

**Psychology 260-2**  
**Introduction to Developmental Psychology**  
**Spring, 2017**

Debbie Palmer, Ph.D.

**Office phone:** 715-346-3953

**Office location:** B303, Science Building

E-mail: dpalmer@uwsp.edu

**Class Meeting Time:** Tuesdays and Thursdays from 11 AM – 12:15 PM

**Class location:** D224, Science Building

**Office Hours:** Mondays 3-4 PM and Wednesdays 9:30-10:30 AM; other times by appointment

**Required Materials:**

**Textbook:** *A Topical Approach to Life-Span Development* (8<sup>th</sup> Edition) by John Santrock, which may be obtained via the UWSP's Bookstore/Text Rental.

**Additional readings from other sources:** The titles of these two items are listed in the tentative class lecture and reading schedule, which can be found starting on page 6 of this syllabus. In addition, each can be found on D2L (see below for more info about D2L).

**TurningPoint clicker:** You are required to lease a clicker from the UWSP IT Service Desk in room 027 of Albertson Hall. For UWSP IT Service Desk hours, please visit: <http://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>. You will need your UWSP Student ID to get your clicker. An \$8 semester lease fee will be automatically added to your UWSP student bill. Your clicker may be used in any class that requires clickers for the semester. Clickers must be returned to the UWSP's IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker. You are expected to have your clicker to use it in class starting on **1/31/17**.

**Desire To Learn course website (D2L):** By visiting the D2L link on UWSP's website you will find information about our specific course. You will be provided downloadable files containing lecture slides, handouts, materials, information about grades, etc. Assistance regarding how to utilize the D2L course website may be found via the UWSP IT Service Desk website at <http://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>, extension 4357 and in room 027 of Albertson Hall.

Please note that technical problems are an unpleasant fact of life, but are not usually a valid excuse for missing deadlines. If you experience problems with UWSP's technology, your own technology, your internet provider, etc., it is your responsibility to make use of all the resources available to you in a timely manner to still attempt to complete your work. Contacting me to say you are having technical issues is not a sufficient level of effort. Throughout campus there are multiple student computer labs with generous operating hours that are available for your use, and also where trained staff members can provide you with technical assistance. The UWSP IT Service Desk and ResNet staff members are also available, too.

**Course Description and Goals:** The successful completion of this course may count towards the requirements for your particular major or minor. In addition, the successful completion of this course will provide you 3 credits within the Social Sciences portion of the Investigation: Understanding the Physical, Social, and Cultural Worlds component of the General Education Program (GEP) here at UWSP.

The broad goal for this course is to introduce you to the discipline of Developmental Psychology, while also meeting specific GEP learning outcome goals, which are:

1. Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
2. Examine and explain how social, cultural, or political institutions influence individuals or groups.

If you have questions about the GEP program, the Psychology major or minor, you are welcome to chat with me; if you have questions about the requirements of your particular major or minor beyond Psychology, please consult your advisor.

**Disability Accommodation:** Any student who has a disability and is in need of accommodations: please contact me and the Disability and Assistive Technology Center as soon as possible. The main office for the Disability and Assistive Technology Center is 609 in Albertson Hall (715-346-3365).

**Class Attendance & Participation:** Per UWSP policy, attendance is required. Research consistently demonstrates a strong, positive correlation between attendance and overall course grade. I will work hard to be adequately prepared each class meeting and, therefore, expect you to also be. This means you need to complete the specified readings and work by the beginning of the class on the dates they are due. Please be in the classroom, and in your seat, at the beginning of class each day. Keep in mind that attendance is expected for the *entire* class session. Tardiness and/or early departures are discouraged because such actions distract me as well as your fellow classmates. It is expected that class will be conducted in a respectful manner. Any behavior that deviates from these standards will be dealt with swiftly and appropriately. Please consult the later sections on academic honesty and rights and responsibilities within this syllabus for more details.

