

Syllabus

Spr (Jan) 2016

THE UNIVERSITY OF TEXAS AT ARLINGTON

Course Title: PSYC 3310-700 Developmental Psychology

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:

Section 700 Blackboard (Bb)--Go to <http://elearn.uta.edu/>

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 (Bb) email, select UTA email from the Course Menu, then click on **Select Users** and select my name.

Faculty profile: <https://www.uta.edu/profiles/martha-mann>

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.)

If you must speak with me about a confidential matter (one that you do not wish to discuss in a written, email format), please arrange a time with me via email to talk using Skype (www.skype.com), a free service. My Skype name is simply Martha dot Mann (Martha.Mann).

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

Blackboard Collaborate Web Conferencing 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 sightings, 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 find your coach, please see the Welcome letter in Bb Announcements on the start of class day.** To contact any one of us by Blackboard (Bb) 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

PSYC 3310-700 Developmental Psychology

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.

On behalf of Dr. Martha Mann and Instructional Assistants:

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.** *For most questions or concerns, you should contact your academic coach first. If you have not heard from your coach after 48 hours, please contact Dr. Mann (mann@uta.edu) and forward the email you sent to your coach. If your question is about 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 check the status of your email account to ensure that you can retrieve messages.*

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>

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>.

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/>

The Online Learning Center for the Santrock text can be found here:

http://highered.mheducation.com/sites/0072435992/student_view0/index.html

At this site, you will find a chapter-by-chapter outline of the text. Click on the chapter(s) you require, and then examine the left-hand column for the items contained on the site. The Online Learning Center Student Edition contains career information, pertinent Web links, flashcards, and self-assessment exercises (i.e., matching, essay and multiple choice questions. 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.*

In order to review some of the items located in the Online Learning Center (like flashcards and crossword puzzles) you will need to update some Adobe and Java software. Here are some free helpful links:

- ✓ <http://get.adobe.com/reader/>
- ✓ <https://get.adobe.com/shockwave/>
- ✓ <http://www.java.com/en/download/manual.jsp>
- ✓ <http://www.java.com/en/>
- 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 newer, 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 (not the newest 7th edition) throughout the next academic year (2015-2016) so the re-sale price on it should be pretty good.*

Required and recommended videos:

- Videos are available at 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://quicktime.download-assist.com/>

✓ <http://www.adobe.com/software/flash/about/>

Getting started:

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

If you are new to online learning:

First, please review the link which asks, Is an Online Program right for me?

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

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>

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 your Bb course.

Finally review local resources available to you. Blackboard Resources like How To tutorials and On Demand videos and for you can found at this link:

https://elearn.uta.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id= 118_1

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 and other instructional materials. 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 Bb compatibility problems 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 objectives.)

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, studying, 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, and preparing for exams. 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:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I note that you should 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, self-paced 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 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 Central Time. 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 Bb course calendar and in the Course Schedule (the tabled area) at the end of this syllabus (pp.15-16).

Item	Due dates (Fridays)
Quiz over Ch. 1	Week 1: 1/22
Quiz over Ch. 2 & 3	Week 2: 1/29
Quiz over Ch. 4 & 5 Quiz over Ch. 6 & 7	Week 3: 2/5

Quiz over Ch. 8 & 9	Week 4: 2/12
Quiz over Ch. 10 & 11	Week 5: 2/19
Quiz over Ch. 12 & 13	Week 6: 2/26
Quiz over Ch. 14 & 15 Quiz over Ch. 16 & 17	Week 7:3/4
Comprehensive Final Exam	Week 8: 3/11

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.

Quizzes: There are 9 quizzes each worth 22 pts. 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 time 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 (e.g., Sunday-Tuesday; Monday-Wednesday) following the Friday due date 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. Also note that once you have asked for a quiz to be re-set, you should take it. We will not retrieve the partial points earned on an earlier attempt. 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”) after you have begun a quiz, you may re-take the quiz without penalty, if you notify us to re -set it before the Friday due date. Again, we reminded you that it is your responsibility to have a reliable internet connection and computer system. Finally I note that we use the statistical reports in Bb to verify that you have clicked on the link for a quiz and started the quiz itself. A quiz access log will be retained any time you start a quiz.

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, 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.

Calculations for required assignments: quizzes and comprehensive final

Note 1: If eligible, points earned in an optional scholarly discussion posting (SDP) may be substituted for one quiz grade. See eligibility requirements under Postings, in this syllabus.

The lowest grade from among the 9 quizzes (or 8 quizzes plus the SDP 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.

Quizzes (or quizzes plus posting): 8 (best) x 22 pts/quiz = 176 points

Comprehensive Final Exam = 22

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

Subtotal = 198 (or 176 + 22)

Additional point adjustments:

Additional information about commentaries and scholarly discussion postings can be found below alongside the rubrics that will be used to grade these assignments.

Note 3: Did you have any Commentary (bonus!) points? Then **add** these to the subtotal above in order to obtain your total points. Do *not* forget to **subtract** your lowest score to derive your total points for the assignment of letter grades! Again, 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 (89.4% or better)

B = 157-176 (79.3% or better)

C = 137-156 (69.2% or better)

D = 117-136 (59.1% 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 simply increase your grade! This would not be fair to your colleagues.

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 how well you met the learning objectives for the course.*

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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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.

Course Policies:

Schedule of lessons and activities: You must complete all quizzes, commentaries (optional) and the scholarly discussion posting (if eligible and 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!

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 (or copy and paste) Institutional Grading Policies--Student Grievance Procedures Related to Grades: <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the 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 submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Drop Policy:

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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://web.uta.edu/aao/fao/>).

