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# PSYC 3310-701 Developmental Psychology

8-Weeks – Spring 2026 – March 9<sup>th</sup> – May 1<sup>st</sup>

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

–Erin Quinn Austin

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## Instructor Information

### **Instructor Name**

Erin Austin, PhD

### **Office Location**

SWSH 404T

[View Campus Map](#)

### **Office Phone Number**

Please call me via Teams

### **Email Address**

Erin.Austin@uta.edu

### **Faculty Profile**

[Erin Austin \(https://www.uta.edu/academics/faculty/profile?username=erinb\)](https://www.uta.edu/academics/faculty/profile?username=erinb)

### **Office Hours**

By appointment, virtual through Microsoft Team

### **Communication Guidelines**

My preferred communication method is Email and Canvas Inbox, I will respond to both so please do not send the same message twice.

I will respond to emails and voice messages within 24 hours or the next business day

### **Instructional Assistants (Academic Coaches):**

Given the size and popularity of this class, academic coaches have been assigned to you. To find your coach, please see the appropriate Canvas course announcement.

## Course Information

### **Section Information**

PSYC 3310-700

## **Course Delivery Method**

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This course is designated ASYNC ONLINE, which means all course instruction, materials, and assignments are delivered online and asynchronously. No synchronous meetings, exams or projects. This course is entirely online and is divided into bi-weekly instructional modules. All materials and assignments will be available on the first day of class. Students may work ahead on assignments; though, there are consistent due dates on Mondays, Wednesdays, and Fridays throughout the semester. Assignment due dates are clearly indicated in the syllabus as well as Canvas. Frequent reminders will also be sent via Canvas Course Announcements.

For a full definition of the course modalities, please visit the [Course Modalities page](#).

## **Time and Place of Class Meetings**

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This course is entirely online. There are no face to face meetings.

## **Time Zone**

This course operates on Central Time. All times listed for class meeting times, exams, and assignment deadlines are in Central Time.

## **Description of Course Content**

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This course is designed to introduce major themes of human development and growth from conception through old age, concerned with the physical, behavioral, and social aspects. We will obtain a comprehensive view of the entire lifespan through chapter readings, PowerPoints, and assignments. Much of material will be based on findings obtained in experimental research undertaken in developmental psychology. We will focus more on theories and research than on applications in this course, but applications should be obvious to those who understand the underlying phenomena of the field. It is my hope that you enjoy the material and take an active role in your learning.

## **Prerequisites**

PSYC 1315 Introduction to Psychology

## **Student Learning Outcomes**

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

1. Describe and compare biological, cognitive, and socioemotional changes across key developmental periods, using examples from readings and personal observations, with accurate use of lifespan development terminology.
2. Evaluate how heredity, environment, and context (including culture and historical period) interact to shape human development, using real-world scenarios and evidence from scholarly sources.
3. Apply major developmental theories (e.g., Piaget, Erikson, Vygotsky, Bronfenbrenner) to interpret behaviors or milestones observed in media, interviews, or daily life, with appropriate examples and supporting evidence.
4. Distinguish normative age-graded, history-graded, and nonnormative life events, using at least two observations or examples from diverse stages of the lifespan.
5. Summarize how physical health, nutrition, and lifestyle behaviors impact development from infancy through older adulthood, using scholarly readings and real-life or media-based examples.

6. Analyze how intelligence, memory, and language evolve throughout the lifespan, and reflect on how these cognitive processes affect learning, communication, and problem-solving in real-world contexts.
7. Interpret emotional and moral development across the lifespan, including temperament, attachment, identity, and values, using observations, interviews, or examples from current media.
8. Examine the influence of gender, sexuality, family roles, peer relationships, and culture on development at multiple life stages, applying developmental concepts to current social issues.
9. Reflect on your own development (past and present) through the lens of lifespan psychology, demonstrating insight into your evolving identity, health, relationships, and future goals.
10. Evaluate how people experience major transitions such as education, work, aging, death, and grief, using course readings, lecture material, and experiential activities with clear and thoughtful connections.

## **Textbooks and Other Course Materials**

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### **Required Textbooks and Materials**

This course will be using the eBook A Topical Approach to Life-Span Development, 11th Edition with an online program from McGraw-Hill called Connect (ISBN: 9781266442209; Copyright 2022; Retail Price: \$112.47). This course is part of McGraw-Hill's Inclusive Access Program, meaning that the charge for this eBook went directly to your UTA account when you enrolled in the course, and you will have access to the correct course materials on the first day of class at a much lower cost. This also allows for course materials in this class to be eligible for financial aid. The link to the eBook and Connect will be available in Canvas. You may also purchase a loose-leaf copy of the textbook from McGraw-Hill if you would like to have a physical copy of the text, but this is not required. To access course materials, simple log-in to Canvas and navigate to the PSYC 3310 course page, click on Connect on the lefthand side of the page and follow the instructions to pair your Connect account with Canvas.

