

PSYC 260: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY (SECTION M01)
SPRING 2023
3 AAS KNOWLEDGE OF HUMAN CULTURES (HC) CREDITS
SATISFIES THE AAS DEPTH REQUIREMENT WHEN COUPLED WITH PSYC 110

ESSENTIAL COURSE INFORMATION!!

When: MWF @ 10am

Where: Marshfield Room 135 & Athens High School (Room tba)

Course Prerequisites: PSYC 110

Instructor: Dr. Sandy Neumann (or Dr. N, but please no Mrs. – that’s my mom)

Email: sneumann@uwsp.edu (Please use this, and only this email)

Office Hours for Marshfield students: Mondays at 1pm in The Center- (down by Baka Chicken)

Office Hours for CESA students: At our mutual convenience over Zoom.

I’m also happy to schedule an appointment if this time doesn’t work for you – just ask!

Welcome to Developmental Psychology!

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

Required readings

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

Course format

We will meet three times a week (using the times listed in the schedule of courses). Most of our work will be conducted in class. Class meetings will be recorded and, at student request, posted in Canvas for those who need the review and/or are unable to come to class.

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Expectations

Just so that there are no surprises, here is a list of things that you can expect from me and what I expect from you...

I will bring my passion for psychology to every class.	You will find something interesting in this class, maybe even something that you can be passionate about.
I will teach you to the best of my ability, making every attempt to engage you in your learning.	You will show up, having completed assignments and readings before class to the best of your ability.
I will answer your questions to the best of my ability.	You will ask questions if you have them, either out of curiosity or because you need help.
I will prepare and grade assignments in a fair manner, as quickly as I can.	You will complete assignments on time, on your own if required, and in a manner that reflects your brilliance.
I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.	You will take seriously your ability to learn new skills and knowledge, and to give your full effort in mastering the content of this course.
I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender identity, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.	You will contribute to a respectful learning environment by treating me and your peers in a respectful manner, even when we might disagree. You will (try to) trust that I honor your presence and the diverse backgrounds and experiences that make you uniquely you.
All perspectives will be respected in this class except for those that disrespect somebody's existence. Please examine those kinds of views in private or with the help of Dr. N.	

Course Goals

Here is where your eyes may glaze over with boredom. But this is actual a really important section. Here is where I will tell you about what you are going to do in this course to earn a grade. And, for those of you who will need the syllabus for transfer purposes, this is the section that the folks at the transfer institution will want to see.

This is course satisfies UWSP's AAS requirement for Knowledge of Human Cultures. In short, we will focus on human interaction, cultures, and societies. For the University's purposes, I need to teach you how to "describe and evaluate existing knowledge of human cultures", "interpret and analyze...texts", and "apply concepts across disciplines".

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In reality, I hope to teach you skills to learn the things yourself, rather than teach you all of the things by myself. So, here is what I hope that I expect you will achieve.

Describe and evaluate existing knowledge of human cultures by...

1. Describing key concepts, principles, and overarching themes in developmental psychology by using terminology, concepts, and theories to explain developmentally related behavior and mental processes.
2. Expressing ideas in written format that reflect psychological concepts, uses American Psychological Association style for citations and references, and demonstrates an understanding of and critical thinking about psychological sources.
3. Explaining how psychology informs and is informed by individual and social diversity by investigating and synthesizing how developmental psychology can promote civic, social, and global outcomes that benefit others.

Interpret and analyze texts by...

4. Interpreting developmental processes by reading and critiquing general ideas and conclusions from psychological sources accurately.

Apply concepts across disciplines

5. Describing examples of relevant and practical applications of developmental principles to everyday life and other disciplines.

How will we communicate outside of class?

Canvas Announcements

You will see Announcements in Canvas as soon as you open our class page. I generally won't publish Announcements to remind you about due dates. This information will be found in the assignment document as well as on the Assignments page. Instead, I will post announcements if there is a change of plans (e.g., change of content, change of due dates, class cancellation). These will be published when (or if) the need arises.

Talking face-to-face & the role of email

I'm not a big fan of emails. I'm old school – I believe in face-to-face interactions with one's professor. Even though this generation of students typically doesn't function in this manner, I still expect that you will make every effort to ask me questions before, during, or after class session.

I will try to scroll through my inbox at least once a day. At the beginning of the semester, I can generally respond to your emails within 24 hours except on weekends. So, if you want a prompt response, please make sure to get your email in by 1pm on Friday. But as the semester progresses, my response time increases; so, please plan accordingly. That said, the best way to get and sustain my attention are those emails that:

- are sent to my UWSP account (sneumann@uwsp.edu).
- use only our class number (PSYC 260) in the subject line.

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- use salutations such as “Hello”, “Dear Dr. N”, “Good afternoon”.
- allow me to respond with “yes”, “no”, and/or “thank you for letting me know”.

How will you get a grade in this class?

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

1. **Attendance** **No points, but...**
because of the strange times we live in, I do want to keep track of everyone. So, I will take attendance regularly. But since attendance doesn't count toward your grade, why should you show up? Because a lot of your learning will be from each other, and from specific examples that I will discuss in class. You should also show up because the gifts you bring to the classroom will lift us all up. Seriously.
2. **Research reviews** **75 points possible (3 assignments @ 25 points each)**
Understanding research is an integral part of being an educated and informed world citizen. This semester, you will complete 4 reviews designed to help you become fluent in the language of research. I will drop your lowest score.
3. **Module quizzes** **100 points possible (10 quizzes @ 10 points each)**
You will be assigned a set of homework problems for every chapter. You will take a quiz on these problems almost every week. This quiz grade (and not your entire homework set) will count toward your final grade. The first required quiz will cover basic math skills needed for this course; you must then complete 9 of the remaining 13 quizzes. You may take an 11th quiz to drop a low score.
4. **Final essay – Breakfast Club style** **50 points**
(If you've never seen the Breakfast Club, then ask your parents. Or Google it.)
In small groups, you will write an essay during the final exam period on how you've achieved the Goals that I set out for you in this syllabus. The details of this essay will become clearer as we go.
5. **Extra credit** **Up to 20 extra credit points toward your final grade**
Opportunities are offered at a variety of times throughout the semester. Stay tuned.

Make-up policy

- **Research Reviews:** Every student starts the semester with a 3-day grace period. These 3 days are yours to use (or not) for any single review, or to spread out for multiple reviews. For example, you may turn in 1 research review 1 day late, and a second review 2 days late. Once all 3 days are used, no other late assignments will be accepted. Please plan wisely.
 - The first late day begins immediately after the deadline posted in Canvas.
- **Module quizzes:** Because you have 2 tries to complete each quiz, no work will be accepted late.
- **Final essay:** No late work will be accepted.

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- **Extra credit:** Extra credit opportunities will not be accepted late.

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

- military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, federally-protected medical procedures, transfer institution orientation, or pregnancy-related complications and childbirth.

Academic misconduct policy

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

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

Final grades

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

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

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

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