I will use in-class activities, such as TurningPoint clicker sessions, throughout the semester that will allow me to gauge the regularity of your class attendance & participation, as well as comprehension of the material. Be aware that these in-class activities may occur at any point in a class meeting. So, those who are tardy or depart early will risk missing an in-class activity. When you use your TurningPoint clicker, I will provide immediate feedback for the class – in an anonymous manner - regarding the correct answers (for questions where correct answers exist) so you can get a sense of your own and classmates' own levels of understanding about the topics being posed. I will not be grading these questions in terms of accuracy. The main purposes of these in-class activities are to allow me to track attendance and participation, gain a sense of what topics are being well understood by the class and what topics need further review, and if the assigned readings are being done as expected. So, if you are present at the time an in-class activity is administered, have your clicker with you, and participate, then you will get full credit. You will be allowed to drop one class day of in-class activities.

Sometimes students forget their clickers, misplace their clickers, etc. I understand on occasion that this may happen. Therefore, you will be allowed twice this term to sign in on an attendance sheet – without penalty - if you are present in class without your clicker when an in-class activity is completed. **Anyone who forgets/shows up to class more than twice in a term without a clicker with them when an in-class activity is completed will receive no credit for those class meetings *unless* that individual comes to office hours or makes an appointment to make up the in-class activity or activities.** In the event that a clicker malfunctions (e.g., batteries have died, etc.) you will need to go promptly to the UWSP IT Service Desk in room 027 of the LRC for assistance. You are urged to communicate with me as soon as possible if you believe you have a legitimate reason for not having your clicker with you in class, or if it is malfunctioning, especially if it is for an extended period of time, so I can determine if a waiver of penalties is warranted.

Make-ups of in-class activities should be unnecessary for most students, but if I determine that a student has a valid, usually documented excuse, then a make-up of the missed activity or an equivalent alternative would be possible. To make these activities up, plan on contacting me via email and/or stopping by during office hours (or via appointment). Once again, please contact me in the event of extenuating circumstances (e.g., extended absence due to hospitalization, etc.).

Please note that no behavior pertaining to clicker usage that violates UWSP's academic honesty policies will be tolerated in this class. You may refer to the academic honesty and rights and responsibilities sections later in this syllabus for details.

To facilitate your ability to communicate with one another, for the purposes of potentially sharing information pertaining to the course, consider obtaining and sharing the following information, as much as you are comfortable doing so: Names, phone numbers, e-mail addresses of classmates you can contact for notes, etc.

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**Exams:** There will be a total of 4 exams given. Each will consist of 30 multiple choice items. The first exam will be made up of questions regarding just the initial 2 major topics covered. The second exam will be made up of questions regarding just the next 2 major topics covered. The third exam will be made up of questions regarding just the next 2 major topics covered. The fourth exam will be made up of questions regarding all of the major topics covered this semester. In other words, the last exam is cumulative.

Individuals who wish to take any of the exams at a time other than the scheduled dates must get in contact with me as soon as possible. Typically, in order to be able to take any exam at another time, a reason must be deemed valid by me (usually a valid reason comes with documentation). The Psychology department provides times for students to take makeup exams from a department staff member (so, not me) and those times, along with office hours, are the preferred options for you to come make up an exam. Note that the scheduling of final exams is not something we professors usually control. If you discover that you have 3 finals scheduled for the same day, it is UWSP policy for professors to be able to alter the time at which you take their exams. You will be asked to show me documentation that you do have 3 finals scheduled for the same day. The Psychology department will also provide times for students to take makeup finals from a department staff member (so, not me), and those times are the preferred ones for making up the final.

I will drop your lowest exam grade this semester. It does not matter which exam grade is the lowest – it will automatically be dropped.

If you miss taking any of the exams due to not having a valid reason (usually with supporting documentation, as described above), then that will be the exam grade that is dropped.

**Service-Learning:** You have the *option* of requesting to take part in service-learning that will be completed by providing unpaid and uncompensated work at a local community agency. In order to decide whether to request to do service-learning, you ought to read through the descriptions of the opportunities at the various agencies posted to the D2L course site, listen to the information described in class early on in the semester, read about it in this document. You must submit a completed, hard copy of the selection form by the stated deadline (see the last page of this document and D2L). If you wish to request to be placed at an alternate location instead of one of the community agencies being offered, then you need to communicate that interest to me and follow up that communication by submitting a completed service-learning selection form by the stated deadline (see the last page of this document and D2L). Note that some community agencies have more restricted times when you are able to do service, while other community agencies have more flexible times when you are able to do service. Additionally, some agencies require a background check to occur, which takes approximately 2 weeks to complete. Finally, there are a limited number of placements available at the community agencies being offered. All of these things need to be taken in to consideration when requesting to do service-learning and selecting a location at which to do it.