### **Descriptions of major assignments and examinations**

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Chapter assignments in Connect will be available on the first day of class on Canvas and due by 11:59PM (Central Time) throughout the semester on Mondays, Wednesdays, and Fridays. Due dates for the assignments can be found in the course schedule at the end of this syllabus. For each chapter, students will complete a SmartBook assignment and a chapter quiz. Students will also complete 8 activities that cover 2-3 chapters of material. Please remember this is a shorter, accelerated online course that does not have the structure of a traditional lecture and it is very important that you stay on top of your assignments and complete them in a timely manner.

### **SmartBook Assignments (150 Points)**

The most important part of each chapter will be reading the SmartBook (or regular textbook) and completing your SmartBook assignment. SmartBook readings are flashcard-style assignments. They are adaptive, which means that they are tailored to your individual learning trajectory. They are also stress free: You do not lose points for getting questions wrong but can only advance by getting questions right. By completing these assignments, you will master the knowledge needed to perform well in the critical thinking assignments and chapter quizzes. If you do the readings first, this assignment should take about 60 minutes. There will be 17

SmartBook assignments, one for each chapter. Each SmartBook assignment is worth 10 points and the two lowest SmartBook grades will be dropped.

### **Quizzes (300 Points)**

To test your knowledge of the material, you will complete a 40-question, multiple choice quiz. You will have 60 minutes to complete each quiz and there is no way to stop the clock once you have started, so you will need to know the material well ahead of time. There will be 17 quizzes total, one for each chapter. Each quiz is worth 20 points and the two lowest quiz grades will be dropped.

### **Activities (280 Points)**

For each activity, students will use the information from the relevant course material to complete an activity and answer a series of short answer and reflection questions. These assignments are meant to enrich your understanding of the material and how it pertains to the real world. It is recommended that you complete these activities while working on the SmartBook assignments throughout the week as many of the questions and tasks relate to specific chapters in the book. Activities range from exploring toys being developed for children, observing Piagetian concepts in children, and examining gender roles on TV shows. There will be 8 activities total that cover 2-3 chapters of material. Each activity is worth 40 points and the lowest activity grade will be dropped.

### **Expectations for Out-of-Class Study**

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This course is a shorter, accelerated course that covers 16-weeks of material in 8-weeks. Workload for this course is heavy and 2-3 chapters will be covered each week. It is your responsibility to keep up with assignments and due dates. You are strongly encouraged to work ahead so that you do not fall behind. All assignments in this course are available on the first day of class. A general rule of thumb for college course is that for every credit hour earned, you should spend 3 hours per week working outside of class time. A 3-credit course would have the minimum expectation of 9 hours of reading, studying, and working on assignments outside of class time. Since this class is online and condensed into 8-weeks, it is your responsibility to manage your time and workload appropriately and schedule time each week for reading and studying in this course. Beyond the time required to "attend" each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reviewing required materials, completing assignments, and preparing for quiz. Students who succeeded in this class have set up class hours for themselves and generally managed their time wisely

### **Technology Requirements**

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#### **Canvas (<https://uta.instructure.com>)**

Assignments, grades, announcements and additional course materials will be posted on Canvas for this class and most of your other courses at UTA. I recommend checking Canvas on a regular basis as I will update it throughout the semester. If new to Canvas please complete the Canvas Student Orientation training course before starting the course:

<https://uta.instructure.com/courses/17157>

#### **Connect (<http://connect.mheducation.com/>)**

Homework can be accessed in Connect, through Canvas (easier method) or the link above (after you have registered). NOTE: When registering for Connect for the first time, you MUST log in to Connect through Canvas to sync up your Connect and Canvas gradebooks.

Visit the [UTA Libraries Technology page](#) for a list of items that can be checked out or used at the library.

## Grading Information

Grading is based on a mastery model. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources. For Connect assignments (i.e., quizzes, SmartBook assignments) please email me using Canvas (erin.austin@uta.edu). For information on writing assignments (i.e., paper assignments) please email your academic coaches, as they grade these assignments. I make it a policy not to “bump” any final grade up to the next higher grade. Please do not ask me to do otherwise. If you want a specific grade, then you need to put in the effort necessary to obtain said grade. Please keep in mind, the lowest 2 grades for SmartBook assignments, the two lowest quiz grades, and the lowest activity grade will be dropped. Therefore, your grade is already “bumped” at the end of the semester.

