

**PSYC 260: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY (SECTION M01)  
SPRING 2022**

**3 AAS KNOWLEDGE OF HUMAN CULTURES (HC) CREDITS  
SATISFIES THE AAS DEPTH REQUIREMENT WHEN COUPLED WITH PSYC 110**

**Instructor:** Dr. Sandy Neumann      **Office:** Zoom      **Office hours:** Thursdays after class  
and by appointment  
**Email:** sneumann@uwsp.edu (**Do not use Canvas to contact me**)  
**Prerequisites:** PSYC 110

### Welcome to Developmental Psychology!

Developmental Psychology is an exciting subfield within Psychology. This semester we will examine how humans change – physically, cognitively, and socially – throughout their lives. We will also concentrate on end-of-life issues. By the end of December, we will have not only a better understanding of this area of Human Development, but of ourselves as well.

### Course format

We will start this semester face-to-face, in an actual classroom!!! We will meet three times a week (using the times listed in the schedule of courses). Most of our work will be conducted in class. At student request, class meetings will be recorded and posted in Canvas for those who need the review and/or are unable to come to class.

If COVID-19 cases begin to surge and/or if the University requires us to do so, we will then move entirely online in a synchronous format. More details will be made available if this occurs. Hope for the best but plan for the worst.

### Learning outcomes

Knowledge of Human Cultures (HC) courses focus on analysis of the human condition, culture, and society. This typically includes coursework that requires you to engage with and analyze human interaction and culture, social organization and institutions, historical contexts, and/or complex interdependent systems. If you are in HC courses, you can expect to:

1. Describe and evaluate existing knowledge of human cultures
2. Interpret and analyze texts
3. Apply concepts across disciplines.

More specifically for this class, by the end of this semester, I expect that you will demonstrate some level of mastery of these 5 **Course Learning Objectives**:

Describe and evaluate existing knowledge of human cultures by:

- ✓ Describe key concepts, principles, and overarching themes in developmental psychology by using terminology, concepts, and theories in psychology to explain behavior and mental processes.

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- ✓ Express ideas in written format that reflect psychological concepts, uses American Psychological Association style for citations and references, and demonstrates critical thinking about psychological sources.

Interpret and analyze texts by:

- ✓ Use scientific reasoning to interpret developmental processes by reading and critiquing general ideas and conclusions from psychological sources accurately.

Apply concepts across disciplines

- ✓ Describe examples of relevant and practical applications of psychological principles to everyday life.
- ✓ Develop a sense of social responsibility in a diverse world by identifying aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context, and by explaining how psychology can promote civic, social, and global outcomes that benefit others.

**Required readings**

1. Pyrczak, F., & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals: A practical guide to realistic evaluation* (7<sup>th</sup> ed.). Pyrczak Publishing. (ISBN: 978-0-815365-66-2)
2. Santrock, J. W. (2022). *Essentials of life-span development* (7<sup>th</sup> ed.). McGraw Hill. (ISBN: 978-1-264-05889-1)
3. Additional readings posted to Canvas and/or found via academic databases.

**Dr. N's communication plan**

Interacting with students in pandemic times is challenging given the rarity of face-to-face meetings. I recognize that some students prefer to have frequent interactions with their professors while others are fine being left to their own devices. Whichever type of student you are, the purpose of this page is for me to explain how I will interact with you during this course.

- **Announcements**

I generally won't publish Announcements that serve as reminders for due dates. This information will be found in the assignment document as well as on the Assignments page. Instead, I will post announcements if there is a change of plans (e.g., change of content, due dates). These will be published when (or if) the need arises.

- **Email**

I'm generally not a big fan of emails. I'm old school in that I believe in stalking one's professor by waiting outside their office until they appear. Even though this generation of students typically doesn't function in this manner, I still expect that you will make every effort to ask me questions before, during, or after class session. Please consult Canvas, and/or read the syllabus and any relevant assignments before asking me questions that can be answered by the resources that are available to you.

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Generally, I scroll through my inbox at least once a day. At the beginning of the semester, I can generally respond to your emails within 24 hours. The one exception to this general plan is that I rarely check emails on weekends. So, if you want a prompt response, please make sure to get your email in by 12pm on Friday. But as the semester progresses, my response time increases; so, please plan accordingly.

If you choose to email me, please use my UWSP address (sneumann@uwsp.edu). Do not use Canvas to contact me - I am not in the habit of checking this email folder and I don't want your email to get lost.