Once you have submitted a completed selection form, please wait for me to communicate with you via email with a response. If you are able to be placed and wish to accept your placement, then you will submit a hard copy of the completed service-learning agreement form, attend a mandatory orientation meeting led by the agency's personnel, devote a minimum of 15 volunteer hours of work (unpaid, uncompensated and documented via a time log, *not including* the orientation) to the agency. You will also submit information about your progress electronically in the designated class meeting time. Towards the end of your service you will submit reflections in a designated class meeting time. What specific class meeting you need to attend will be communicated to you via email. If you are absent during the designated class meetings when progress information and reflections will be submitted, you need to follow the instructions on D2L.

You are expected to complete your service-learning responsibilities in a professional manner. This means you will adhere to standards set forth by the agency regarding dress code and behavior (e.g., punctuality, etc.). Keep in mind you are representing myself as well as UWSP. Any deviations from these expectations will be dealt with swiftly and may result in a lowering of your course grade or even dismissal from the agency.

Failure to meet posted deadlines will result in deductions. For instance, a deduction of 10% will occur for each calendar day (including weekends) that any work is submitted late. **Nothing** will be accepted more than 7 days past the due date. In the instance that a student has a legitimate, usually documented excuse, the late penalty will be waived.

Please note that what you communicate with me regarding service-learning may be potentially shared with the appropriate agency staff members.

Service-learning can be used to fulfill your Experiential Learning requirement for the GEP at UWSP. Should you wish to do service-learning and also meet this GEP requirement, you must notify me in a timely manner so that the required form is completed by class time by the stated deadline (information on the deadline can be found on the last page of this document and on D2L). The form can be found on D2L.

**Outside Assignments:** Students who choose not to participate in service-learning will be required to complete 3 activities that are designed to connect what is learned in class to pragmatic, applied topics outside of our class meeting time. Guidelines are available on D2L and deadlines may be found on the last page of this document and on D2L. All completed outside assignments must be submitted to the dropbox folder in an electronic format at the start of class time on the specific due dates. Any individual who does not submit their assignment(s) following the stated guidelines will have their work penalized accordingly. I will have the outside assignment grades and comments available to you via the D2L course website. Late outside assignments are not encouraged. Every calendar day (including weekends) any outside assignment is late a deduction of 10% will occur. *Nothing* will be accepted more than 7 days past the due date. In the instance that a student has a legitimate, usually documented excuse, the late penalty will be waived. Please note that as the outside assignments are available on the D2L website at the beginning of the term you are free to complete any or all outside assignments early.

**It is not anticipated that any student would be able to begin service-learning and then switch to the outside assignments or vice versa. Therefore, please very carefully select which of the options you wish to do. In the case of extenuating circumstances, please communicate with me as soon as possible so we can work together to resolve these issues.**

**Tutoring:** All UWSP students can receive individual tutoring assistance arranged via the Mary K. Croft Tutoring and Learning Center here on campus – please visit the website at <http://www.uwsp.edu/tlc/Pages/default.aspx> for information on their services (and possible fees, when applicable) that are offered.

