below:

Detailed Guidelines for Commentaries: Rubric 1

Performance categories based on <u>total</u> scores:	Acceptable (1-5) Points Earned	Unacceptable (0) Points Earned
Timeliness	The commentary was made on time. (1)	The commentary was late. (0)
Word Count (100-300 words excluding references)	Minimum and/or maximum word limits were followed exactly. (1)	Word limits were ignored. (0)
Spelling and Grammar	The commentary contained no errors in spelling or grammar. (1)	The commentary contained some errors in spelling and/or grammar. (0)
Use of Sources	The content of the commentary is based on at least 1 reliable scholarly resource. (1)	Minimal or negligible attempts were made to consult library and/or other scholarly resources. (0)
Content	The commentary at least partially addressed the commentary assignment and/or demonstrated some degree of innovative thinking. (1)	The response was plagiarized in whole or in part; resource was referenced inappropriately. (0; possible disciplinary referral)

Discussion Postings (Optional—See also eligibility requirements)

Eligibility: If you miss a quiz, obtaining a score of 0, or if your score is ≤ 14 points after completing a quiz (since $14/22 = 64\%$), you will be given the opportunity to post a response to a single discussion question. The discussion posting will count for a maximum of 22 points. Since each quiz also counts for a maximum of 22 points, this is a 1:1 substitution. However, the post must be received by the due date in **week 6**. We cannot accept late postings since you will be making the submission to a database on Bb called SafeAssignment that will compare your posting to all other submissions in the database. Postings made in addition to the one described above will receive no credit. Furthermore, we will not grade postings for individuals who are not eligible for posting. So, we suggest that you select this option if you have a bad quiz day or if you miss a quiz altogether. Further Requirements, Preparation and Evaluation of Discussion Postings can be found in the Bb section, **Student Resources**. Please see

- General information about Discussion Postings (inc. **FAQ #5**) and
- Examples of Positive and Not-so-Good discussion postings

Detailed scoring information can be found in Rubric 2 below. Please note: (1) It is your

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responsibility to submit the post by the due date; no prompts will be given. (2) Even if you opt out of the posting assignment or are simply not eligible, you are welcome to read and respond to a posting from one of your colleagues by using the “threaded” option to respond and writing “Additional Comments” in the subject line. *(Please do not confuse “Additional Comments” with the “Commentary” option described previously.* Of course, we expect professional behavior toward your colleagues at all times. We hope your reading will enrich your learning further!

Detailed Guidelines for Discussion Postings: Rubric 2

Performance categories based on <u>total</u> scores:	Expert (16-22) Points Earned	Good/Very good (11-15) Points Earned	Acceptable (6--10) Points Earned	Unacceptable (0-5) Points Earned
Timeliness	The post was made on time. (1)	The post was made on time. (1)	The post was made on time. (1)	The post was late (by hours, not days). (0)
Word Count (excluding references, 300-500 words)	Minimum and/or maximum word limits were followed exactly. (2)	Minimum and/or maximum word limits were not followed exactly. (1)	Minimum and/or maximum word limits were not followed exactly. (0-1)	Word limits were ignored. (0)
Spelling and Grammar	The post was free of mistakes in spelling and grammar. (2)	The post contained very few errors in spelling or grammar. (1)	The post contained some errors in spelling or grammar. (1)	The post contained multiple errors in spelling and/or grammar. (0)
Use of Sources	The content of the post is based on 3 or more reliable scholarly resources. (>4-5)	Moderate attempts were made to locate reliable information, i.e., there were fewer than 3 scholarly references. (>3-4)	Modest attempts were made to locate reliable information, i.e., there were fewer than 3 scholarly references. (>2-3)	Minimal or negligible attempts were made to consult library and/or other scholarly resources. (0-2)
APA Style / Referencing	The post was formatted in APA style, and data were appropriately referenced. (>4-5)	Information (including online information) contained few mistakes in referencing and only a few errors were made in APA in-text citations and references. (>2-4)	Information (including online information) was not referenced correctly and <u>multiple</u> errors were made in APA in-text citations and references. (>1-2)	Minimal attempts were made to provide references in APA style. (0-1)
Content	The post answered or explained the discussion question in a way that was “thoughtful” and/or innovative (>3-7)	The post partially addressed the discussion question and/or demonstrated a limited degree of comprehensive or innovative thinking. (3-4)	The post partially addressed the discussion question and/or demonstrated a limited degree of innovative thinking. (1-2)	The response was plagiarized in whole or in part; resource was referenced inappropriately. (0-2; possible disciplinary referral)

