PSYC 2400

Developmental Psychology

Avery Point

**Syllabus – Spring 2022**

**Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

**Course and Instructor Information**

**Course Title:** PSYC 2400

**Credits:** 3

**Professor:** Jamie Kleinman, PhD

**Email:** Jamie.kleinman@uconn.edu (preferred contact method)

**Telephone:** 860-405-9216

**Office:** ACD 103C

**Student Hours/Availability:** Posted in [www.nexus.uconn.edu](http://www.nexus.uconn.edu) and hosted via webex: https://uconn-cmr.webex.com/meet/jmk01002

**Recommended** **Course Materials**

1. Siegler, R., Eisenberg, N., DeLoache, J., & Saffran, J. (2014). *How Children Develop* (4th edition). New York: Worth Publishers.

(NOTE: 1 copy of the textbook is on reserve)

This textbook is strongly recommended but not required. You will not need a digital link or access code for the course work. Older editions (back to the 4th edition) would also work fine, the content has not changed significantly.

*Course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

**Course Description**

Human development from the prenatal period through late adolescence with a focus on the major topics, theories, and research findings in the field of developmental psychology. This is a service learning course which means that meaningful community service is integrated into the teaching and learning objectives. Service learning courses include instruction and reflection activities that teach civic responsibility and strengthen communities.

**Course Objectives**

By the end of the semester, students should be able to:

1. Demonstrate an understanding of current theory and empirical research regarding human development between the prenatal period and late adolescence, framing concepts within their appropriate multicultural context by engaging in a semester long community service project.
2. Conceptualize cases with regard to the impact of development to the issues being presented.
3. Utilize critical thinking, analytical abilities and the articulation of ideas in oral, written, and multimedia formats by working independently and in group settings .
4. Express professional writing skills in the context of discipline specific writing assignments, some of which will be presented to the community as the service project.
5. Relate the skills and content of this course to other courses and life experiences outside of the classroom by participating in the ‘Read Across America’ event on the Avery Point campus.

**Course Outline**

Module 1: Foundations

 Week 1-Introduction and Prenatal Period

 Week 2-Biology and Behavior

Week 3-Theories of Cognitive Development

Module 2: Cognitive Development

 Week 4-Seeing, Thinking and Doing

 Week 5-Language and Symbol Use

 Week 6-Conceptual Development and Intelligence

Week 7-Review and Midterm Exam

Module 3: Social Development

Week 8-Theories of Social Development

Week 9-Emotional Development

Week 10-Attachment to Others and Development of Self

Module 4: The Social Being

Week 11-The Family

Week 12-Peer Relationships

Week 13-Moral Development

Week 14-Gender Development and Review

**Read Across America Program**

 [Read Across America (RAA)](http://www.nea.org/grants/886.htm) runs nation-wide, year-long programming to promote early literacy. While many schools have historically planned events to commemorate the birthday of Dr. Seuss, RAA has worked to engage readers all throughout the year and using a wide variety of books. The UConn Avery Point campus has been hosting an RAA event for many years. Children from the Groton public schools are invited to campus to participate in events designed to promote literacy. This year, we will be holding our event in conjunction with the EcoHuskies on Earth Day and it will take place Friday, April 22, 2022. Hosting an event later in the semester will allow it to take place outside, minimizing the risks of exposure to COVID-19.. This event provides an excellent opportunity for student taking Developmental Psychology to engage in a service learning project that will promote a deeper understanding of the topics covered in the course by engaging directly with the local school district to promote the event, by creating activities at the event that will promote literacy, and by creating reference materials for the general public to encourage cognitive development in children.

**Course Requirements and Grading**

**This course is graded using a model called specifications grading. The point of specifications grading is to have you focus on skill development and mastery as opposed to striving for numerical grades.**

* **All work will be judged on a pass/fail basis.**
* **To receive credit (pass), submitted work must meet a minimum standard for professionalism and informational accuracy:**
	+ **Exams: earning a score of 70 or higher**
	+ **Assignments: submitting ‘B’ level work**
* **To pass the course, you must pass a set of requirements.**
* **To earn a higher grade, you need to satisfactorily complete additional sets of specifications as described below and on HuskyCT.**

**In order to be successful in this class:**

* You are expected to attend all class sessions.
* You are expected to read the assigned chapters and readings BEFORE class and come to class with questions and ideas for discussion. You will be responsible for all assigned materials as well as all materials assigned in class.
* You are expected to review lecture slides that are posted on HuskyCT prior to class. You can print these out before class or bring them on your laptop so that you can follow along in your note taking. Lecture will include posted material, as well as a more in-depth coverage through video clips, discussion, and supplementary material.

