


PSY/CLDP 2314.001 · Room: [SP2 12.216](#)
Tuesday/Thursday · 2:30 - 3:45 PM

	Instructor	Kristin Kuhlman Atchison, Ph.D.	Graduate Teaching Assistant	See eLearning for details
	Email	KristinJ.Atchison@UTDallas.edu	Visiting Hours	
	Office	JO 3.206	Undergraduate Teaching Intern	See eLearning for details
	In-Person Visiting Hours	Monday/Wednesdays 2:30 -3:30 PM *if you need to meet on Teams, please email me	Visiting Hours	
MS Teams Voicemail	972-883-2371			

If the above visiting hours do not work, please email any of us to schedule an appointment

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.

- My syllabi are longer than most, because it is also a **“Frequently Asked Questions”** document. Please refer back to this throughout the semester with questions you may have about course structure or policies.

Discrimination Policy

I am committed to equal opportunity for all students. No one shall be treated differently, separately, on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity or expression, age, or disability. Discipline will be imposed where appropriate for any act of discrimination.

General Core Area 080 Component Area: Social and Behavioral Sciences

Description: Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Objectives:

- Critical Thinking (CT)–to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication (COM)–to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)–to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility (SR)–to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Course Pre-requisites, Co-requisites, and/or Other Restrictions: None

Course Description: PSY/CLDP 2314 - Lifespan Development (3 semester credit hours) Covers physical, cognitive, and socio-emotional development throughout the human life span. Topics include development of the brain, information processing, self development, attachment family processes, and aging.

The National Association of Colleges and Employers (NACE) identifies eight core competencies in career readiness, detailed [HERE](#). Each competency is described using sample behaviors or skills you will practice when engaging with the course material, participating in class, and interacting with the professor and your fellow students. Career readiness competencies are linked to the learning objectives in this course. By enrolling in PSY/CLDP 2314, you are not just taking a course, you are acquiring skills that will prepare you for your career.

Student Learning Goals:


<u>Course Outcomes</u>	<u>Learning Objectives</u>	<u>NACE Professional Skill</u>	<u>Measurements</u>
<i>Students will be able to:</i>	<i>Students will be able to:</i>		
...identify Lifespan Development (LD) as a scientific discipline. (Foundational Knowledge; PLO PSY/CLDP 1, CLDP 5)	<ol style="list-style-type: none">...identify the scientific method....recognize the differences between hypotheses and theories....distinguish between different theoretical perspectives in LD.	<ul style="list-style-type: none">•Self-Development: awareness of own strengths and areas for development•Professionalism: Be present and prepared.•Teamwork: Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.	<ul style="list-style-type: none">• SmartBooks• Participation Assignments• Assessments
...identify and classify different research methods (RM) used by Lifespan Developmental Researchers (EQS; PSY/CLDP PLO 2; CLDP 5).	<ol style="list-style-type: none">... identify different RM used in Lifespan Development.... analyze findings of research in lifespan development based on their understanding of RM.	<ul style="list-style-type: none">•Critical Thinking: Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.	<ul style="list-style-type: none">• SmartBooks• Participation Assignments• Assessments

<p>... examine major theoretical perspectives and overarching themes related to Lifespan Development (LD). (Foundational Knowledge; PLO PSY/CLDP 1, PSYC 4, CLDP 5)</p>	<ol style="list-style-type: none"> 1. ... recognize different theories related to LD. 2. ... compare different theories related to LD. 3. ... interpret mental processes and behavior based different theories related to LD. 4. ...recognize the role individual and cultural differences play in LD. 	<p>•Self-Development: <i>awareness of own strengths and areas for development</i></p> <p>•Professionalism: <i>Be present and prepared.</i></p> <p>•Critical Thinking: <i>Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders</i></p> <p>•Teamwork: <i>Listen carefully to others, taking time to understand and ask appropriate questions without interrupting</i></p>	<ul style="list-style-type: none"> • SmartBooks • Participation Assignments • Podcast Assignments • Assessments
<p>... evaluate popular media and scholarly literature related to Lifespan Development (LD) (CT; PLO PSY 2, CLDP 2b, CLDP 5)</p>	<ol style="list-style-type: none"> 1. ... recognize and interpret LD content in podcasts and videos. 2. ... apply theories of LD to popular media. 	<p>•Critical Thinking: <i>Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.</i></p>	<ul style="list-style-type: none"> • Participation Assignments • Podcast Assignments
<p>... demonstrate effective writing skills in various formats and for various purposes (COM; PLO PSY 3, CLDP 4)</p>	<ol style="list-style-type: none"> 1. ...reproduce and explain content in their own words. 2. ...differentiate between different scientific perspectives in LD. 	<p>•Communication: <i>Communicate in a clear and organized manner so that others can effectively understand.</i></p>	<ul style="list-style-type: none"> • Participation Assignments • Podcast Assignments
<p>...demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy (SR; CLDP 3)</p>	<ol style="list-style-type: none"> 1. ...apply LD finding to hypothetical situations. 2. ...support the influence LD research plays in informing public policy. 3. ...describe the role of science for informing social issues. 	<p>•Critical Thinking: <i>Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders</i></p>	<ul style="list-style-type: none"> • Participation Assignments • Podcast Assignments

