

**SYLLABUS**  
**Psychology 341--Developmental Psychology Line #: 19325**  
On-Line Internet Class  
Spring 2023  
Instructor: Dr. Bill Fabricius  
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Office Hours: by appointment.

The required book for this class is Siegler's *How Children Develop*, **6th edition**. Make sure you get the 6<sup>th</sup> edition, not the 5<sup>th</sup> edition.

The book is available in two different formats: print, and e-book. Both are available for purchase at the Bookstore, either in-person or online (<http://bookstore.asu.edu>). The print book is available for \$82.50 using this ISBN: 9781319332556. The print book comes bundled with Macmillan's Achieve software. This software isn't required for the class--you can use it as a supplemental resource if you want--but the print book is significantly cheaper when bundled with Achieve, so I've ordered this edition. You won't need an access code for Achieve; instead, in the course shell on Canvass, click on "Macmillan Learning," then click on "Achieve." To purchase only the e-book (\$65.99), use this ISBN: 9781319269029, but in that case, if you want Achieve, you would have to purchase it separately (on Canvass -> Macmillan Learning -> Achieve).

**Emphasis--What is expected of you.**

Please be aware that this course is relatively demanding. You will need to spend 9 hours per week on this course. The book is an excellent text, but the chapters are long and require careful reading. My lectures go into depth on certain current themes, and do not merely reiterate the text (though I do go over portions of the text that may be difficult for you). **Consequently, exams will cover information from both lecture and the text.**

If you anticipate not being able to consistently devote 9 hours per week to this course because of other heavy demands on your time this semester, you might find this course difficult and you might want to take it at a different time.

**--What is expected of me.**

I am very willing to provide whatever help I can both inside and outside of class, including advice on how to study for this course. I will also do my best to provide you with a comprehensive, and up-to-date foundation in Developmental Psychology at a level and pace appropriate for you. My main goal is to stimulate your intellectual curiosity about Developmental Psychology!

**This course meets these American Psychological Association (APA) Learning Objectives)**

- 2.1 Use scientific reasoning to interpret psychological phenomena (APA 2.1)
- 2.2 Demonstrate psychology information literacy (APA 2.2)
- 2.3 Engage in innovative and integrative thinking and problem solving (APA 2.3)
- 3.3 Ethical & social responsibility in a diverse world (APA 3.3)

**Copyright Notification**

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

**SYLLABUS**

Jan 10 Please begin by listening to "Introduction to the Course."  
**Lecture:** My philosophy of college teaching  
#1 Jan 10 William Perry's theory of cognitive development during young adulthood.  
Advice on how to study for this course  
PLEASE NOTE Perry's Theory will be on Exam 1.  
**Reading:** Chapter 1 pp. 1 - 10. End reading at *Enduring Themes* section  
Chapter 1 pp. 22 - 23. Read #7 *Research & Child Dev* and *Box 1.2*

**Biological and Social Foundations of Development**

**Lectures:** Module 1. Prenatal and Perinatal Development.  
#2 Part 1 Jan 12 Environmental influences on the embryo and fetus: smoking, drugs, medications  
#3 Part 2 Jan 17 and maternal characteristics. Birth complications: prematurity, anoxia, prolonged  
#4 Part 3 Jan 19 labor. Medical versus Organismic models for understanding relations between

birth complications and later "minimal brain dysfunction." Viewing development from an Ecological Systems perspective

Reading: Chapter 1 pp. 12 – 13. #2 *Active Child*  
Chapter 1 pp. 18 - 21. #5 *Socio-Cultural Context*  
Chapter 12 pp. 433 – 440 *Family Dynamics* section  
Chapter 2 pp. 53 - 62 *Hazards to Prenatal Development* section

**EXAM #1: Available Saturday Jan 21 (noon) to Tuesday Jan 24 (11:59 pm)**

Lectures:

- #5 *Part 1* Jan 26
- #6 *Part 2* Jan 31
- #7 *Part 3* Feb 2

Module 2. The World of the Newborn.

Is the world of the newborn a "blooming, buzzing confusion?" The Brazelton Neonatal Assessment Scale and its use with parents: The Belsky versus Brazelton controversy. Early motor development: From reflexes to controlled action. The strange case of the "disappearing" reflex. Viewing development from a Dynamical Systems perspective

Reading: Chapter 2 pp. 66 – 69 *State of Arousal* section  
Chapter 5 pp. 176 – 192 *Motor Development* and *Learning and Memory* sections

**EXAM #2: Available Saturday Feb 4 (noon) to Tuesday Feb 7 (11:59 pm)**

**Perceptual, Cognitive, and Language and Development**

Lectures:

- #8 *Part 1* Feb 9
- #9 *Part 2* Feb 14
- #10 *Part 3* Feb 16

Module 3. Perceptual Development.