Course Policies:

Schedule of lessons and activities: You must complete all quizzes, commentaries and the discussion posting (if optioned) by the due dates. All due dates are listed in the Bb Course Calendar (online) and in the course schedule, which is located at the end of this syllabus. Please note that in this accelerated course, some weeks will require you to study 4 chapters and take 2 quizzes. Of course we are covering all topics that would be

covered in a regular, long semester. Most students have not found this to be a problem at all if they plan their time accordingly; most appreciate the scope and pace of this course! (Please see the Summary of Workload at the end this syllabus.)

Assignments and Grade Calculation:

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. In Student Resources in Bb, see Checking Your Scores.

Grades will be assigned according to the following system:

Quizzes: There are 9 quizzes worth 22 pts. each. Note 1: If eligible, points earned in an optional discussion posting may be substituted for one quiz grade. See eligibility requirements under Discussion Postings, in this syllabus.

The lowest grade from among the 9 quizzes (or 8 quizzes plus the discussion posting grade) will be dropped. Stated another way, this means that your best 8 scores from among the quizzes (or quizzes plus posting) will be retained for calculation of the final letter grade.

Course required assignments: quizzes and comprehensive final

Quizzes (or quizzes plus posting): 8 (best) x 22 pts. each = 176 points*

Comprehensive Final Exam = 22

Note 2: Everyone is required to take the final since it is based on learning objectives (not chapter objectives) and your performance on the final helps us to evaluate the course. There is no provision made for taking a make-up final.

Subtotal = 198

Additional point adjustments:

Note 3: Did you have any Commentary (bonus!) points? Then **add** these to the subtotal above in order to obtain your total points. Note that the Total Column in Bb sums only scores made on required assignments. Do not forget to **subtract** your lowest score to derive your total points for the assignment of letter grades! To review your points, see the Bb **Student Resources** handout **Checking Your Scores**.

Final course letter grade assignment will be made by point range based on total points:

A = 177-198 (89.5% or better)
B = 157-176 (79.5% or better)
C = 137-156 (69.5% or better)
D = 117-136 (59.5% or better)
F ≤ 116 (59% or less)

Note 4: The numbers above are the “cut off” scores for each letter grade. Please do not ask us for some sort of “leniency” at the end of the course to raise your letter grade since we will have dropped the lowest quiz grade *and* provided ample opportunities for obtaining additional points (i.e., a posting and commentary bonus points) . We cannot
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simply increase your grade! This would not be fair to your colleagues.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. In the catalog see Institutional Grading Policies--Student Grievance Procedures Related to Grades:

http://www.uta.edu/catalog/content/general/academic_regulations.aspx#18

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

UT Arlington Honor Code

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will only submit work that I personally create or contribute to group collaborations, and reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services Available:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts

and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline by calling 817-272-6107 sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Electronic Communication Policy:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting

10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

And if you are on campus, please be aware of these new procedures given next.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

For further information see Bb section Student Resources, ***“NEW: What To Do In An Emergency.”***

Summary of Workload:

Summary of Workload	
Week 0-1: (syllabus practice quiz; 1 chapter and 1 quiz) –10/25	
Week 2: (2 chapters and 1 quiz)	10/26-11/1
Week 3: (4 chapters and 2 quizzes)	11/2-11/8
Week 4: (2 chapters and 1 quiz)	11/9-11/15
Week 5: (2 chapters and 1 quiz)	11/16-11/22
Week 6: (2 chapters and 1 quiz)	11/23-11/29
Week 7: (4 chapters and 2 quizzes) (student feedback survey)	11/30-12/6
Week 8: (final and student feedback survey)	12/7-12/13

Course Schedule: (Many students prefer to print and retain a copy of this schedule near their computer and calendar.)