**COVID-19 STATEMENT**: My policy for Spring 2022 is that given the fact that we have effective vaccinations and mitigation practices in place and the university has returned to in-person learning, students should plan to attend all classes after we resume in-person learning during the third week of the semester. If a student or close contact tests positive for COVID, requiring quarantine, I will work directly with the student to make sure they are able to stay up with the course material. I will be doing everything I can to keep myself healthy and well, and I ask that the members of our community do the same.

 **Exams:** Two non-cumulative exams that will consist of four analysis questions to choose to answer. Students will be presented with analytical and reflective questions related to the service learning project and course content. Students will be encouraged to use their Field Guide and source material created for the exams. Exams may cover information covered in class during lectures as well as any videos, handouts, or supplementary materials discussed. Students may use their laptop to take their exams (instructions in HuskyCT). The second exam will take place as a take-home exam during finals week. Students who do not pass their exams may re-do them during the final exam period for this course. Each exam is worth 100 points. **To pass an exam, you must score 70 pts.**

**Projects:** These are due on the dates specified on the syllabus and will be turned in via HuskyCT. Complete instructions are provided on HuskyCT. **Each project must meet qualifications for a rating of “Good” in every category (this would yield a score of 75) in order to generate a ‘P’.** In order to receive a higher course grade, students can submit higher quality work. Work quality level is described in detail in the instructions for each assignment in HuskyCT. Students may use tokens to resubmit work in order to generate a ‘P’.

1. **Project #1**: You will find a news article published in the past year that is geared towards parents and makes a scientific claim about child development with a focus on early cognitive development (language development, literacy, etc.). You will find at least three peer-reviewed research articles about the topic and write a ‘[white paper](https://www.nasponline.org/research-and-policy/professional-positions/white-papers)’ in APA format that is between 750-1500 words. These papers will be made available to the community in conjunction with the service learning project. Complete instructions are provided in HuskyCT.
2. **Project #2:**: You will choose a book that has been challenged or banned by a school or district in the US at some point during the past 50 years. You will record a 10-20-minute podcast with your responses to the questions I provide in HuskyCT. Students may work individually or in pairs. Complete instructions are provided in HuskyCT.

**Weekly ‘Quiz’:** Every week you will be given a set of key terms and concepts related to the topics being covered. Instead of having you answer a set of multiple choice questions related to the terms and concepts, you will be creating the questions. Half of the questions can be factual but the other half must focus on analysis. Complete instructions and examples will be provided in HuskyCT. Students may consult with each other, however, all questions submitted must be the work of that individual. **Quizzes will be graded as ‘P’ or ‘F’ based on the rubric, you must score a 15 or higher.**

**Service Learning Work:** Each week, we will engage in a number of participatory exercises during class. These will include one-minute essays, partner work, group work, etc. and will focus on the Read Across America Event on April 22, 2022. **Active participation will be graded as a ‘P’.**

**Grading Scale:**

| **Grade** | **Exam** | **Projects** | **Weekly ‘Quiz’** | **Service Learning Work** |
| --- | --- | --- | --- | --- |
| **A** | Pass 2 | Pass 2Scores 85 or above | 10 | 10 |
| **B** | Pass 2 | Pass 2Scores 75 or above | 8 | 8 |
| **C** | Pass 2 | Pass 2Scores 75 or above | 6 | 6 |
| **D** | Pass 2 | Pass 1 Scores 75 or above | 6 | 6 |

In order to obtain a specific grade level, you must complete all requirements as specified in the above table. For example, you will obtain an A-level grade if you pass both exams, 2 projects, 10 field guides, and 10 service learning assignments.. You *may* receive a minus grade level if you complete all requirements with the exception of one requirement at the next lower level. You *may* receive a plus level grade if you complete some requirements at one level and some requirements at a higher level. Exam requirements *must* be completed to achieve a given grade level. Students will receive a progress report via email after each exam.

**Tokens:** You will start the course with five tokens. Tokens may be used to resubmit an assignment for regrading, for an extension on an assignment (the token must be used before the due date to qualify), or to redo an exam. For an extension, the token MUST be used BEFORE the due date to qualify. An extension will be for a maximum of one week. More than one token cannot be used for the same assignment.

