

**PSCH 320 – Developmental Psychology**  
 Hybrid Delivery Spring 2022  
[Virtual](#) OR Lecture Center Building A, Room 001  
 Tuesdays or Thursdays 2:00-3:15 pm

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Instructor:	Kate Zinsser, Ph.D.	Office:	via <a href="#">Zoom</a> , BSB 1062C
Phone:	312-996-5494	Office Hours:	Thursday 9:30-10:30am
Email:	kzinsser@uic.edu*		

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T.A.:	Amy Terry, BA	Groups 1 - 15	
Email:	aterry9@uic.edu	Office Hours:	via Zoom

T.A.:	Luz Torres, ABD	Groups 16-30	
Email:	ltorre9@uic.edu	Office Hours:	via Zoom

### Course Description:

This course is designed to provide you with an overview of the theory and research on broad aspects of human development, including physical, cognitive, and social-emotional development across the lifespan. We will use a mixture of lecture, discussion, hands-on activities, and multimedia presentations.

By the end of this course, you will be able to:

1. Describe critical developmental processes and events which affect lifespan development
2. Examine development through an ecological lens and explain the relative role of context in human development
3. Apply developmental psychology values, methods, and approaches when studying real-life situations.

### METHOD OF INSTRUCTION

*“It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change.”*

- Charles Darwin

Recent semesters have taught us to design courses that can be adapted based on sudden changes in conditions (public health or otherwise!). Please read below about the currently planned features but know that these are subject to change. Students should be diligent about checking their UIC email and Blackboard Announcements for this course to update the instructional method.

1. **This is a “Flipped” class** meaning that students will access and review most of the lecture content and readings on their own through Blackboard. Each week in the classroom (or virtual classroom over Zoom), time spent together will focus on discussion and activities to help us more fully engage with course content. Because this is a three-credit class, you should expect to *spend 9 hours each week engaging with class material*. This will involve viewing recorded lectures and related videos, reading assigned materials, attending class, completing activities, and preparing for quizzes. Students will be responsible for all material presented in lectures, class discussions and activities, and assigned readings. Students will be expected to synthesize and integrate course materials in a manner fitting with an advanced undergraduate student.
2. **You will only attend class once per week.** To ensure our collective safety and facilitate smaller group interactions, each student will attend class (either in person or virtually over Zoom) on either Tuesday or Thursday each week. Based on your discussion group number, you will be

assigned a day (students in groups 1-15 will attend on Tuesdays; those in groups 16-30 will participate on Thursdays). Check your email and Blackboard to learn your group assignment. Unfortunately, we cannot accommodate requests to change groups or which day of the week you attend.

3. **Class will either be in-person or on Zoom, not both.** By the University mandate from Dec. 20<sup>th</sup>, 2021, the first two weeks of this semester will be held entirely online. There will be no in-person class meetings until Week 3 at the earliest. *Once we are cleared for in-person meetings*, all course meetings will occur in Lecture Center A Room 1, and in-person attendance will be required unless otherwise communicated by Dr. Zinsser. There will not be a simultaneous virtual option. This course will follow University policy and remain online if needed. The instructional team will communicate any modality changes as quickly and clearly as possible. Please be diligent about checking your email and Blackboard for announcements to be up to date about course changes. If Dr. Zinsser or her family contract COVID or are considered close contact, it is possible that the course will move back on Zoom temporarily. *Please check your email before coming to campus.*
4. **All readings and course materials are available on Blackboard.** Learning to read and understand scientific texts is an important skill. I do not, however, believe you must spend hundreds of dollars on textbooks to learn at this advanced level. Instead, I have created a reading list that is 100% free, and all readings will be provided to you through Blackboard. Students should expect to spend 3-4 hours each week reading and preparing for class. Instead of readings for some weeks, we will listen to podcasts from social science programs or watch short documentary clips. These files can be watched or listened to directly on Blackboard, or you are welcome to search for and access them via your preferred podcast app to listen on the go.

### ***Health & Wellness Statement***

As educational researchers, your instructional team knows how intimately tied your health and well-being are to your academic success. To succeed in this class and all your other pursuits as a student, you must work hard and balance. We value your well-being above all else and see you first as a human deserving of empathy and support. We also see you each as junior scholars deserving of humanizing mentorship. We will challenge you because our society needs well-read, conscientious, capable scientists to tackle pressing social issues. But how can you possibly be a light in the world if you are depleted, hardened, and burnt out? By the end of this class, we hope you feel proud of your growth and learning but still motivated enough to finish the marathon that will be your career. See your wellness as a source of power and perseverance and at the core of our collective success. Let us hold each other accountable.