**Optional Reading In the Disciplines discussion groups** attached to this course will be available. These are **one-credit, pass/fail courses** that meet once a week for 50 minutes. The groups will start meeting around Week 3 of the semester and will allow students opportunities to: meet once a week with fellow classmates and a trained peer discussion leader, work to improve understanding of the course material, ask questions in a comfortable and exploratory environment. While there are no guarantees, research has shown that students who participate in discussion sections tend to do better in the associated course. The peer facilitator for these groups will be coming to class to give you additional information about this opportunity and will share dates/times of the group meetings with you. More information about the program can be found here <http://www.uwsp.edu/tlc/Pages/Reading-In-the-Disciplines-Groups.aspx>

**Rights and Responsibilities:** UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations.*

**Academic Honesty:** Any academic misconduct is in violation of UWSP's policies and is extremely serious. Information about potential disciplinary actions and procedural guidelines pertaining to academic misconduct may be found in Chapter 14, which is entitled "Student Academic Standards And Disciplinary Procedures" and is posted online at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Understand, please that no collaboration is permitted in the submission of documentation or writing assignments required as part of the service-learning or outside assignment course options. In addition, no collaboration is permitted in the usage of the TurningPoint clickers. So, for instance, using a classmate's clicker in class when he/she cannot attend is not allowed.

**Course Withdrawal:** If you choose to withdraw from class, you should do so in a timely manner in accordance with published deadlines. Not doing so could result in a failing grade or the loss of reimbursable fees. The published deadlines can be found at: <http://www.uwsp.edu/regrec/Pages/calendars.aspx>

**Emergency Procedures:** UWSP has an emergency management plan; details about this plan can be found at <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

- In the event of a medical emergency during class, call 911 or use the red emergency phone located in the hallway. Offer assistance if you are trained and willing to do so. Guide emergency responders to victim.

- In the event of a tornado warning during class, proceed to the lowest level interior room without window exposure in the basement of this building.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the front of the Health Enhancement Center (HEC). Notify me or the emergency command personnel of any missing individuals.
- In the event of an active shooter during class– if you can run from the classroom, do so. If you are trapped, try to hide, lock the door, turn off the lights, spread out and remain quiet. The recommendation is to fight back if you cannot run away or hide. Follow instructions of emergency responders.

**Notice of Disclosure Responsibility:** Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**Course Grade Calculation:** Attendance and In-Class Participation: 20%, Exams: 60%, Service-Learning or Outside Assignments: 20%.

For **service-learning** the following formula applies when calculating the 20% listed above: completion of the service-learning selection & agreement forms = 2%; completion of the orientation session provided by the service-learning partners: 2%; completion of service hours via the time log sheet = 10%; completion of the progress report = 2%; completion of the reflections = 4%.

For **outside assignments** the following formula applies when calculating the 20% listed above:  
Outside assignment #1: 6%, Outside assignment #2: 6%, Outside assignment #3: 8 %.

**Extra Credit Opportunities:** I will offer opportunities for you to earn extra credit this semester. More details will be posted to D2L.

<b>Grading Scale:</b>	A ≥ 93%	A- 90% to 92%	B+ 87% to 89%	B 83% to 86%
B- 80% to 82%	C+ 77% to 79%	C 73% to 76%	C- 70% to 72%	D+ 67% to 69%
D 60% to 66%	F less than 60%			

Date	Topics/Activities	Readings Due By Class Time	What Else Is Due By Class Time
1/24	General Class Introduction		
1/26	Specific Introduction to the <i>Service-Learning vs. Outside Assignment</i> option	Information in this document and on the D2L course site	
1/31	Introduction to the Life-Span Perspective	Santrock Chapter 1	You are expected to have your clicker to begin using by today's class meeting.
2/2	Introduction to the Life-Span Perspective	Santrock Chapter 1	
2/7	Introduction to the Life-Span Perspective	Santrock Chapter 1	
2/9	Biological Beginnings	Santrock Chapter 2	
2/14	Biological Beginnings	Santrock Chapter 2	
2/16	Biological Beginnings	Santrock Chapter 2	
2/21	Biological Beginnings, Exam Review Session	Santrock Chapter 2	Come prepared to ask specific questions (or listen to others' questions and the answers) after you use the review sheet to study.
2/23	<b>Exam #1</b>		Bring a #2 pencil and knowledge of your UWSP ID # or the actual ID card.
2/28	Physical Development and Biological Aging	Santrock Chapter 3	
3/2	Physical Development and Biological Aging	Santrock Chapter 3, Park's article "The Cure for Aging" on D2L	Complete the Northwestern Mutual Longevity Game and have the results available in class- access the game at: <a href="http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx">http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx</a> Check the instructions on D2L on what to do if you are not present in class.
3/7	Physical Development and Biological Aging	Santrock Chapter 3	
3/9	Physical Development and Biological Aging	Santrock Chapter 3	
3/14	Cognitive Developmental Approaches	Santrock, Chapter 6	
3/16	Cognitive Developmental Approaches	Santrock, Chapter 6	
3/21 & 3/23	<i>Spring Break – Enjoy!</i>		
3/28	Cognitive Developmental Approaches, Exam Review Session	Santrock, Chapter 6	Come prepared to ask specific questions (or listen to others' questions and the answers) after you use the review sheet to study.
3/30	<b>Exam #2</b>		Bring a #2 pencil and knowledge of your UWSP ID # or the actual ID