### Graded Assignments & Values

Assignment Name	Value (pts or %)
SmartBook (15 – 10 pts each)	150 pts
Quizzes (15 – 20 pts each)	300 pts
Activities (7 – 40 pts each)	280
<b>Total</b>	<b>730</b>

### Final Grade Calculation

Range (pts or %)	Letter Grade
657-730	A
584-656	B
511-583	C
438-510	D
<437	F

### Make-Up Exams & Late Work Policy

All students are expected to turn in assignments on time. However, there could be certain circumstances that interfere with your ability to complete assignments on time. Only students who have a university excused absence will automatically be granted an extension. However, students with university excused absences must make arrangements with me prior to their absence and/or deadline of the assignments they will be missing. University excused absences are outlined in the Student Handbook and include items such as representing the university at a function or event, fulfilling a military duty, or academic accommodations. Extension requests for any other reason that does not fall under university excused absences such as a serious medical emergency or other extenuating circumstances will be evaluated on a case by case basis.

### Extra Credit Policy

No extra credit opportunities are offered in this course. However, the lowest two grades for SmartBook assignments, the two lowest quiz grades, and the lowest activity grade will be dropped. It is recommended that you complete every available assignment in this course and do not treat these dropped grades as "free zeros." Also, I do not offer individual extra credit opportunities as it would not be fair to the rest of the class.

## **Grades & Feedback Timeline**

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I will post grades to the Canvas gradebook within 1 week of the due dates.

## **Grade Grievances**

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Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current [University Catalog Grades and Grading Policies](#). For the Department of Psychology, see the [Grade Grievance Form](#).

## **University & Course Policies**

UTA students are encouraged to review the institutional policies and informational sections below and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](#) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>), which includes the following policies, among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

## **Additional Information**

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### **Email**

Official communication from UTA to you will come only through your UTA e-mail box. Your UT Arlington email is the official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a UTA email account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using UTA Email is available at [Email Services – Office of Information Technology – The University of Texas at Arlington \(uta.edu\)](#). Please access it regularly, or forward it to your current email address, as your success in college will depend on your ability to respond quickly.

I will communicate with you using Canvas email. To contact me by Canvas email, go to your Canvas inbox (left hand side of Canvas homepage), open a new message, select this course, and then select my name. Using Canvas email will allow me to know which section and group you are enrolled in and I can respond to your question or concern sooner. I will not answer emails sent from personal (non-MyMav) accounts since these are not secure.

I am generally good at responding to student e-mails within 24 hours. If you do not hear from me within 48 hours of your initial correspondence, please feel free to send me a reminder

Canvas email. Please keep in mind that I do not answer emails after 6PM (Central Time). I will respond to emails sent after 6PM the following day. If you need assistance or have a question about an assignment, please plan accordingly and ask for help sooner rather than later. It is not guaranteed that I will be available to respond to emails sent within 5 hours of the deadline for any assignment. I do want to help you and answer any questions you may have, so please send your questions to me well ahead of the deadline so I can assist you.

Please keep in mind that I **will not** respond to your email if it relates to the following:

- Questions regarding information that can be found on the syllabus
- Information that can be found on Canvas or in a Canvas Course announcement
- Asking for more points to be added to your grade or to have your grade bumped to the next letter grade

### **Correct Files**

Students are responsible for submitting the correct, complete, and viable file(s) with the correct assignments. Files that are submitted to the wrong assignment or assignments that are submitted with an incorrect, incomplete, or corrupt file can be replaced with corrected files only if the correction is made prior to the original due date and time. Corrected files or submissions that occur after the original due date will be considered late (see Late Work policy). Students are strongly encouraged to submit assignments in advance of the due time, then log out of Canvas, log back in and check that the assignment was successfully submitted, that the file is not corrupt, is the correct file, is complete, and is attached to the correct assignment.