Required Textbooks and Materials

- **Reliable internet access:** You are expected to have reliable access to the internet to complete online assignments and participate in learning objectives. "Hotspots" are available on campus.
- **4"X 6" index cards.** Bring one for each class period. These will be used for in-class assignments.

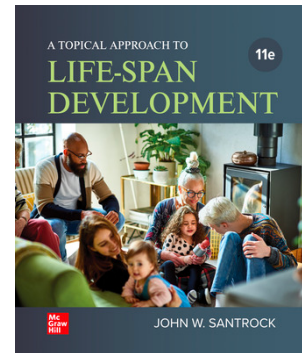
Assignments turned in on other sizes will be graded at reduced credit.

- o You will also need something to write with in this class
- **Note Taking Materials:** You are expected to take notes in this class. How you take them is up to you, paper and pencil, tablet, or computer, doesn't matter to me. But come prepared each class to take notes! 
- **Scantron:** You will need a #229630 (pink, Exam System II) scantron form for Assessment 5 only. They are available at the UTD Bookstore.
- **Course Website:** You are then responsible for checking eLearning site frequently

Required:

Santrock, J.W. (2025). *A Topical Approach to Life-Span Development* (Evergreen). New York: McGraw-Hill Education. ISBN: 9781266228797
(Connect Online Platform (including eBook))

In our eLearning course, go to any Connect assignment (reading or SmartBook), click the assignment and you will be prompted to sign up!



McGraw-Hill Connect Tech Support: 1-800-331-5094
email or chat: mhhe.com/support

There's also a free app called "McGraw-Hill Read Anywhere" which allows you access all of your Connect readings and activities on the go after you've purchased and set up your account. The interface on a phone is really fantastic and very handy for working through your learning in smaller chunks of time throughout the semester

If you **prefer** a print/hard copy of the book, they are available at the campus bookstore. Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#). A hardcopy of the text is **NOT** required. Please note that it may be cheaper to purchase directly from the publisher.

You will also have the option of purchasing a print copy of the book from within Connect after you get registered for a small fee. If you choose to purchase a hard copy of the text from an online retailer, BE SURE it is brand new and includes the **Connect access code**. You are REQUIRED to have access to complete many graded assignments for the course.

Connect offers an option for **Temporary Access** is a way to obtain 14 days of Connect without having to enter a registration code or purchase online. This option is designed to provide interim access if you are waiting for financial aid or if your access code card is currently out of stock at the bookstore. The 14-day Temporary Access period begins on the day you register with this option. Any work done while using Temporary Access will be saved when you fully registered for your Connect course as long the same email address is used.

If you encounter any difficulties with Connect registration, sign-ins, activities, links to these activities in eLearning, or grade transfer to eLearning, contact McGraw-Hill Connect Tech Support (not your instructor). The best way to get quick and helpful solutions is to contact support via phone. They've always been extremely friendly as well as helpful in resolving issues. McGraw-Hill Connect Tech Support: 1-800-331-5094 or via email or chat: mhhe.com/support

Make sure you register through eLearning, so your grades transfer properly

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

- Parts of this course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.
- Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.
- To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.
- UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Instructor Support and Student Visiting Hours: My Visiting hours are set up to allow students additional time for questions and help. Additional appointments may also be scheduled if needed. I understand college can be challenging and I want to provide you the support needed to succeed in this course. Visiting hours create opportunities to ask questions and get faculty support in a one-on-one setting. If you can not attend in person, please email me for a link for a virtual option. **Student Visiting hours may also be used just to chat!** Stop by and get a cup of hot tea or grab a piece of candy and say "Hi!" 🙌

Additional Student Support: As your instructor I recognize that you have a life outside of this class that may impact your success in this class. As the discrimination policy on page 1 indicates, I am committed to an equal opportunity for all students. To that end, I have compiled a list of campus and community resources to support students where they need it. In the **"Getting Started"** folder there is a folder titled **"Student Support Resources."** In there you will find links to services provided by UTD (Comet Cupboard, Emergency Financial Assistance, First-Generation Students, Basic Needs Resource Center, Graduation Help Desk, Military and Veteran Center, and the Student Counseling Center) as well as links to community resources that are available to anyone in the community, not just UTD students. Please feel free to contact me if your class performance is being affected by outside life-circumstances. We have the same goal, YOUR SUCCESS in this course!