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

Librarian to contact: Peace Ossum Williamson, Team Lead (peace@uta.edu)

The Writing Center:

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, or information about the writing workshops offered, the scheduling a classroom visit, or descriptions of the services offered to undergraduates, graduate students, and faculty members, please visit our website at <http://www.uta.edu/owl/> or call (817) 272-2601.

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 *one week* 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, 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. APA formatting *is* required for Scholarly Discussion Postings.) 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

<i>Performance categories based on <u>total</u> scores:</i>	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)

Scholarly Discussion Postings (Optional—See also eligibility requirements)

Eligibility: If you miss a quiz, obtaining a score of 0, or if your score is ≤ 13 points after completing a quiz (since $13/22 = 59\%$), you will be given the opportunity to post a response to a single scholarly discussion question. The scholarly 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**. The topics can be found in the **Discussion Forum** section of Bb *two weeks* in advance of the due date. 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 Scholarly Discussion Postings can be found in the Bb section, **Student Resources**. Please see

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

PSYC 3310-700 Developmental Psychology

Detailed scoring information Including the need for APA formatting can be found in Rubric 2 below. Please note: (1) It is your 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. Of course, we expect professional behavior toward your colleagues at all times. We hope your reading will enrich your learning further!

Detailed Guidelines for Scholarly 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	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)

		made in APA in-text citations and references. (>2-4)		
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)

Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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.

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.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

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:

Bb course available on TH 1/14; official start on M 1/18	
Week 0-1: (syllabus practice quiz); (1 chapter and 1 quiz)	1/14-1/22
Week 2: (2 chapters and 1 quiz)	1/23-1/29
Week 3: (4 chapters and 2 quizzes)	1/30-2/5
Week 4: (2 chapters and 1 quiz)	2/6-2/12
Week 5: (2 chapters and 1 quiz)	2/13-2/19
Week 6: (2 chapters and 1 quiz) (student feedback survey available)	2/20-2/26
Week 7: (4 chapters and 2 quizzes) (student feedback survey)	2/27-3/4
Week 8: (final and student feedback survey)	3/5-3/11

Space provided for your workload notes:

Course Schedule: (Many students prefer to print the next 2 pages 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 1/18, official start)	Week 1 (ending Fr 1/22)
Read: Chapter 1 Introduction Review the PPT "When and How to Take the Bb quizzes" Review the PPT "Introduction" Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quiz on Chapter 1	Complete the Syllabus Practice Quiz before taking the Ch 1 quiz. Ch 1 quiz due 1/22 (quiz available the Saturday prior) Commentary 1 questions will be available in the Discussion Forum week 1; due in week 2
Week 2 (beginning Sa 1/23)	Week 2 (ending Fr 1/29)
Read: Chapters 2 and 3 Biological Beginnings Physical Development and Biological Aging Review the PPTs Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 2 & 3 quiz due 1/29 (quiz available the Saturday prior) Optional Commentary 1 is due 1/29 I
Week 3 (beginning Sa 1/30)	Week 3 (ending Fr 2/5)
Read: Chapters 4 and 5 Health Motor, Sensory, and Perceptual Development Review the PPTs Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 4 & 5 quiz due 2/5 (quiz available the Saturday prior)
Read: Chapters 6 and 7 Cognitive Development Information Processing Review the PPTs Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 6 & 7 quiz due 2/5 (quiz available the Saturday prior) Commentary 2 questions will be available in week 3; due in Week 4.
Week 4 (beginning Sa 2/6)	Week 4 (ending Fr 2/12)
Read: Chapters 8 and 9 Intelligence Language Development Review the PPTs; Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 8 & 9 quiz due 2/12 (quiz available the Saturday prior) Optional Commentary 2 is due 2/12 Scholarly Discussion posting questions will be available in week 4; postings are due in Week 6 through SafeAssign

PSYC 3310-700 Developmental Psychology

Week 5 (beginning Sa 2/13)	Week 5 (ending Fr 2/19)
Read: Chapters 10 and 11 Emotional Development The Self, Identity, and Personality Review the PPTs; Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 10 & 11 quiz due 2/19 (quiz available the Saturday prior)
Week 6 (beginning Sa 2/20)	Week 6 (ending Fr 2/26)
Read: Chapters 12 and 13 Gender and Sexuality Moral Development, Values, and Religion Review the PPTs Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 12 & 13 quiz due 2/26 (quiz available the Saturday prior) If eligible, Optional Scholarly Discussion Posting due 11/27 .
Week 7 (beginning Sa 2/27)	Week 7 (ending Fr 3/4)
Read: Chapters 14 and 15 Families, Lifestyles, and Parenting Peers and the Sociocultural World Review the PPTs Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters	Ch 14 & 15 quiz due 3/4 (quiz available the Saturday prior)
Read: Chapters 16 and 17 Schools, Achievement, and Work Death, Dying, and Grieving Review the PPT; review required videos Visit the Online Learning Center Review the chapter learning objectives; take the McGraw Hill practice quizzes on these chapters Study Guide for Final available Week 7	Ch 16 & 17 quiz due 3/4 (quiz available the Saturday prior) <i>Please (please!) complete the Student Feedback Survey—the SFS. (Watch your inbox: You will receive an email request via MyMav from the Office of the Vice Provost)</i>
Week 8 (beginning Sa 3/5)	Week 8 (ending Fr 3/11)
Review Chapter 1 Review the study guide for the final Review the <u>course</u> learning objectives in the syllabus	Complete the comprehensive final (available this week only Saturday through Friday, and 3/11 is the due date. There is no provision for a make-up of the final; the Bb course closes.
	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.

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