

PSYC 3620 Developmental Psychology
University of North Texas
Fall 2025
Monday & Wednesday 5-6:20 PM; CHEM Rm109

Instructor

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TA

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Textbook

Sigelman, Carol K., & Rider, Elizabeth A. (2022). Life-Span Human Development (10th Ed.). Cengage.

This textbook is required. Students are encouraged to purchase the MindTap version of the required textbook although you may choose to just get a physical copy or e-book. The MindTap version of the textbook includes e-book and additional learning activities, practice questions, study hub, scheduling tools, and etc. in each chapter to assist students in their learning process. However, students who are okay with not having access to those extra functions provided by MindTap, may just purchase/rent the e-book version or get a physical copy of the textbook. [Life-Span Human Development, 10th Edition - 9780357373651 - Cengage](#)

Instructional Method

The methods of teaching for this class will include lectures, educational videos, and in-class small group discussions. Students will be expected to complete the reading assignments prior to coming to each class and be prepared to discuss the chapter contents in class. This course will be web-assisted, through the use of the Canvas system available at UNT. If you do not have a computer and Internet access at home, you can use those available in any campus computer labs.

Course Requirements

Quizzes (10 pts x 5). There will be six non-open-book quizzes given throughout the semester. Each quiz will include 10 multiple-choice questions. The quizzes will focus on the contents taught in the previous 1-2 weeks and students will have 12 minutes to complete the quiz items. The quizzes are to encourage students to take notes from the lectures and review class notes on a regular basis. One quiz with the lowest score will be dropped. The quizzes will be given in-person and in the beginning of the class on quiz days specified in the schedule section of the syllabus.

Exams (150 in total) There will be three non-open-book, in-class exams given during this semester and the 3rd (final) exam is not a comprehensive test. The main purpose of these exams is to evaluate students' understanding and mastery of the concepts and key information covered in lectures, educational videos, and textbook chapters. Prior to each exam, a subject list and a brief test review will be provided. All exams come

with a time limit and only one attempt is allowed. Students with excused absence must contact the instructor prior to the regular exam day to schedule the make-up exam.

Article Critiques (30 pts x 2 = 60 pts)

For the 1st AC paper, each individual student will be expected to select a qualified peer-reviewed journal article that was referenced in the required textbook between chapter 3 and chapter 13. The selected article must be published in a peer-reviewed journal in or after the year of 2010 and must be describing an empirical study. Each student will read the selected journal article carefully and complete a typed article critique paper (4 pages in length for text-body, 11-12 pt. font size, double-spaced, 1-inch margin for the text-body).

In the AC paper, you must include the following sections: (a) **Research Questions & Methods**: providing information regarding the background and purpose of the study as well as specific research questions, research methods and the sample used; (b) **Summary of Findings** (in your own words); (c) 3 **Limitations** and potential flaws; and (d) 3 concrete **Applications** of the findings to address/improve real life situations/issues.

A title page is expected but no abstract is needed for the AC papers. Proper headings are required in the AC papers to organize the contents. Each section listed above should be approximately 1 page in length. Students must explicitly state which article they choose at the end of the paper by adding a reference section. The format of the paper should follow the APA publication style.

Requirements for the 2nd AC paper are exactly the same as those for your 1st AC paper with the exception that the journal article you select for your 2nd AC paper does not have to be referenced in the textbook (if you'd prefer, it may still be selected from one referenced in the textbook chapter). However, it still needs to be from a peer-review journal published in or after the year of 2010 and describing an empirical study examining a topic closely relevant to development psychology.

Given the nature of this paper, no direct quotation should be used. You will submit the AC papers to "Turn-it-In" prior to the due date. A similarity score higher than 15 pts generated by Turn-it-in will result in penalties on your papers (i.e., 16-20 = minus 2 pts; 21-25 = minus 5 pts; 26-30 = minus 10 pts; 31-40 = minus 15 pts; 41 or above = unacceptable and the paper will receive a zero point). The grading rubric will be posted on Canvas for your reference.

If you have an excused absence, you are still responsible for submitting the paper on time unless you have received an extension approval from the instructor. Please contact me ahead of time for an extension request if you have a legitimate reason or are facing extremely difficult circumstances. Without prior extension approval, any late AC paper will receive a 3-point deduction from the total score you receive on the paper as late penalty for every 24 hours passing the due date.

