

PSY 2133: Developmental Psychology Syllabus

Summer I 2025

Instructor Information

Name: Dr. Edward P. Kardas

Email: ekardas@astate.edu

Online Live Office Hours: Via email from 8:30 AM to 8:30 PM MF, less regularly on weekends.

Happy to schedule individual or group Zoom sessions as needed.

I can also schedule phone conversations.

Communication & Grading Feedback Plan: I will respond to all emails within 48 hours. Email is the best way to communicate with me. I will grade activities and discussions within 72 hours and papers within the week.

Course Description, Goals, and Learning Outcomes

Course Description

This course is an introduction to development across the lifespan. The course covers prenatal development through older adulthood, including development inside the womb and development infancy, toddlerhood, early, middle and late childhood, adolescence and early, middle and late adulthood.

Program Level Outcomes

- I. Understand and apply psychological principles to personal, social, and organizational issues
- II. Be able to design, implement, and communicate research methods in psychology, including research design, data analysis, and interpretations
- III. Develop strong critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes
- IV. Graduate with realistic ideas about how to use psychological knowledge, skills, and techniques in various occupations and in graduate school.

Course Level Student Learning Outcomes

Outcome 1: Explain developmental theories relevant to each phase of development

Outcome 2: Explain the biopsychosocial model of development

Outcome 3: Identify and explain the unique phase of prenatal development

Outcome 4: Identify and explain the unique phases of labor and delivery

Outcome 5: Identify and explain the unique phases of infancy and toddlerhood

Outcome 6: Identify and explain the unique phases of childhood

Outcome 7: Identify and explain the unique phases of adolescence

Outcome 8: Identify and explain the unique phases of adulthood

Textbook(s), Readings, and Materials

Required readings

There are no textbooks for this course. All required readings are available on Canvas. The class uses only opensource files and texts.

Course Requirements

Discussions

Discussions will be in all five modules. Responses to the discussion questions should be approximately 1-2 paragraphs. Critical thinking questions are worth 15 points each and will contribute to your final grade.

Critical Thinking Questions

Critical thinking questions will be introduced in all five modules. Responses to the questions should be approximately 1-2 paragraphs. Critical thinking questions are worth 15 points each and will be calculated as such into your final grade.

Papers

Papers are each worth 40 points. They should be written in [APA Format](#) and should include a title page, and a reference page. They should be no less than 1 page and no more than 3 pages, double-spaced. You should refer to our module lessons when writing the papers and you may, when desired, use outside references as well. APA format guidelines can be found at the [Purdue Online Writing Lab](#).

Grading

Calculation of Grades

Grades will be assigned according to the following "percentage of total point" and "total points earned" cutoffs.

Grading Scale

90% and above - A

80 - 89% - B

70 - 79% - C

60 - 69% - D

< 60% - F

Policies

BioSig ID

Arkansas State University is required by federal law and regional accreditors to confirm the identity of all students who take online courses. Authenticating students' identities throughout their coursework ensures the academic integrity of the institution while also preserving the quality of the online degree you earn. To meet the requirements of federal law and regional accreditation, Arkansas State University requires online students to authenticate their identity through BioSig ID.

BioSig ID requires that you create a biometric password with a mouse, stylus, or your finger on a variety of computers and devices. Your biometric password cannot be replicated by someone else. You will be required to authenticate your identity with BioSig ID prior to completing quizzes and exams as well as periodically throughout each course. All authentications take place within Blackboard. Please see the Create BioSig ID folder in Blackboard for further details.

Respondus

Respondus will not be required in this course.

Students with Disabilities

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with Arkansas State Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.

Academic Misconduct Policy

Cheating on assignments by any means will result in an “F” on the assignment. A letter will be submitted to the academic dean providing the details of the offense. Please refer to the [Arkansas State University Code of Conduct Preamble](#) in the Arkansas State University catalog for documentation of the school’s disposition on academic integrity.

Conditions for Change Policy

I reserve the right to modify the syllabus if necessary due to unanticipated events, students will be notified.

Mandatory Reporter Policy

According to University policy, the instructor of this course is designated as a mandatory reporter for instances of Child Abuse/Neglect and Sexual Harassment/Misconduct. If you inform me of any instances of either Child Abuse/Neglect or Sexual Harassment/Misconduct, I am required to report it. For more information visit the university’s [Title IX Compliance Webpage](#).

Course Outline and Calendar: Summer I, 2025

Note: all dates are subject to change. Below Module Objectives are noted with MO.

Module 1: Introduction to Lifespan Development and Theories

Dates: 5/27-6/1 – Assignments due on 6/2 at 11:59pm CDST (Arkansas Time)

After completing this module, you will be able to:

- Explain the importance of studying lifespan development (Course Level Learning Outcome 1);
- Name and explain Developmental theories (Course Level Learning Outcome 1);
- Identify and explain the various periods of development (Course Level Learning Outcome 1).

| Required Readings/Media | Assignments |
|--|---|
| Reading 1: Chapter 1 - Introduction to Lifespan Development pp. 10-33 (MO a & c) Reading 2: Chapter 2 - Developmental Theories (MO b) Reading 3: 9.1 What Is Lifespan Development? (Module Obj. a) Reading 4: 9.2 Lifespan Theories (MO b) Reading 5: 9.3 Stages of Development (MO c) Lecture 1: Lecture: Introduction to Life Span, Growth and Development (Module Obj. a & c) Video 1: Freud's Psychosexual Theory of Development (MO b) Video 2: Erik Erikson's Theory of Psychosocial Development (MO b) Video 3: Piaget's stages of cognitive development (MO b) Video 4: Vygotsky sociocultural theory of development (MO b) | 1.1 Discussion: Course Introductions 1.2 Critical Thinking Question: Culture & Development (MO b) 1.3 Critical Thinking Question: Vygotsky's Theory & Environment (MO b) 1.4 Short Paper: Centenarian (MO a & c) |