## **COMMUNICATING WITH YOUR INSTRUCTIONAL TEAM**

***Seeking Support:*** Your instructional team includes Dr. Zinsser, Amy Terry, and Luz Torres. We care about your success in the class, and we care about you. Please reach out to Amy and Luz via email, and visit Dr. Zinsser during her virtual drop-in hours with questions, concerns, or if you need help or support. *Do not wait* until the last minute to reach out, as we will be limited in how we can respond to your needs.

***Email Communication with the Teaching Assistants:*** You can reach out to Amy and Luz via email (see above). They will do their best to respond to your emails promptly (i.e., within 48 hours, not including weekends). Please always include “320” and a brief description of your request/need in the email’s subject line. TAs will be assigned based on your discussion group number. Amy will support groups 1-15 and Luz will support groups 16-30.

***Virtual Office Hours with the Teaching Assistants:*** The TAs are available to meet with you by Zoom. Please email them to request an appointment. Please always include “320” and a brief

description of your request/need in the email's subject line. Check Blackboard for a schedule of open hours as well. You can attend drop-in hours with either TA, but it is always best if you try to coordinate to speak with the one in charge of your discussion group.

***Virtual Drop-In Hours with Dr. Zinsser:*** You can visit Dr. Zinsser during her virtual drop-in hours with questions about course content, your research interests, post-grad plans, future career goals, or life in general. I would like to meet you, so I request that you come to my virtual drop-in hours instead of emailing. If you email me, I may forward the email to the TAs. Virtual Drop-ins will be available most Thursdays from 9:30-10:30 via Zoom to start. There is a possibility we'll shift to in-person hours as conditions allow. Drop-ins are generally an open discussion. If you wish to discuss a personal issue, please let Dr. Zinsser know ahead of time, and she will be sure not to admit virtual attendees from the waiting room.

## ASSIGNMENTS

This course is organized into weekly modules that begin on Monday and conclude on Sunday. Most assignments are due by Sunday at 11:59 pm.

### **Attendance & Engagement (40%)**

The success of this hybrid course depends on high levels of student interaction and engagement. Therefore, students are expected to attend class weekly on their assigned day, whether the course meets on Zoom or in-person. Attendance will be taken by TAs either through Zoom rosters or via in-person sign-ins.

Specifically, attendance and engagement will be assessed during the 10 class meetings, including student-led discussions. Students must attend and engage during at least 8 of these class meetings to receive full credit. In other words, *students can miss up to two class meetings without penalty*. There are no discussions during weeks when other assignments or assessments due. *Attendance & engagement points cannot be made up* without proactive communication and a formal accommodation letter. You do not need to notify the TAs or Dr. Zinsser if you are using one of your two allotted skips.

*Tips for successfully engaging in discussion.*

- Substantive responses contribute to our co-learning environment and go beyond statements of agreement. Students' replies to the discussion may aim to provide additional support or evidence of phenomena, connect the discussion to a prior week or another topic in the same week, or extend other students' comments by identifying alternative hypotheses or explanations.
- Small group and large group discussions are a significant part of our learning community, and as such, must be supportive and safe spaces. Questions and comments should express understandings based on lectures and readings, even if relaying personal anecdotes. Comments solely based on your own experience or hearsay do not deepen our collective knowledge.
- Like good scientists, we must all be open-minded and prepared to take risks and learn. A student may inadvertently express a perspective based on false or inaccurate information. In our learning community, this student should welcome and seek out additional reliable information to inform (and possibly refute) their perspective. Above all else, discourse in the discussion groups should be respectful. **Developmental psychology is inherently personal.** We are all developing at every minute. Our comments and discussions should come from a place of **respectful curiosity grounded in scientific inquiry and evidence.**

**Please use the following rules of etiquette as you contribute to discussions and send messages to your instructor and fellow students in the course.**

1. Use professional language. Always be considerate and constructive in your communications with the instructional team and other students. Include a greeting and a sign-off in your emails. Leave text messaging abbreviations out of messages and posts.
2. Try not to use all caps. It can come across as shouting to the reader. Instead, use bold, *italics*, "quotes," or another formatting to emphasize a word or phrase.
3. Use proper language and titles. Do not use any slang or profanity. Even if a word is one you consider to be, "not so bad," it could be offensive to others.
4. Review posts and messages before posting. Before you post, check for grammar and spelling errors. Also, be sure to read for if the message you are trying to communicate is clear.
5. Ask for clarification. If you do not understand a comment from your peers or communications from the instructional team, ask for clarification. If you're not sure of what is being asked of you or shared with you, kindly ask for clarification.