I also prefer that all students use proper email etiquette (e.g., a salutation like "Dear Dr. N", complete sentences, grammar that is more formal than that which you would use for texting).

- **Office Hours**

I will hold regular office hours Wednesdays after class from 11am-12pm. I am also willing to meet with any student via Zoom if you need or want more direct interaction with me or need to meet at another time. Send me an email with some times and I'll set up the Zoom invite.

- **Assignment Feedback & Grade Posting**

I will try to grade assignments and post grades in Canvas within 48-72 hours.

### **What I expect from you**

- You will come to ***each class session prepared*** for the day's topic, ready to engage with the material, to ask questions, to take lecture notes. Behaviors such as coming to class unprepared, engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated.
- You will conduct yourself in an ***honorable manner*** when completing exams or any other form of work that will be individually evaluated. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will ***not buy into the myth*** that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

### **What you can expect from me**

- I will teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a timely & fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.

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- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender identity, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

### Graded opportunities

You will complete a variety of **activities** (un-graded) and **assignments** (graded). Here is a general list of the types of things you will do. More detailed descriptions will be posted in Canvas as we go.

1. **Participation**                      **No points, but...**  
...failure to participate in class will result in a lowered grade. Being a warm body is only part of being a successful college student.
2. **Research reviews**            **75 points possible (3 assignments @ 25 points each)**  
Understanding research is an integral part of being an educated and informed world citizen. This semester, you will complete 3 reviews designed to help you become fluent in the language of research.
3. **Exams**                                      **150 points possible (3 @ 50 points each)**  
After each unit, you will take an exam over the material assigned for that unit (including readings and lecture/PPT material). These exams are open book/handout/PPT/etc... You will have at least 48 hours to complete these exams. The last exam will not be cumulative.
4. **Extra credit**                              **Up to 20 extra credit points toward your final grade**
  - ✓ Available on all exams.
  - ✓ Other extra credit opportunities will be offered at a variety of times throughout the semester.

### Make-up policy

- **Research Reviews:** Every student starts the semester with a 3-day grace period. These 3 days are yours to use (or not) for any single review, or to spread out for multiple reviews. For example, you may turn in 1 research review 1 day late, and a second review 2 days late. Once all 3 days are used, no other late assignments will be accepted. Please plan wisely.
  - The first late day begins immediately after the deadline posted in Canvas.
- **Exams:** No make-up exams are given during the semester. Students who miss an exam for some excused reason listed below may make it up during week 15. Make-ups are scheduled around the availability of Dr. N and may not be the same exam that your peers took. There are no make-ups for missed make-ups. Exam 4 cannot be made up as it takes place during finals week.
- **Extra credit:** Extra credit opportunities will not be accepted late. Since these are only extra points, I don't want you wasting your late days on them.

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**If you encounter any of the events listed below, please contact Dr. N immediately to arrange a modification to this late policy (if it is properly documented):**

- military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, federally-protected medical procedures, transfer institution orientation, pregnancy-related complications and childbirth, or illness related to Covid-19 affecting you or an immediate family member.

### **Academic misconduct policy**

- Any student found to have engaged in academic misconduct, as defined in [UWS 14.03](#), on a graded assignment will be subject to at least one sanction (as allowed by [UWS 14.05](#)) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [[UWS 14.05 \(1c\)](#)].
  - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another's work, and purchasing another's work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., [UWS 14.06](#)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to [UWS 14.07 \(5c\)](#).

**IGNORANCE OF PLAGIARISM AND/OR PROPER APA STYLE WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL REVIEW APA STYLE & DISCUSS WAYS TO AVOID PLAGIARISM, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.**

### **Final grades**

I use a point structure in assigning final grades. To determine your final grade, add up the points you've earned, divide by the number of points possible, and then multiply by 100. This will be the percentage of points you've earned. Use this percentage to identify your letter grade.

**NOTE: DO NOT USE THE OVERALL GRADES THAT CANVAS COMPUTES (THE ONES LISTED IN BLACK INK) – THESE WILL BE WRONG AND CAUSE US BOTH MUCH STRESS. USE THE GRADES LISTED IN BLUE INK FOR INDIVIDUAL ASSIGNMENTS.**

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Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 60%
		F	59 % and below

### Course statement of respect for others

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans, not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class – except for those that disrespect somebody’s existence. Please examine those in private or with the help of Dr. N.

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