Module 2: Prenatal Development, Birth, Infancy &

Toddlerhood Dates: 6/2-6/8 – Assignments due on 6/8 at 11:59pm CDST

(Arkansas Time) After successfully completing this module, you will be able to:

- Describe the prenatal environment and related stages (Course Level Learning Outcome 3);
- Explain the human experience of labor and delivery (Course Level Learning Outcome 4);
- Name and describe phases of development most relevant to infancy (Course Level Learning Outcome 5);
- Name and describe phases of development most relevant to toddlerhood (Course Level Learning Outcome 5);
- Elaborate on the effects of heredity and culture on development (Course Level Learning Outcome 2).

| Required Readings/Media | Assignments |
|--|---|
| Reading 1: Chapter 2: Heredity, Prenatal Development, and Birth (pp. 35-65) (MO a, b & e) Reading 2: Chapter 3: Infancy and Toddlerhood (pp. 72-106) (MO c & d) Reading 3: 9.85 Cognition in Infancy and Early Childhood: MORAL REASONING (MO c & d) Lecture 1: Prenatal Development (MO a) Lecture 2: Lecture: Infancy (MO c) Video 1: Are Infants Little Scientists? (MO c) | 2.1 Critical Thinking Question: Midwife Experience (MO b) 2.2 Critical Thinking Question: Maternal Mortality (MO b) 2.3 Critical Thinking Question: "Miracle of Life" (MO a) 2.4 Short Paper: Attachment (MO c, d & e) |

Module 3: Early, Middle and Late Child Development

Dates: 6/9-6/15– Assignments due on 6/15 at 11:59pm CT (Arkansas Time)

After successfully completing this module, you will be able to:

- Name and describe phases and theories of development most relevant to early childhood (Course Level Learning Outcomes 1 & 6);
- Identify and explain phases and theories of development most relevant to middle childhood (Course Level Learning Outcomes 1 & 6);
- State and discuss phases and theories of development most relevant to late childhood (Course Level Learning Outcomes 1 & 6).

| Required Readings/Media | Assignments |
|--|---|
| Reading 1: Chapter 4 - Early Childhood (pp. 115-155) (MO a) Reading 2: Chapter 5 - Middle and Late Childhood (pp. 164-205) (MO b & c) Reading 3: Kohlberg's Stages of Moral Development (MO a, b and c) Lecture 1: Child Development – MIT Courseware (MO a, b and c) | 3.1 Critical Thinking Question: Decision-making Processes (MO a, b & c) 3.2 Critical Thinking Question: Developmental Milestones (MO a, b & c) 3.3 Critical Thinking Question: Parenting Style (MO a, b & c) 3.4 Short Paper: "Recovered" Memory (MO c, d & e) |

Module 4: Adolescence

Dates: 6/16-6/22 – Assignments due on 6/22 at 11:59pm CDST (Arkansas

Time) After successfully completing this module, you will be able to:

- Name and describe phases and theories of development most relevant to Adolescence (Course Level Learning Outcomes 1 & 7);
- Explain the unique nature of Adolescence in comparison to other stages of human development (Course Level Learning Outcomes 1 & 7);
- State and discuss brain functioning unique to Adolescence ((Course Level Learning Outcomes 1 & 7).

| Required Readings/Media | Assignments |
|--|--|
| Reading 1: Chapter 6 - Adolescence (pp. 215-240) (MO a & b) Lecture 1: Adolescence (MO a & b) Video 1: Inside the Teenage Brain – Frontline (MO c) | 4.1 Critical Thinking Question: Physical Development & Social Experience (MO a, b & c) 4.2 Critical Thinking Question: Sex Education (MO a & b) 4.3 Critical Thinking Question: High-risk Behavior Factors (MO a & b) 4.4 Short Paper: Social Media & Development (MO a, b & c) |

Module 5: Early, Middle and Late Adulthood

Dates: 6/23-6/27– Assignments due on 6/27 at 11:59pm CDST (Arkansas

Time) After successfully completing this module, you will be able to:

- Name and describe phases and theories of development most relevant to early adulthood (Course Level Learning Outcome 1 & 8);

- b. Identify and explain phases and theories of development most relevant to middle adulthood (Course Level Learning Outcome 1 & 8);
- c. State and discuss phases and theories of development most relevant to late adulthood (Course Level Learning Outcome 1 & 8).

| Required Readings/Media | Assignments |
|---|---|
| Reading 1: Chapters 7 - Emerging and Early Adulthood 246-305 (MO a) Reading 2: Chapter 8 - Middle Adulthood 307-358 (MO b) Reading 3: Chapter 9 - Late Adulthood 371-425 (MO c) Lecture 1: Lecture 1: Adult Development – MIT Courseware (MO a, b & c) | 5.1 Critical Thinking Question: Important Task in Early Adulthood (MO a) 5.2 Critical Thinking Question: Middle Age Adult (MO b) 5.3 Critical Thinking Question: Intimacy, Generativity & Ego Integrity (MO b) 5.4 Critical Thinking Question: Advice to the Younger (MO a, b & c) |