Students' AC papers will be graded by our course TAs using the grading rubrics developed by the instructor. If you have any questions about the score you receive on your AC paper, you should first reach out to the TA who grades your paper in-person or via email to get their input and clarification. After the discussion with the TA, if you still have questions or disagree with the score assigned by the TA, you may contact the instructor by email with a written appeal to describe the situation and detail your reasons for the disagreement. Upon receiving your appeal, I will review your paper to make a decision.

Virtual presentation (30 pts) & Reflections (15 pts x 2).

Prior to the date specified in the schedule section of the course syllabus, every student is expected to video-record a presentation that is 9-11 minute in length with proper PowerPoint slides to describe your 1st AC paper

using Zoom or Microsoft Teams (both of which are available to all UNT faculty and students free of cost). The presentation should focus on (1) a brief overview of your AC1 article, including the main research questions and/or hypotheses and a summary of the key findings; (2) two pieces of your most important learning taken from the article; and (3) two specific applications of the findings to improve real life situations. The presentation recordings should be saved in an MP4, WMV, or AVO format in cloud; and then you will submit the url link to the file with the following information to Canvas Discussion: The APA-style reference of the selected article and the chapter from the required textbook in which the selected article was referenced.

After the links become available in the Discussion area of Canvas, students are expected to review 2 presentations (with articles that are different from your own AC papers) and post two reflective comments (one for each reviewed presentation) on Canvas Discussion. Each of the reflective comments should be at least 300 words addressing (1) 2 specific pieces of new knowledge you gain from watching the presentation; (2) the strengths of the reviewed presentation; and (3) how you may apply the new learning to improve your personal life (including the present time or in the future). Given the nature of the reflection paper, *no direct quotation should be used*. Late submissions of the reflective comments (without a prior extension approval) will receive a 3-point deduction from the total score you receive on the paper as a late penalty for every 24 hours passing the due date.

Attendance (30 pts). Regular attendance is a required component of this class. I will take attendance using iClicker every class session. Please download this app to your cellphone and you can learn more about it here: <https://www.iclicker.com/institutions/attendance/> UNT has a group subscription to iClicker so it is available to all faculty and students free of cost. If this app would not work properly in your cellphone, there is an alternative way (i.e., hard-copy sign-in sheet) and it is the student's responsibility to bring it to the instructor's attention. If this course is important to you, I strongly encourage you to attend lecture regularly and actively participate in class by asking questions.

There are 30 class sections throughout this semester (including the days on which an exam will be given) and students will earn 1 point for attending each class meeting. Excessive tardiness (being late for more than 15 minutes) is considered an absence. Additionally, each student is permitted to have 2 unexcused absences without losing attendance points. That is, students with 2 or less absences will receive 30 points for their attendance score in the end of the semester. To encourage regular attendance, those with perfect attendance receive 5 extra points (which are not part of the 30-point cap). A request for an excused absence (e.g., medical appointment, military service, representing UNT in competitions, attending funeral of a close family member, or religious events) must include proper documentation and be submitted to the instructor via email prior to an anticipated absence or within 3 days after an unplanned absence (due to abrupt sickness). Please see the link below for the university policy regarding excused absences: <https://policy.unt.edu/policy/06-039>

Extra points: You will have the opportunity to improve your grade by earning some extra credit points. Each student is allowed to earn up to 30 extra points. Extra point opportunities include the following options:

1. Research participation via the Psychology Department SONA system. To earn extra credits through this option, students must select our course, PSYC 3620-003 MW 5-6:20 pm in your SONA account and tell the SONA system how many earned credits you would like to distribute to this course prior to the deadline set by the SONA system. Each SONA point is 1 extra point for this class.
2. Students may find a peer who is willing to earn extra credits by providing feedback on AC paper drafts to be an "AC paper review body" for each other. Students who choose to do so must (1) notify your TAs prior to reviewing the AC paper draft for each; (2) complete the AC paper draft 3 full days prior to the deadline; (3) send the paper draft to each other via email for their review and feedback (must copy TAs on the submission). The "reviewer" must provide at least 5 points of written feedback (based on the

grading rubrics) to help the “sender” improve the quality of their paper and send the written feedback to the sender via email at least 24 hours prior to the AC paper submission deadline (must copy the same TA). Once both students complete these steps, they will each earn 6 extra points for providing feedback on each AC paper.