**Leading Small Group Discussions (6% total, lead twice, 3% each)**

Everyone will be assigned to small groups of 5 students, and it is in these groups that we will complete most of our engagement activities. Each member of the discussion group will help initiate and lead the discussion twice during the term. See the discussion leader assignment sheet on Blackboard to learn your group # and leading dates.

During each week you are leading, you will be expected to thoroughly read the assigned articles and prepare to moderate a 15-minute small group discussion. To demonstrate that you are prepared to moderate discussion on your assigned day, **leaders will submit at least four engaging questions before the start of their assigned class meeting** (Tuesday or Thursday at 2 pm) using the correct link on the left-hand menu of BlackBoard (Discussion Leader Upload A-E or F-J).

Leaders should use open-ended questions that prompt their classmates to compare, contrast, analyze or extend class material. Most discussion questions will be inspired by course readings and other content, but leaders are welcome to incorporate other related content and relevant current events.

Example starting places for your questions may include:

- Are there parts of an argument in a reading that especially appeal to you? Are highly relevant to you personally? Or with which you disagree?
- How can the information be used to support healthy development or public policy?
- For empirical studies: Are the measures and design appropriate for the questions being studied? Are the conclusions justified?

When you are leading the discussion virtually, please keep your video and audio on for the full small group discussion period.

Regardless of format, pay attention to instructions ahead of the discussion so you know how much time you have and can be sure to address each of your prepared questions. Know that a member of the instructional team may "pop in" to observe but will try to not disturb your group's flow (if virtual their video and audio will be off). Also, be prepared to "share back" some key insight or overview of your group's discussion. Either you or a member of your group should be prepared to talk briefly to the full class time permitting. It is your responsibility that someone is ready to be called on.

*Missed discussion days cannot be made up.* Students who know ahead of time that they will have a conflict on their assigned discussion leading day should contact their group's TA well in advance so that a

trade can be arranged. Students who submit questions ahead of class but do not attend will receive partial credit (1.5 points).

### **Graded Application Activities (16% Total, 4% each)**

This course undervalues memorization and is more heavily weighted towards supporting your ability to apply the knowledge you are gaining about human development into the real world. To that end, we have several opportunities to dive deeper and practice using our newfound skills in interpreting behavior across the lifespan. Four activities, each worth 5% of your final grade, will help you practice these skills and give your instructional team an indication of your mastery of the content thus far. Detailed instructions for each activity will be posted ahead of the due dates listed below. Should conditions allow some of these activities will be started in class in groups so students are welcome (but not required) to work with peers from their small groups on these assignments but all students must submit their own individual work for grading. On your Groups page, access tools such as Collaborate to host a video conference or send a group email to exchange ideas about these activities.

- **Observing Babies** – Due Sunday of Week 5
- **Do Perfect Parents make Perfect Children?** – due Sunday of Week 7
- **Designing Playground Equipment** – due Sunday of Week 10
- Dissecting the literature on **Optimism and Outlook in Adolescence** – due Sunday of Week 13

### **ASSESSMENTS**

**Syllabus Quiz (2%).** Students will complete a short quiz about the syllabus and course procedures. This quiz will be administered through Blackboard and will be “open syllabus” meaning that you are encouraged to use the syllabus while completing the quiz. Students are allowed to retake the quiz to improve their grades if they do not earn full credit the first time. This quiz will be available starting the first day of class and will close at 11:59pm on Sunday of Week 2.

**Unit Quizzes (3 Quizzes, 12% each, 36% total).** There will be 3 non-cumulative open note quizzes throughout the course administered via Blackboard. Quizzes are open note, but questions are primarily scenario-based and require students to apply knowledge, not just regurgitate back memorized definitions. A typical quiz will consist of 30-40 multiple-choice, short answer, and matching questions. Students will be allowed ample time (e.g., 60 minutes) to complete the quiz. Timing accommodations registered with the Office of Disability Services will be made in Blackboard in accordance with the notice submitted by the student to Dr. Zinsser. Quizzes will **open at 8am on Monday morning** and **close by midnight on the Sunday** of the weeks listed below.

- **Unit 1** (Week 5)
- **Unit 2** (Week 10)
- **Unit 3** (Week 16)

### **Re-taking Online Exams**

In this class, technology should not be a barrier to your success. Therefore, whenever exams are administered online, all students will have the option to re-take any exam within the time frame outlined above. This option is intended primarily for those who need re-take the exam due to technological difficulties (laptop crashes, internet outage, etc.) but you can choose to use this option for any reason and no special permission is required. Please read the guidelines below carefully to understand how this re-take option works:

- All students are permitted to take all exams (including the final) up to 2 times.
- You are not required to use your second attempt if you don't wish to.