Grading Policy *The course grade will be based on the following assignments.*

Assignment/Category	Percentage of Overall Grade
Preparation Assignments (Online)	10%
Podcast Assignments (Online)	10%
Participation Assignments (in-class or online)	20%
Assessments <ul style="list-style-type: none">• 5 assessments administered in testing center	60%

Grades for each assignment will be posted on eLearning. Please check these regularly and notify me immediately if you notice any errors. You must access the Connect assignments through eLearning to ensure your grades transfer properly. **No posted grade will be changed after the last full week of**

regular classes (i.e., Final Exam week is too late!). Final grades will be calculated as follows:

Final Grades will be calculated as follows (Note this is different than eLearning):			
96.50-100= A+	92.50-96.49 points = A	89.50-92.49 points = A-	
86.50-89.49 points = B+	82.50-86.49 points = B	79.50-82.49 points = B-	
76.50-79.49 points = C+	72.50-76.49 points = C	69.50-72.49 points = C-	
	59.50-69.49 points = D		0-59.49 points = F

If you are concerned about your grade, contact me as early as possible.

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for **all** students. Please see <http://go.utdallas.edu/academic-support-resources>. Note: This is not just for “struggling” students. This is for students who want to improve their study and learning skills!

Student Evaluation of Instructor: I grade you, its only fair you get to grade me! Your constructive assessment of this course plays an indispensable role in shaping education at UT Dallas. Upon completing the course, please take time to fill out the online course evaluation. You are also encouraged to provide me with feedback throughout the course. I will also offer an opportunity for a midterm instructor evaluation.

Course Policies and Requirements

- Class Attendance:** Attendance is expected, but not graded. **Do NOT attend class if ill.**
 - The University’s attendance policy requirement is that individual faculty set their course attendance requirements. **Regular and punctual class attendance is expected and is a NACE professional skill. Students who fail to attend class regularly are inviting scholastic difficulty.**
 - Please also see Student Bereavement. [UTDSP5016 :: Student Bereavement :: Policy Navigator :: The University of Texas at Dallas](#)
- eLearning Set Up:** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, **at least twice a week**. eLearning is organized by week. Each week’s module is organized into 3 components . “Prepare,” “Learn” and “Your Learning Products”. **PREPARE:** Consists of assigned materials you should read/watch prior to class and completing assignments. **LEARN:** This is class time. On eLearning any external materials presented in lecture may be shared here for review. Lecture outlines will be posted here. Also optional additional online learning activities may be offered. **LEARNING PRODUCTS:** (AKA Homework!) These are your **graded** assignments for the week, including any SmartBooks, or Online Participation. Failure to complete these assignments will result in zeros. Additionally some topics may have “**Supplement**” folders. The materials posted here are NOT ASSIGNED, but are offered for students who need alternate explanations or want more information on a topic.
- Generative AI Policy:** As technology continues to change and evolve, we have access to new and interesting tools to help us learn. With that in mind, this policy on generative AI (ex: Chat GPT, Bard, Claude, Dall-E, Grammarly, QuillBot etc.) is meant to outline the do’s and don’ts in this course. As a psychology course, I want students to leave this class with a better understanding of the field of psychology, part of that is how psychology views AI. Psychology recognizes generative AI as both a useful tool and an interesting research topic. (For an overview read: <https://www.apa.org/monitor/>

2023/07/psychology-embracing-ai). As science, part of psychology requires the publication of research findings. Publishers agree that generative AI can't take responsibility for its work, and thus can not be an author (For overview read: <https://publicationethics.org/cope-position-statements/ai-author>). Psychology views generative AI as a tool that can help students learn. (For an overview read: <https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>) As your instructor for this course, the **process of learning** (rather than the product) is chiefly important to me and helped me create this do and don't list.