3. Students may turn in an extra AC paper with the same required elements by the date specified in the schedule section to earn up to 15 pts. TAs will grade the extra AC using the same grading rubrics and the score received on the submitted extra AC paper will time .50 to be the earned extra credits.
4. The quiz with the lowest score may be counted toward extra points.
5. Other assignments for earning extra points will be announced on Canvas throughout the semester.

GRADING:

In-class Exams (45 + 55 + 50)	150 points
Quizzes (10 pts x 5)	50 points
Article critiques (30 pts x 2)	60 points
Virtual Presentation (30 pts) & Reflection (15 pts x 2)	60 points
<u>Attendance</u>	<u>30 points</u>
Total Score	350 points
Extra points	up to 30 points

The following grading scale will be applied for determining final grades:

A = 315 and above

B = 280-314

C = 245-279

D = 210-244

F = Below 210

COURSE EVALUATION

Administration of the Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey (SPOT) will be made available to you towards the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in getting your feedback to help me continually improve my teaching. Five extra credit points (which are not part of the 30-point cap) will be added to everyone's total score if the class as a whole has a response rate higher than 75% before it is closed in the end of this semester.

STUDENT BEHAVIOR IN THE CLASSROOM

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

COMMUNICATION EXPECTATIONS

If you have any questions, please contact TAs and/or me via email and we will respond within 24-48 hours on weekdays (usually sooner). Please do not expect a response over the weekend. When you receive an email from the instructor or TAs, please make every effort to respond to the email within the same time frame.

Normally, all written assignments will be graded within 2 weeks from the due date. If we will be unable to return your feedback that quickly, an Announcement will be posted to let everyone know when it can be expected.

INCOMPLETE POLICY

An “I” grade (‘incomplete’) can only be given during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course). An incomplete grade would need to be arranged prior to the final exam and would require approval of the instructor based upon a substantial excuse.

ACADEMIC INTEGRITY / MISCONDUCT

Students are reminded that academic misconduct will not be tolerated. For example: (a) copying other students work, in part or in whole; (b) unauthorized communication to obtain information about a test(s); (c) using unauthorized material during a test; (d) handing in any work product that is not your own; (e) signing someone else’s name; (f) failing to give credit to the intellectual property of another in any written work (including, but not limited to, plagiarizing). Identification of academic dishonesty in this class can result in penalties including: additional work, a failing grade for the assignment or class, a grade being reduced or changed, and referral to the Dean of Students. The APA publication manual and material on the UNT Center for Student Rights and Responsibilities webpage (www.unt.edu/csrr) can help you understand and avoid plagiarism.

ACCOMMODATIONS

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Final Note

This syllabus does not constitute a contract and the plans for this course may be modified during the semester. The instructor, the Department of Psychology, and the College of Arts and Sciences reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or programs require(s).

Course Schedule

(the schedule is subject to modification based on the evaluation of students’ progress)

Date	Topics	Qs/Reading/Assignments
08/18 & 08/20	Expectations, Introduction, Research, & Challenges	Syllabus & Ch.1
08/25 & 08/27	Genes, Environment, & Development	Ch.2

09/01 & 09/03	Prenatal Development & Birth	Ch.3; Q1 on 09/03
09/08 & 09/10	Body & Brain Development	Ch.4
09/15 & 09/17	Sensation, Perceptions, & Action	Ch.5; Q2 on 09/17
09/22 & 09/24	1st exam (ch1-ch4) 9/24 at 5 pm	
09/29 & 10/01	Cognitive Development	Ch.6; AC1 due 09/29
10/06 & 10/08	Memory & Learning	Ch.7; Q3 on 10/08
10/13 & 10/15	Intelligence & Creativity	Ch.8; Presentation due 10/15
10/20 & 10/22	Language, Education, & Work	Ch.9; Q4 on 10/22
10/27 & 10/29	Self & Personality	Ch.10; reflection due 10/29
11/03 & 11/05	2nd exam (ch5-ch9) 11/05 at 5 pm	Extra AC due 11/03 (optional)
11/10 & 11/12	Gender Roles & Sexuality	Ch.11; Q5 on 11/17
11/17 & 11/19	Social Cognition & Moral Development	Ch.12; AC2 due 11/10
11/24 & 11/26	Thanksgiving week; no class	
12/01 & 12/03	Emotions, Attachment, & Social Relationships	Ch. 13; Q6 on 12/01
12/08-12/11	3rd exam (ch10-ch13) 12/08 from 4-6 pm (assigned by UNT)	