- Only the last attempt will be graded, even if it is incomplete.
- All attempts must be completed BEFORE the exam closes (see dates above)
- There will be no feedback given after the first attempt, meaning you won't know what you got right/wrong.
- There is no guarantee that the same questions will appear on the 2<sup>nd</sup> attempt.

### **Optional Final Exam (replaces lowest Exam grade, 12% if taken)**

There will be no opportunities to retake missed quizzes, however, a student who misses a quiz may make it up by taking the final exam. The grade earned on this cumulative final will replace the 0 earned on a missed quiz. Students who have not missed a quiz but hope to improve their course grades are also encouraged to take the final. The final *cannot hurt* your grade only improve it. The final will be made available from 8am on Monday to 5pm on Friday of Finals week.

### Tips and Tricks for Online Test Taking

- Use a hard-wired internet connection (not Wi-Fi). I recommend the library computers since they are also near the Blackboard help desk
- Use your first attempt early. Don't wait until the last possible day to start the exam for the first time as you will run out of time to re-take it if you need.
- Do not confuse "open note" with "I don't need to study". These exams are intended to challenge your critical thinking skills and your application of knowledge. You need to already understand the material prior to starting the exam.
- Be organized, prepared, and mindful of the time. These exams include multiple choice and short answer questions but they are timed to be fairly succinct. Do not expect to have ample time to rifle through your notes or look things up in lecture slides.

## **GRADING**

Grades will be determined using the following proportions.

<b>40%</b>	Attendance/Engagement (8 of 10)
<b>6%</b>	Leading Discussion (twice)
<b>16%</b>	Activities (4 activities: Revised Observation, 'Perfect' Parents, Playground, Optimism)
<b>36%</b>	Unit Quizzes (3, optional final)
<b>2%</b>	Syllabus Quiz
<hr/>	
<b>100%</b>	

Final grades will be assigned according to the following scale. Grades will **not** be rounded:

A = 89.90-100%      B = 79.90-89.89%      C = 69.90-79.89%      D = 59.90-69.89%      F < 59.9%

**Late Work Policy:** *All late assignments will be subject to an automatic 10% penalty (so a paper that initially would have earned a 90% will only make 80%). Additional points may be deducted for assignments more than one day late. **Late work will not be accepted after April 24th.***

## **MISCELLANEOUS INFORMATION**

**Accommodations for Students with Disabilities**

Your instructional team and The University of Illinois at Chicago are committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at [drc.uic.edu](http://drc.uic.edu), via email at [drc@uic.edu](mailto:drc@uic.edu), or call (312) 413-2183 (voice) or (312) 413- 0123 (TDD) to create a plan for reasonable accommodations. To receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receiving the LOA, your instructional team will work with you and the DRC to implement approved accommodations.

**Providing Feedback**

We are also making efforts to ensure that course material is accessible, equitable, and representative of UIC students' rich and diverse experiences. At the same time, we know there will be places we can improve this course, and we welcome your feedback. If there are suggestions for how to improve accessibility or resources and imagery that you would recommend, please submit feedback using the course's [continuous improvement form](#) available on the left-side menu on our Blackboard page.

Use this form to submit suggestions for resolving glitches or improvements to make the class even better next time around. Do not use this form to request extensions or communicate with the instructional team about urgent matters. To the extent possible, we will implement recommendations this semester but may not always be able to do so.

**The Counseling Center**

Finally, life is stressful, and we all need a little support sometimes. Students are encouraged to contact the [Counseling Center](#) (Suite 2010 Student Services Building) at (312) 996-3490 for assistance with any kind of psychological/life problem or crisis. I can help with referrals for students with individual counseling needs, so please feel free to talk with me for help with anything. The Counseling Center provides free and confidential counseling services for all students. Learn more at <https://counseling.uic.edu/>

**Campus Advocacy Networks**

Under Title IX, you have the right to an education free from any form of gender-based violence and discrimination. Campus Advocacy Network is a confidential, anonymous, and free resource that can provide information, advocacy services and help you explore your options. Learn more at <https://can.uic.edu/>, or by contacting [can-appointment@uic.edu](mailto:can-appointment@uic.edu) or 312-413-8206.

**Technology**

This course will rely heavily on the Blackboard to communicate announcements and collect assignments. It is the responsibility of every student to learn how to access Blackboard and post terms properly. Should you have any technical difficulties, please contact the Instructional Technologies Lab: [blackboard@uic.edu](mailto:blackboard@uic.edu) or 312-996-9824.