Generative AI Use in this course:	
Do	Don't
Use it as a study partner: create study guides, evaluate your own ideas, think through a problem, evaluate different perspectives.	Use it to generate, edit or create materials to be turned in as your own (this is cheating!)
Include a disclosure statement of any generative AI use, including why you used it.	AI can't take responsibility for its output, so it can't be an author - that is YOU!
Be aware that it can be used to cheat, plagiarize and fabricate. Please see: https://policy.utdallas.edu/utdsp5003	Don't use it cheat, plagiarize or fabricate materials. Please see: https://policy.utdallas.edu/utdsp5003
Do use a spell or grammar checker (within Word, GoogleDocs, or Pages) for any type written work. These typically underline your mistakes so YOU can correct them.	Don't run your work through generative AI to edit. (Ex: Grammarly, QuillBot, etc). These are sometimes called "Paraphrasing Tools". But you should be paraphrasing and editing your work, NOT AI! Note: <i>Predictive text, is also AI generated</i>
If you aren't sure if it is an appropriate use, ASK!	Use it to generate an answer and cite as generative AI - I am interested in the learning process and that has to come from you!

Note: This policy applies to ALL assignments and assessments in this class. Any suspected misuse of generative AI will be submitted to the Office of Community Standards and Conduct for suspected academic dishonesty.

4. **Assessments.** (60%) The lowest of the five assessments will be dropped. Thus each counted assessment is worth 15% of your course grade. All assessments will be online. All assessments will be taken online at the UT Dallas testing center (<https://ets.utdallas.edu/testing-center/students/>).
- (A) **Assessment Procedures and Policies.** Any material offered in the course (lectures, readings, videos, Connect assignments, etc.) is fair game for assessment content.
 - (B) **Grades.** Your assessment grades will be posted on eLearning. If you would like to see your graded assessment, the assessment and your responses will be available for your review during visiting hours or by appointment with me or your Graduate TA. You may not take pictures of the questions or responses but you may take notes. In the calculation of your final grade, the lowest assessment score will be dropped (see "[How eLearning calculates your grade.](#)") If you missed an assessment and received a zero, this will be counted as your lowest assessment score and will be dropped.
 - (C) **Make-up assessment policy:** The first assessment that you fail to take, **regardless of the reason**, will serve as the assessment grade that is dropped before calculating the final grade for the course. This INCLUDES missing an exam because you failed to register with the testing center at least 48 hours before the exam. If you miss a second assessment, you may make up the assessment only if the reason for missing the assessment is due to an **extreme**

and unforeseen circumstance (e.g., car accident, hospitalization, death of an immediate family member). In order to make up an assessment for these reasons, you must petition to make it up by **thoroughly documenting** the reason for your absence. This documentation includes a typewritten explanation of reason for your absence and copies of any supporting official materials which must have the date, the name of the issuing party (e.g., your physician), or proof of positive COVID-19 test. This must also clearly indicate that you were unable to take the assessment on the regular dates, according to some relevant authority. As an example, a bill from a physician's office showing that you were there around the time of an assessment is not enough to warrant the approval of your petition. You must have a signed note from the physician saying that you were hospitalized or ordered to stay home from school and work on the days of the assessment because of your physical or mental condition. Elective medical or dental appointments are never excused. All documentation relevant to your make-up petition must be submitted via email ASAP after the missed assessment, but no later than when you return to classes (virtually or face-to-face.) If your documentation is late or incomplete, I will not accept it and your petition will not be considered. After assessing the evidence, I will notify you by e-mail as to whether your case warrants permitting a make-up. If it does not, you will receive a grade of 0 for the missed assessment. Falsification of materials related to makeup work is considered a violation of the Student Code of Conduct and will result in a minimum of a failing grade on the assessment for which the documentation was submitted.

- (D) UT Dallas Testing Center. Assessment 1-4 assessments are **EXCLUSIVELY** administered in the UT Dallas Testing Center (<https://ets.utdallas.edu/testing-center/students/>). This is to reduce chances of academic dishonesty, allows flexibility in scheduling of assessments, and maximizes our in-class time together. **Because of high demand for the week of Finals, Assessment 5 will be in-person and on scantron.**
- (A) You must reserve your seat online through RegisterBlast (exam scheduling tool) no later than 48 hours prior to the exam time. Registration for all assessments open the first day of classes. **REGISTER FOR ALL ASSESSMENTS AT THE BEGINNING OF THE SEMESTER!!!** You can change dates if conflicts arise, but registration CAN fill up!! Save your spot NOW! (Finals week fills up FAST!)
- (B) If you fail to register for an assessment before the 48-hour window, this will be considered your dropped exam. See "[Make-up Policy](#)"
- (C) Assessments 1-4 are in eLearning, and location locked to the Testing Center. No scantrons are needed.