<u>Activities and Assignments</u>	<u>Due Dates</u> All due times are 11:59 pm All times are Central
Week 1 (beginning Mo 10/21, official start)	Week 1 (ending Fr 10/25)
Read: Chapter 1 Introduction Review the PPT "When and How to Take the Bb quizzes" Review the PPT "Introduction" Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on Chapter 1	Complete the Syllabus Practice Quiz before taking the Ch 1 quiz. Ch 1 quiz due 10/25 (quiz available the Saturday prior)
Week 2 (beginning Sa 10/26)	Week 2 (ending Fr 11/1)
Read: Chapters 2 and 3 Biological Beginnings Physical Development and Biological Aging Review the PPTs Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 2 & 3 quiz due 11/1 (quiz available the Saturday prior) Optional Commentary 1 is due 11/1
Week 3 (beginning Sa 11/2)	Week 3 (ending Fr 11/8)
Read: Chapters 4 and 5 Health Motor, Sensory, and Perceptual Development Review the PPTs Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 4 & 5 quiz due 11/8 (quiz available the Saturday prior)
Read: Chapters 6 and 7 Cognitive Development Information Processing Review the PPTs Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 6 & 7 quiz due 11/8 (quiz available the Saturday prior)
Week 4 (beginning Sa 11/9)	Week 4 (ending Fr 11/15)
Read: Chapters 8 and 9 Intelligence Language Development Review the PPT; Review the learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 8 & 9 quiz due 11/15 (quiz available the Saturday prior) Optional Commentary 2 is due 11/15.

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Week 5 (beginning Sa 11/16)	Week 5 (ending Fr 11/22)
Read: Chapters 10 and 11 Emotional Development The Self, Identity, and Personality Review the PPTs; Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 10 & 11 quiz due 11/22 (quiz available the Saturday prior) Discussion posting questions will be available 11/16; postings are due in Week 6 on 11/29.
Week 6 (beginning Sa 11/23)	Week 6 (ending Fr 11/29)
Read: Chapters 12 and 13 Gender and Sexuality Moral Development, Values, and Religion Review the PPTs Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 12 & 13 quiz due 11/29 (quiz available the Saturday prior) If eligible, Optional Discussion posting due 11/29.
Week 7 (beginning Sa 11/30)	Week 7 (ending Fr 12/6)
Read: Chapters 14 and 15 Families, Lifestyles, and Parenting Peers and the Sociocultural World Review the PPTs Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters	Ch 14 & 15 quiz due 12/6 (quiz available the Saturday prior)
Read: Chapters 16 and 17 Schools, Achievement, and Work Death, Dying, and Grieving Review the PPT; review required videos Review the chapter learning objectives Visit the Companion Website; take the McGraw Hill practice quiz on these chapters Study Guide for Final available Week 7	Ch 16 & 17 quiz due 12/6 (quiz available the Saturday prior) <i>Please (please!) complete the Student Feedback Survey—the SFS. (You will receive an email request via MyMav from the Office of the Vice Provost)</i>
Week 8 (beginning Sa 12/7)	Week 8 (ending Fr 12/13)
Review Chapter 1 Review the study guide for the final Review the course learning objectives in the syllabus	Complete the comprehensive final (available this week only Saturday through Friday, 12/13, the due date)
	If you completed the Student Feedback Survey, I thank you! If there are additional comments you would like to share, please feel free to email me: mann@uta.edu

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Please see course updates in Bb under Announcements—Martha A. Mann, Ph.D.