Students must use their UIC email account to receive important University information, including messages related to this class. Professors are prohibited from communicating with you via any other email address, so please ensure that messages are appropriately forwarded and that your inbox does not overflow.

**Academic Integrity**

Students in this course are expected to behave at all times consistent with the UIC Honor System and Code (<http://www.uic.edu/depts/honorcode/code.html>). For all work, the name that appears on the paper must be the authors. If you are using someone else's work as a source, cite it. Please see the details available on the website above. According to UIC procedures, violations of the Honor Code will not be tolerated in this course and will be immediately reported (<http://www.uic.edu/depts/dos/studentconduct.html>). The instructor reserves the right to use software to determine the extent to which the work is the students. The instructor for this course reserves the right to enter a failing grade for any student found guilty of an honor code violation.

### **Policy on children in class**

I feel strongly that higher education is a multi-generation intervention, and as such, students should never have to choose between parenting their child and continuing their education. Please see the guidelines and reminders below whether you are currently parenting or not. We all have a role to play in creating inclusive learning environments.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship.
- 2) Unforeseen disruptions in childcare often put parents in the position of having to choose between missing classes to stay home with a child or leaving them with a less desirable backup arrangement. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.
- 3) If your baby or young child comes to class with you, please plan to sit close to the door so that you can step outside without disrupting learning for other students if your child needs special attention.
- 4) Non-parents in the class, please reserve seats near the door for your parenting classmates or others who may need to step out briefly.
- 5) Finally, I have high expectations for every student I teach, regardless of whether they are parenting or not. At the same time, I know well how exhausting balancing school, childcare, and work can be! I cannot support you and accommodate your family's needs if you keep me in the dark. I hope you will feel safe disclosing your student-parent status to me so that I can help you anticipate and solve problems in a way that makes you feel supported.

### **Little Sparks Family Resource Room**

All UIC Psychology students, faculty, and staff who parent are encouraged to make use of the department's new Family Resource Room located in BSB 1060. This is a community space dedicated to supporting Psychology department members who are caring for young children and may occasionally need to bring them to campus. In addition to providing a quiet place to nurse/feed a young child, the resource room is filled with infant and toddler essentials which you can check out including a pack n' play, stroller, sensory toys, and books. Keys to the resource

room can be checked out from Kevin Hogan in BSB 1009 or Karla Rivera-Ruiz in BSB 1066. For more information or questions, contact Dr. Kate Zinsser (kzinsser@uic.edu).

**Last day to add or make changes to 16-week course(s) via Student Self Service is January 22<sup>nd</sup>.**

**Last day for undergraduate students to withdraw from individual courses via college office is March 19<sup>th</sup>.**

Start	End	Week	Period/Unit	Topic 1	Topic 2	Discussion	Engagement Activity	Assessment
1/10/2022	1/16/2022	1	Infancy	Intros & Orientation	Defining Development	D0 - Intros		
1/17/2022	1/23/2022	2	Infancy	Theoretical Foundations	Pregnancy & Prenatal	A		Syllabus Quiz
1/24/2022	1/30/2022	3	Infancy	Physical Development	Cognitive Development	B		
1/31/2022	2/6/2022	4	Infancy	Attachment	Temperament &	C		
				Observing Babies Assignment & Recap	-		Observational Narrative & Peer Feedback	Unit Quiz
2/7/2022	2/13/2022	5	Infancy					
2/14/2022	2/20/2022	6	Early Childhood	Physical & Cognitive	Emotional Competence	D		
							Perfect Parents Activity	
2/21/2022	2/27/2022	7	Early Childhood	Parenting	Friendship & Play	E		
2/28/2022	3/6/2022	8	Childhood	Gender	Stress and Trauma	F		
3/7/2022	3/13/2022	9	Childhood	Positive Racial Identity		G		
3/14/2022	3/20/2022	10	Childhood	Risky Play & Unit Recap			Group Playground	Unit Quiz
3/21/2022	3/27/2022	11		SPRING BREAK				
3/28/2022	4/3/2022	12	Adolescence	Cognitive Development	Physical changes in	H		
							Optimism & Outlook Activity	
4/4/2022	4/10/2022	13	Adolescence	Peers & Sexuality	Optimism & Outlook			
4/11/2022	4/17/2022	14	Adulthood	Emerging Adulthood	Early Adulthood	I		
								Late work deadline
4/18/2022	4/24/2022	15	Adulthood	Middle Adulthood	Later Life	J		
4/25/2022	5/1/2022	16	Adulthood	Course Review & Evaluations				Unit Quiz
5/2/2022	5/6/2022			FINAL EXAM (Optional)				Optional Final