			card.
4/4	Parenting	Santrock, Chapter 10: Emotional Development (pp. 300-335); Santrock Chapter 14: Families, Lifestyles, & Parenting (pp. 444-448; 458-474)	
4/6	Parenting, Progress Report for Service-Learning	Santrock, Chapter 10: Emotional Development (pp. 300-335); Santrock Chapter 14: Families, Lifestyles, & Parenting (pp. 444-448; 458-474)	
4/11	Parenting	Santrock, Chapter 10: Emotional Development (pp. 300-335); Santrock Chapter 14: Families, Lifestyles, & Parenting (pp. 444-448; 458-474)	
4/13	Peers and the Sociocultural World	Santrock, Chapter 15	
4/18	Peers and the Sociocultural World	Santrock, Chapter 15, Wallace article "Study: Behavior in Kindergarten Linked to adult success" on D2L	
4/20	Peers and the Sociocultural World, Exam Review Session	Santrock, Chapter 15	Come prepared to ask specific questions (or listen to others' questions and the answers) after you use the review sheet to study.
4/25	<b>Exam #3</b>		Bring a #2 pencil and knowledge of your UWSP ID # or the actual ID card.
4/27	Death, Dying, & Grieving	Santrock, Chapter 17	
5/2	Death, Dying, & Grieving	Santrock, Chapter 17	
5/4	Death, Dying, & Grieving	Santrock, Chapter 17	Extra credit is due.
5/9	Exam Review session		
5/11	Service-Learning Reflections Session		
<b>Final, Exam #4 on Wednesday, May 17<sup>th</sup> from 8-10 AM</b>			Bring a #2 pencil and knowledge of your UWSP ID # or the actual ID card. Remember your clicker needs to be returned by the end of finals week.

Date	Service-Learning Assignments	Outside Assignments
2/7	<p>Selection form: the <b>hard copy</b> of the completed form due to be submitted by class time.</p> <p>Please note that placements will be made and communicated by <b>me</b> via email during the days following this submission deadline.</p> <p>Please note that placements may be delayed for those who do not submit a complete selection form.</p>	
Early-Mid February	<p>Orientations will be arranged and completed once you have been placed. Check details on how to arrange your orientation in the email you receive about placement from me.</p>	
2/16		<p>Outside Assignment #1: the <b>electronic copy</b> of your work is due to be submitted to the dropbox folder by class time</p>
2/28	<p>Agreement form: the <b>hard copy</b> of the form is due by class time.</p> <p>General Education Experiential Learning Planning Form (if applicable): the <b>hard copy</b> of the completed form due to be submitted by class time.</p>	
3/16		<p>Outside Assignment #2: the <b>electronic copy</b> of your work is due to be submitted to the dropbox folder by class time</p>
4/6	<p>Progress report: will be submitted during the last part of the class meeting through usage of your clickers. Information on what you will need to share can be found on D2L, along with instructions on what to do if you are absent during this class meeting. Grades and feedback will be shared via email.</p>	
4/18		<p>Outside Assignment #3: the <b>electronic copy</b> of your work is due to be submitted to the dropbox folder by class time</p>
5/9	<p>Time log: the <b>hard copy</b> is due by class time.</p>	
5/11	<p>Reflections: will be completed and submitted during this class meeting. Information on what you will need to share can be found on D2L, along with instructions on what to do if you are absent during this class meeting. Grades and feedback will be shared via email.</p>	