MYTHBUSTERS:

- Myth - The 5th assessment is optional or replaces your lowest grade
 - **FALSE**
 - The 5th assessment is not optional, if you fail to take it, you will receive a zero. If this is your lowest grade, it will be dropped
 - If your 5th assessment grade is higher than your lowest assessment grade, that lower score continues to remain dropped, and will continue to not be calculated.
- Myth: The 5th assessment is a comprehensive final
 - **FALSE**
 - The 5th assessment covers Ch 15-17, it is in-person.

5. **Preparation Assignments. (10%)** SmartBook assignments are assigned as "Learning Products.". They are assigned as a way to facilitate reading the chapters. SmartBook assignments are due Mondays at 11:59 PM. The lowest 2 assignments will be dropped. Additional preparation assignments may be included to facilitate the reading of materials outside of the textbook. **There will be NO makeups or grace periods for missed Preparation assignment opportunities.**
6. **Podcast Assignment (10%)** Each chapter will have 2 or more choices of podcasts episodes (in some cases videos) to chose from. You will listen to the episode of your choice and complete the learning assignment (see eLearning in "Getting Started" folder for details). There is a "Podcast" template you will use to complete the assignment. **Only assignments using the template will be graded.** Each assignment will go through a plagiarism and Generative AI check. If violations are found, you will be referred to the [Office of Community Standards and Conduct](#). For each unit assessment you must complete one podcast assignment. Due dates are listed in the schedule. The lowest podcast assignment grade will be dropped. Because you have the flexibility to choose which chapters to complete, and the drop policy, **there will be NO makeups or grace periods for missed podcast assignment opportunities.**
7. **Participation Assignments. (20%)** These include BOTH in-class participation assignments that will be completed synchronously during class AND homework assignments that are due online. The lowest (2) participation assignments will be dropped. Deadlines for online homework assignments are Mondays at 11:59 pm, and will be assigned at least 1 week before they are due. In-class assignments may not be announced and could occur during any class period, at any point in our scheduled class time. We will have at least one participation assignment per week.
- (A) One extra opportunity will be provided at the end of the semester to replace a 3rd low/missing assignment. This will be the ONLY makeup opportunity offered (outside of DOS involvement). More information will be posted the last weeks of class on eLearning.
- (B)**There will be NO additional makeups or grace periods for missed participation assignment opportunities.**

MYTHBUSTERS:

- *Myth: I can email Dr. Atchison for an extension/makeup on one of the above assignments if I am sick or have a conflict*
 - **FALSE**
 - Each of the assignments has a drop policy in place to protect you for when something comes up! The drop policy isn't there to drop low grades (but it can do that too). It is there to drop missing grades. Your life will intervene in this class, we just schedule it into the syllabus!!
 - *NOTE: If you have extreme circumstance that is affecting all of your classes, please contact me or the [Dean of Students Office](#).*

8. Research Exposure Credit Requirement (REC):

- One requirement of all students enrolled in this class is completion of two research exposure credits (REC). This requirement provides students practical and direct experiences with research and is an important means to understanding behavioral research. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class and/or posted on the course eLearning page.
- Failure to complete the research exposure requirement will result in lowering your total grade in this class. For each Research Exposure Credit you fail to complete, your course grade will be reduced by 1/3 letter grade. For example, if you only complete one of the two required credits and your grade for all other course requirements is an A+, then your grade would be lowered from an

A+ to an A. If you do not complete both credits, your grade would be lowered from an A+ to A-. The deadline for completion of these credits is **December 1st at 11:59pm CST**.

- Alternative assignments will be posted typically within the first month of the semester. These alternative assignments are helpful for students who do not qualify to participate or choose not to participate in research.

MYTHBUSTERS:

- *Myth: Dr. Atchison manages RECs for her classes.*
 - **FALSE**
 - This is a school-wide requirement for several courses. All parts of this are handled by the school (SonaBBS@utdallas.edu). I just receive a list of students whose grades need to be changed because they have not met the above requirements. All the information I have about this is posted in "Getting Started" in eLearning.