### **Technological Difficulties**

Given the online nature of this course, technological issues are possible. However, technological difficulties (Wi-Fi connectivity issues, browser issues, computer problems etc.) are not a valid reason to ask for an extension or ask that the work not be considered late (see Late Work policy). It is your responsibility to make sure you have access to a computer, the course assignments, and reliable Wi-Fi. Make sure your system is compatible BEFORE you start taking a quiz - look in the *troubleshooting* tab in Connect and it will show you if you have the required applications etc. to be successful at uploading the videos, tasks, etc. Further, it is also your responsibility to give yourself enough time before the deadline to deal with any technological difficulties that will arise. If you experience any problems with Canvas, Canvas Help is the best resource to contact for help. Canvas Help is available on your Canvas Dashboard menu as indicated by the "?" icon. Keep in mind that Canvas records the time and date each student visits any page on Canvas but it does not record specific error messages students receive. The more information you can provide Student Tech with the situation in which you encountered the problem, including any error messages you received, the more able they will be to help you. If you experience any problems with Connect, McGraw-Hill Tech Support is the best resource to contact for help (<https://mhedu.force.com/CXG/s/ContactUs>). They can assist you with any troubleshooting issues that you should have.

### **Cheating and Plagiarism Course Policy**

Any student who engages in academic misconduct including cheating and plagiarism on any assignment or quiz will receive a ZERO on that assignment. No exceptions. It is the responsibility of the student to understand what plagiarism is, how to avoid it, and how to properly cite your sources. Additional information is available at [Student Conduct](#).

### **Anti-Plagiarism Software**

Any written assignment that you complete in this course will be processed using the anti-plagiarism software. This software is integrated with Canvas and will give you a similarity score for your assignments that will be visible to both you and your professor. If there are instances where your writing is similar to, or matches against, a source within the database, it will be flagged for your professor to review. **Any work that is submitted that has a similarity score over 25% will not be graded and will receive a zero.** You can see your similarity score as soon as you submit your assignment. In the event that your similarity score is too high, you should revise your document and resubmit your assignment up until the assignment is due.

## **Attendance**

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Attending class sessions is a critical predictor and indicator of student success. The University of Texas at Arlington does not recognize a single attendance policy but encourages faculty to establish class-specific policies on attendance. As the instructor of this section, note that you should be aware that we can track your progress in Canvas—in fact, we can see each page you accessed and the time when that occurred.

The U.S. Department of Education requires that UT Arlington have a mechanism in place to verify Federal Student Aid recipients' attendance in courses. UT Arlington instructors are expected to report the last date of attendance when submitting students' final course grades; specifically, when a student earns a course grade of F, instructors must report the last date a student attended their class. For on-campus classes, last date of attendance can be based on attendance rosters or on academic engagements—a test, participation in a class project or presentation, or Canvas-based activity. Online or distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities in Canvas to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance. The last date of attendance is reported to the U.S. Department of Education for federal financial aid recipients.

## **Generative AI Use in This Course**

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The use of Generative AI (GenAI) in course assignments and assessments must align with the guidelines established by the instructor. Unauthorized use of GenAI could result in breaches of academic integrity. Instructors bear the responsibility of clearly delineating the permissible uses of GenAI in their courses, underscoring the importance of responsible and ethical application of these tools.

The [UTA Office of Community Standards](#) articulates the university's stance on [academic integrity and scholastic dishonesty](#). These standards extend to the use of GenAI. Unauthorized or unapproved use of GenAI in academic work falls within the scope of these policies and will be subject to the same disciplinary procedures.

As the instructor of this course, I have adopted the following policy on Student use of GenAI: **Prohibition of GenAI Use:** In this course, the focus is on the development of independent critical thinking and the mastery of subject-specific content. To ensure that all submitted work accurately reflects personal understanding and original thought, the use of Generative AI (GenAI) tools in completing assignments or assessments is strictly prohibited. This policy supports our commitment to academic integrity and the direct measurement of each student's learning against the course's Student Learning Outcomes (SLOs). Any work found to be generated by AI will be subject to academic review.

## Academic & Wellness Resources

### Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring, and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](https://www.uta.edu/student-success/course-assistance) (<https://www.uta.edu/student-success/course-assistance>). To request disability accommodations for tutoring, please complete this [tutoring request form](https://www.uta.edu/student-success/course-assistance/tutoring/request) (<https://www.uta.edu/student-success/course-assistance/tutoring/request>).

### The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) (<http://www.uta.edu/owl>) for detailed information on all our programs and services.

### Academic Plaza

The Library's 2<sup>nd</sup> floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](https://library.uta.edu/hours) (<https://library.uta.edu/hours>) of operation.