**Due Dates and Late Policy**

All course due dates are identified in the syllabus and on HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Late work is accepted without penalty. If there are extenuating circumstances that will prevent you from completing your assignment on time, please discuss this issue with me well in advance of the due date. If you would prefer to keep the circumstance surrounding this private, please schedule a meeting with Trudy Flanery, the Director of Avery Point Student Services (860-405-9024).

**Feedback and Grades**

I will make every effort to provide feedback and grades within one week of the due date**.** To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Cancelation Policy**

If the Avery Point campus closes due to weather or other emergencies, you will hear an announcement on local radio and television stations.  Otherwise, you may call the Avery Point campus at 860-405-9020; a recorded message will tell you the status of campus activities.  A video monitor on the first floor of the academic building and on the first floor in the Branford House also posts the announcements.  Do not call any campus office for cancellation information, since when classes are canceled due to inclement weather, they are likewise closed. If I need to cancel class, I will notify all students via both the SAS and HuskyCT by sending an email to their official uconn.edu email address. I will try to do so no later than 9am of that day.

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html).

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/).
* Non-degree students should refer to [Non-Degree Add/Drop Information](http://nondegree.uconn.edu/non-degree-registration/) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

* [Undergraduate Catalog](http://catalog.uconn.edu/)
* [Graduate Catalog](http://graduatecatalog.uconn.edu/)

http://catalog.grad.uconn.edu/grad\_catalog.htmlgrad\_catalog.html

**Academic Calendar**

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) contains important semester dates.

**Academic Support Resources**

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

**Final Exam Rescheduling Policy**

Finals week for Fall 2015 takes place from December 13th, through December 19th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Avery Point Student Services Office to discuss the possibility of rescheduling this final.

The Office of Student Services REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments, etc.)  Students must come to Student Services to seek permission to reschedule their final NO LATER THAN the officially posted date.

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services (Branford House 306) to make an appointment with the Director of Student Services (860) 405-9024 or [www.advapp.uconn.edu](http://www.advapp.uconn.edu/) (choose Avery Point from the drop down menu).

**Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.) You may also contact Trudy Flanery, the Director of Avery Point Student Services (860-405-9024).

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.

**Personal Concerns**

This course covers a range of difficult mental health topics that many of us may have experienced personally, or that a friend or family member has experienced. If you are troubled by the content of the course, or if there are other psychological concerns on your mind, please do not hesitate to ask for help. There are many low-cost or free resources available, all of which are confidential at both the Avery Point and Storrs campuses:

**Student Counseling Services:** ACD 116C 860-405-9044

**The Center for Students with Disabilities** - Campus and community resources and study skills programs. Wilbur Cross Building, Room 201; 486-2020 (voice), 486- 2077 (TDD)

**Software Requirements and Technical Help**

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access
* Social media accounts (optional)

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with access to live chat, phone and support documents.

**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://ctcs.uconn.edu/) page for more information.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**Course Calendar**

| **Week #** | **Date** | **Topic** | **Readings** | **Assignment**  |
| --- | --- | --- | --- | --- |
| 1 | 1/18-1/22 | Introduction and Pregnancy | Chapter 1 and 2 |  |
| 2 | 1/23-1/29 | Newborn Period and Biology | Chapter 2 and 3 |  |
| 3 | 1/30-2/5 | Theories of Cognitive Development | Chapter 4 |  |
| 4 | 2/6-2/12 | Seeing, Thinking, and Doing in Infancy | Chapter 5 |  |
| 5 | 2/13-2/19 | Development of Language and Symbol Use and Conceptual Development | Chapter 6 and 7 |  |
| 6 | 2/20-2/26 | Intelligence and Academic Achievement | Chapter 8 |  |
| 7 | 2/27-3/5 | Review and Midterm | Chapter 1-8 | **Midterm on 3/3** |
| 8 | 3/6-3/12 | Theories of Social Development | Chapter 9 |  |
| **SPRING BREAK NO CLASS 3/13-3/19** |
| 9 | 3/20-3/26 | Emotional Development | Chapter 10 |  |
| 10 | 3/27-4/2 | Attachment to Others and Development of Self | Chapters 11 | **Project #1 Due 4/2** |
| 11 | 4/3-4/9 | The Family | Chapter 12 |  |
| 12 | 4/10-4/16 | Peer Relationships | Chapter 13 |  |
| 13 | 4/17-4/23 | Moral Development | Chapter 14  |  |
| 14 | 4/24-4/30 | Gender Development andReview  | Chapters 15, 9-16 | **Project #2 Due 4/29** |
|  | 5/1-5/7 | **FINAL EXAM IN HUSKYCT WEDNESDAY 5/4/22 DUE 11:59PM** |