9. **Slide Presentations and Outlines:** Outlines of the slide text are provided, but copies of the slides are not offered due to copyright laws on distributing images. Many images are already in your textbook. These outlines are in the "Learn" folder for each week.
10. **Email.** For security reasons, email communications between instructors and students regarding this class will be conducted using a UTD email account. When sending email messages related to this course, please include **PSY/CLDP 2314 & Section/Time in the subject line**. I teach 4 courses, so it speeds up my response to your question, if I know what class we are discussing.
11. **eLearning Functions.** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week.
 - a. **How eLearning calculates your grade:** I have put the above grading and drop policies into eLearning "Weighted Total" category. At the beginning of the semester this means that eLearning will drop even high grades, because those are the only grades there. As you get more variety in grades other grades will drop. For example, if a higher grade comes in, previous lower grades remain dropped. Conversely, if lower grades come in (like not completing an assignment/assessment) previous grades that were being dropped will be calculated into your course grade. **What this means for the end of the semester if you decide not to complete any assignment or assessment your current grade could go down.** The new zero will be the could be your lowest grade, and a previously dropped grade will now be calculated in your course grade. Because what is dropped in each category changes as grades come in, eLearning does NOT mark grades as "Dropped" in the grade book at ANY POINT. Grades are not "dropped" from eLearning, they are "dropped" from calculation. Additionally, eLearning has slightly different breakdowns for +/- grades than I have above. When I go to submit final grades, I will make corrections to those in Orion (not eLearning) to properly apply those policies.
 - b. **Server Unavailability or Other Technical Difficulties:** The University is committed to providing a reliable learning management system to all users. Students should immediately report any problems to the instructor and **also contact the online eLearning Help Desk**. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation but **ONLY** with an **incident number** from the eLearning Help Desk and/or mhhe.com/support.

MYTHBUSTERS:

- *Myth: Dr. Atchison will go in at the end of the semester and drop my lowest grades.*
 - **FALSE**
 - eLearning has been dropping your lowest grades per the syllabus policies from the moment you get your first grade. It will continuously update what is being dropped all semester based on what grades are the lowest in a given category. But eLearning does not mark them as “dropped.”
- *Myth: Calculations for the final course grade don’t happen until the end of the semester.*
 - **FALSE**
 - eLearning is attempting to calculate your final course grade from day 1. Your course grade is visible at any point in the semester under “Weighted Total”.
- *Myth: If a grade is “dropped” it will no longer appear in eLearning.*
 - **FALSE**
 - eLearning drops grades from **calculation**, not from showing up in eLearning.

12. **Extra Credit:** There are no extra credit for the course.

13. **Required Syllabus Information:**

- a. **Class Conduct, Norms and Citizenship:** The university-wide policies are available in the [Student Code of Conduct](#), however we will work together to establish a code of class conduct and expected norms. These norms of conduct will address how we treat each other and the expectations we have of respect and professionalism as a community of learning on the first day of class. eLearning will be updated with this information once we have created it.
- b. **Class Materials:** The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct
- c. **Class Participation:** Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.
 - Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.
- d. **Class Recordings:** Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in

the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

- i. The instructor **may** record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Class Materials
- e. **Comet Creed:** *This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:* "As a Comet, I pledge honesty, integrity, and service in all that I do."
- f. **Accommodations for Students with Disabilities:** Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.
- g. **UT Dallas Syllabus Policies and Procedures:** Please visit the [Syllabus Policies](#) page to view the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Assignments & Academic Calendar (Topics, Reading Assignments, Due Dates, Assessment Dates)

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site. **PLEASE NOTE ADDITIONAL ARTICLES/VIDEOS MAYBE ADDED. Check the "Preparation", "Learn" and "Learning Products" folders to make sure you have completed the materials assigned.**

TIPS FOR SUCCESS:

- **Take notes on lectures by hand and REVIEW them!**
 - **On conceptual exam questions, students who took notes by hand performed significantly better than students that took notes on laptops. (Mueller & Oppenheimer, 2014)**
- **Complete participation and SmartBook assignments! Final course grades are directly related to your completion of these assignments!**
- **Register for ASSESSMENTS 1-4 NOW!: <https://ets.utdallas.edu/testing-center>**

All times are listed as US CENTRAL TIME

Week 1: August 25-31	
Lecture Topics: The Lifespan Perspective	
Preparation	Read: Syllabus, Note Taking 101 , Ch 1 Watch: "How to Get the Most Out of Studying: Part 1 & 2"
Learn Participation Assignment(s)	Tuesday: Course intro, What is Lifespan Development Thursday: How we study Lifespan Development
Your Learning Products (Due 9/1 @11:59 PM CST)	<i>SmartBook: Chapter 1 & 2, Metacognitive Inventory (Participation assignment)</i>
Week 2: September 1-7	
Lecture Topics: Biological Beginnings	
Preparation	Read: Chapter 1 & 2 Watch: "NOVA: Epigenetics,"
Learn Participation Assignment: Prenatal Development	Tuesday; Evolution, Genetics and Environmental Interaction, Start Prenatal Development Thursday: Prenatal Development, Birth, and Postpartum
Your Learning Products (Due 9/8 @11:59 PM CST)	<i>SmartBooks: Ch 3 & 4</i>