### UTA CARE Team

UT Arlington is committed to the safety, success, and well-being of our students. To support our community, UTA has created a CARE Team, which is a dedicated group of campus professionals responsible for helping students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you know of someone experiencing challenges, appearing distressed, needing resources, or causing a significant disruption to the UTA community, please submit a [CARE Referral](https://www.uta.edu/student-affairs/dos/behavior-it) by visiting the [Behavior Intervention Team](https://www.uta.edu/student-affairs/dos/behavior-it) (<https://www.uta.edu/student-affairs/dos/behavior-it>) page. You may also submit a referral for yourself if you would like additional support.

NOTE: If a person's behavior poses an immediate threat to you or someone else, contact UTA Police at 817-272-3303 or dial 911. If you or someone you know needs to speak with a crisis counselor, please reach out to the [MAVS TALK 24-hour Crisis Line](https://www.uta.edu/student-affairs/caps/crisis) (<https://www.uta.edu/student-affairs/caps/crisis>) at 817-272-8255 or the [National Suicide and Crisis Lifeline](https://988lifeline.org/) (<https://988lifeline.org/>) at 988.

### Student Services

Everything you need to make the most of your time as a student (and beyond) is all on campus. Below are a few resources to get you started.

- [Student Services Home](#)
- [Student Access and Resource \(SAR\) Center](#)
- [Military and Veteran Services](#)

- [Health Services](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Activities and Organizations](#)
- [Recreation](#)

### **Librarian to Contact**

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Each academic unit has access to [Librarians by Academic Subject](#) (<https://libraries.uta.edu/research/librarians>) that can assist students with research projects, tutorials on plagiarism, and citation references, as well as support with databases and course reserves.

## **Safety Information & Resources**

### **Face Covering Policy**

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Face coverings are not mandatory; all students and instructional staff are welcome to wear face coverings while they are on campus or in the classroom.

### **MavAlert System**

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The MavAlert system sends information to cell phones or email accounts of subscribed users in case of an emergency. Anyone can subscribe to MavAlerts at [Emergency Communication System](#) (<https://www.uta.edu/uta/emergency.php>).

### **Emergency Phone Numbers**

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In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

## Course Schedule

ASSIGNMENT DUE DATES	TOPIC	READING
<b>Week 1—</b> Tuesday, Mar. 10 <sup>th</sup>	Research Methods & Theories	Chapter 1
Wednesday, Mar. 11 <sup>th</sup>	Biological Beginnings Physical Development and Biological Aging	Chapter 2 Chapter 3
Friday, Mar. 13 <sup>th</sup>	<b>Activity #1</b>	
<b>Week 2—</b> Monday, Mar. 16 <sup>th</sup>	Health	Chapter 4
Wednesday, Mar. 18 <sup>th</sup>	Motor, Sensory, & Perceptual Development	Chapter 5
Friday, Mar. 20 <sup>th</sup>	<b>Activity #2</b>	
<b>Week 3—</b> Monday, Mar. 23 <sup>rd</sup>	Cognitive Developmental Approaches	Chapter 6
Wednesday, Mar. 25 <sup>th</sup>	Information Processing	Chapter 7
Friday, Mar. 27 <sup>th</sup>	<b>Activity #3</b>	
<b>Week 4—</b> Monday, Mar. 30 <sup>th</sup>	Intelligence	Chapter 8
Wednesday, Apr. 1 <sup>st</sup>	Language Development	Chapter 9
Friday, Apr. 3 <sup>rd</sup>	<b>Activity #4</b>	
<b>Week 5—</b> Monday, Apr. 6 <sup>th</sup>	Emotional Development and Attachment	Chapter 10
Wednesday, Apr. 8 <sup>th</sup>	The Self, Identity, and Personality	Chapter 11
Friday, Apr. 10 <sup>th</sup>	<b>Activity #5</b>	
<b>Week 6—</b> Monday, Apr. 13 <sup>th</sup>	Gender and Sexuality	Chapter 12
Wednesday, Apr. 15 <sup>th</sup>	Moral Development, Values, and Religion	Chapter 13
Friday, Apr. 17 <sup>th</sup>	<b>Activity #6</b>	
<b>Week 7—</b> Monday, Apr. 20 <sup>th</sup>	Families, Lifestyles, and Parenting	Chapter 14
Wednesday, Apr. 22 <sup>nd</sup>	Peers and The Sociocultural World	Chapter 15
Friday, Apr. 24 <sup>th</sup>	<b>Activity #7</b>	
<b>Week 8—</b> Monday, Apr. 27 <sup>th</sup>	Schools, Achievement, and Work	Chapter 16
Wednesday, Apr. 29 <sup>th</sup>	Death, Dying, and Grieving	Chapter 17
Friday, May 1 <sup>st</sup>	<b>Activity #8</b>	