Week 3: September 8-14	
Lecture Topics: Physical Development and Biological Aging/Health	
Preparation	Read: Finish Ch 2, Ch 3 (101-111; 119-120) & Ch 4 (130-131; 139-142; 148-152), "Vaccines do not cause autism"
Learn Participation Assignment(s)	Tuesday: Physical Development and Biological Aging
	Thursday: Health
Your Learning Products (Due 9/15 @11:59 PM CST)	SmartBook: Ch 5 <i>Podcast Assignment 1 (Choice of Ch 1-4)</i>

Week 4: September 15 - 21	
Lecture Topics: Motor, Sensory and Perceptual Development	
Preparation	Read: Ch 5 Watch: "Karen Adolph - The Gap," "Fine Motor Skills in Early Childhood," Fine Motor Skills in Middle Childhood"
Learn Participation Assignment: Video Response	Tuesday: Motor Development "Reflexes,"
	Thursday: Sensation and Perceptual Development "Campos - Visual Cliff,"
Testing Center Window 9/15 - 9/19:	Assessment 1: (Chapters 1-4) at UTD Testing Center (must register no less than 48 hours in advance) https://ets.utdallas.edu/testing-center
Your Learning Products (Due 9/22 @11:59 PM CST)	SmartBook: Ch 6

Week 5: September 22-28	
Lecture Topics: Cognitive Developmental Approaches	
Preparation	Read: Chapter 6 Watch: "Piaget: Sensorimotor," "Piaget: Preoperational" and "Piaget: Concrete Operations"
Learn Participation Assignment(s)	Tuesday: Piaget & Core Knowledge "VOE: Baillargeon," "Andrea Aguiar: Object Permanence,"
	Thursday: Piaget and Vygotsky "Piaget's Formal Operations," & "Vygotsky's ZPD"
Your Learning Products (Due 9/29 @11:59 PM CST)	SmartBook: Chapter 7

Week 6: September 29 - October 5	
Lecture Topics: Information Processing	
Preparation	Read: Ch 7 Watch: "Gaze Following - Moore and Tomasello Labs," "Woodward - Pointing and Joint Visual Attention, "
Learn Participation Assignment(s)	Tuesday: Attention and Memory "Infant Habituation," "Memory in Childhood" "Simmons: Memory for Chess Pieces,"
	Thursday: Thinking "Repacholi & Gopnick, Broccoli & Cracker Study," "Development in Decision Making" & "False Belief Task - Gopnick"
Your Learning Products (Due 10/6 @11:59 PM CST)	SmartBook: Chapter 8 Podcast Assignment 2 (Choice of Ch 5-7)

Week 7: October 6 - 12	
Lecture Topics: Intelligence	
Preparation	Read: Chapter 8, "Intelligence" (Sternberg, 2012), Watch: "Dark History of IQ Tests"
Learn Participation Assignment(s)	Tuesday: Intelligence - Part 1
	Thursday: Intelligence - Part 2
Testing Center Window 10/6 - 10/10:	Assessment 2: Ch 5- 7 at UTD Testing Center (must register no less than 48 hours in advance) https://ets.utdallas.edu/testing-center
Your Learning Products (Due 10/13 @11:59 PM CST)	SmartBook: Chapter 9

Week 8: October 13 -19	
Lecture Topics: Language Development	
Preparation	Read: Chapter 9, Listen: "New AAP guidelines on screen time"
Learn Participation Assignment(s)	Tuesday: Language - Infancy & Early Childhood "Native Language Preference" " Ba-Da & Mandarin Exposure" "Pointing and Joint Visual Attention"
	Thursday: Middle Childhood - Adulthood "Early Language Development"
Your Learning Products (Due 10/20 @11:59 PM CST)	SmartBook: Chapter 10 Mid-Semester Instructor Feedback Survey







Week 9: October 20 - 26	
Lecture Topics: Emotional Development and Attachment	
Preparation	Read: Chapter 10 Watch: "Thomas & Chess Model of Temperament,"
Learn Participation Assignment(s)	Tuesday: Emotions
	Thursday: Temperament & Attachment Fox - Dimensions of Temperament" 1-4, "Strange Situation"
Your Learning Products (Due 10/27 @11:59 PM CST)	SmartBook: Chapter 11 & 12

Week 10: October 27 - November 2	
Lecture Topics: The Self, Identity and Personality, Gender and Sexuality	
Preparation	Read for lecture: Chapter 11 & 12, Watch: "Scale Error"
Learn Participation Assignment(s)	Tuesday: The Self, Identity and Personality "Rouge Test" "Self-Concept" "Identity Formation"
	Thursday: Gender
Your Learning Products (Due 11/3 @11:59 PM CST)	SmartBook: Chapter 13 Podcast Assignment 3 (Choice of Ch 8-11)

Week 11: November 3 - 9	
Lecture Topics: Gender and Sexuality, Moral Development, Values and Religion	
Preparation	Read for lecture: Chapter 12 & 13 Watch: "Middle Childhood: Heinz Dilema Video " "Adolescence: Heinz Dilema Video " "Bandura Bobo Doll"
Learn Participation Assignment(s)	Tuesday: Sexuality "What is LGBTQA+"
	Thursday: Moral Development "Human Spark - Tomasello" "Human Spark: Green" "NYT: Can babies tell right from wrong"
Testing Center Window 11/3 - 11/7:	Assessment 3 Ch. 8-11 at UTD Testing Center (must register no less than 48 hours in advance) https://ets.utdallas.edu/testing-center
Your Learning Products (Due 11/10 @11:59 PM CST)	SmartBook: Chapter 14

Week 12: November 10 - 16	
Lecture Topics: Families, Lifestyles and Parenting	
Preparation	Read: Chapter 14
Learn Participation Assignment(s)	Tuesday: Families, Lifestyles and Parenting- Part 1 "Synchronicity" "Example of Authoritative Parenting," Thursday: Families, Lifestyles and Parenting- Part 2 "Zero-to-Three: Responsive Care"
Your Learning Products (Due 11/17 @11:59 PM CST)	SmartBook: Chapter 15 Podcast Assignment 4 (Choice of Ch 12-14)

Week 13: November 17-23	
Lecture Topics: Peers and Sociocultural World	
Preparation	Read: Chapter 15, Watch: "Being 13: Perils of lurking on social media" "Free Play"
Learn Participation Assignment(s)	Tuesday: Peers and Sociocultural World - Part 1 "Peer Acceptance" "Friendship and Vulnerability" Thursday: Peers and Sociocultural World - Part 2
Testing Center Window 11/17-11/21:	Assessment 4: Ch 11-14 at UTD Testing Center (must register no less than 48 hours in advance) https://ets.utdallas.edu/testing-center
Your Learning Products (Due 12/1 @11:59 PM CST)	SmartBook: Chapter 16
Wednesday December 1st – 11:59PM.	All REC credits due - Please see handout in "Getting Started" folder on eLearning

FALL BREAK: November 24 - 30	
Lecture Topics: Free Time, Food, Naps	
   Fall Break - NO CLASSES   	

Week 14: December 1 - 7	
Lecture Topics: Schools, Achievement, and Work	
Preparation	Read for lecture: Chapter 16 Watch: "How praise became a consolation prize" "DHHS: History of Head Start"
Learn Participation Assignment(s)	Tuesday: Schools and Achievement "Learning Disabilities" Thursday: Achievement and Work "Dweck: The Power of Believing you Can Improve" "Older Workers Carry On"; Start Death, Dying and Grieving
Your Learning Products (Due 12/5 @11:59 PM CST)	SmartBook: Chapter 17
Monday December 1st – 11:59PM.	All REC credits due - Please see handout in "Getting Started" folder on eLearning
Week 15: December 8 - 9	
Lecture Topic: Death, Dying and Grieving	
Preparation	Read: Chapter 17 Watch: "Traumatic Loss.." "Teen Suicide Prevention"
Learn	Tuesday: Death, Dying and Grieving - Guest Lecturer from Three Oaks Hospice
Your Learning Products: Due LAST DAY OF CLASSES 12/9 @11:59 PM CST)	<i>Podcast Assignment 5 (Choice of Ch 15-17)</i>
Finals Week: December 11 -16	
IN-PERSON ASSESSMENT - TBD	Assessment 5: Ch 15-17 IN-PERSON: Bring Scantron #229630 and a pencil TBA Date and Time will correspond to the time assigned by the registrars office - It will be <u>released in Orion</u>