Perceiving what the environment affords: Gibson's theory of perceptual development. Determining whether sense modalities are separate or integrated at birth: Evidence from research on intersensory incongruity and early cross-modal perceptual abilities. The active, exploratory nature of early perceptual abilities. Perceiving events, objects and space. The strange case of the "real cliff."

Reading: Chapter 5 pp. 159 – 176 *Perception* section

**EXAM #3: Available Saturday Feb 18 (noon) to Tuesday Feb 21 (11:59 pm)**

Lectures:

- #11 *Part 1* Feb 23
- #12 *Part 2* Feb 28
- #13 *Part 3* Mar 2

Module 4 Cognitive Development: Piaget's Theory.

From sensorimotor actions to mental operations: Piaget's theory of cognitive development. The six stages of infancy and the development of the concept of object permanence. The development of logical-mathematical operations. Implications for early education and parenting.

Reading: Chapter 1 pp. 13 – 16 #3 *Continuity/Discontinuity*  
Chapter 4 pp. 118 – 130 *Introduction* to chapter, and *Piaget's Theory* section  
Chapter 7 pp. 236 – 248 start at beginning of chapter and stop at *The Growth of Play* section

**EXAM #4: Available Saturday Mar 11 (noon) to Tuesday Mar 14 (11:59 pm)**

Lectures:

- #14 *Part 1* Mar 16
- #15 *Part 2* Mar 21
- #16 *Part 3* Mar 23

Module 5. Language Development.

The components of language: phonology, semantics, syntax, and an understanding of discourse. Why is it so hard to define a word? Semantic Features versus Prototype theories of semantic development. What are the rules of grammar and how do children acquire them? Insights from Transformational Grammar. Attempts to characterize children's early grammars: Semantic Grammar. Possible mechanisms of syntax development.

Reading: Chapter 6 pp. 198 – 226 start at beginning of chapter and stop at *Nonlinguistic Symbols and Development* section but read *Box 6.4*

**EXAM #5: Available Saturday Mar 25 (noon) to Tuesday Mar 28 (11:59 pm)**

**Social and Personality Development**

Lectures:

- #17 *Part 1* Mar 30
- #18 *Part 2a* Apr 4
- #18 *Part 2b* Apr 6

Module 6. Moral Development.

The components of moral behavior: interpretation, judgment, intention, action.

The strange case of the Bystander effect. Understanding motives and intentions:

Piaget's views and current research on children's "theory of mind." Kohlberg's theory of moral development: Evaluation and criticism.

Reading: Chapter 14 pp. 489 – 522 read whole chapter

**EXAM #6: Available Saturday Apr 8 (noon) to Tuesday Apr 11 (11:59 pm)**

## Lectures:

- #19 *Part 1* Apr 13
- #20 *Part 2* Apr 18
- #21 *Part 3* Apr 20

## Module 7. Attachment.

How do infants become emotionally attached to caregivers? Early views: Freud and Learning theory. Bowlby's theory of attachment, and contributions from Ainsworth. How we study early attachments: the Strange Situation. The long-term consequences of secure versus insecure attachment. Implications for adult romantic relationships. Recent evidence on the effects of infant day care, and divorce. Attachment and stress-related physical health.

Reading: Chapter 11 pp. 390 – 420 read whole chapter  
Chapter 12 pp. 449 – 454 *Parents' Work Contexts* and *Childcare Contexts* sections

## **EXAM #7 Available Saturday Apr 22 (noon) to Friday Apr 28 (11:59 pm)**

## Diversity, Equity, and Inclusion:

*Diversity of Thought:* I have tried to structure the course to be compatible with the way college students learn. My understanding of how college students learn has been strongly influenced by William Perry's theory of cognitive development during young adulthood. I discuss his theory and its application in the Introduction lecture. Basically, some students expect there to be one right answer to each problem, issue, or question dealt with in a course, and if the answer is not currently available, they expect that science will be able to provide it in the future. Other students are more comfortable dealing with situations that require, for instance, seeing both sides of an issue on which the experts disagree, or comparing and evaluating two different theories, or thinking about alternative explanations for a set of research findings. This course and its requirements are structured to provide a *balance between presentation of currently accepted facts in the field of developmental psychology, and opportunities and encouragement for students to think for themselves and to learn how a developmental psychologist approaches problems.*

*Diversity of Topics:* I have selected certain topics and chapters to include in this course, because the whole field of developmental psychology is too large for one semester. I acknowledge that it is possible that there may be both overt and covert biases in the material I have selected. Integrating a diverse set of experiences is important for a comprehensive understanding of science. Please contact me if you have any suggestions to improve the diversity of topics and viewpoints in the course materials. It is an on-going process, and I value your input!

I have recently added a new Module to the course that is not yet reflected in the schedule of 7 Modules above. The new Module is "*Racism and Child Development.*" You will find it among the other Modules on the Canvas course site. The topic of Racism and Child Development is not covered, as such, in our textbook, nor in other textbooks that I have seen. I have compiled the research materials that I have been able to find into a powerpoint deck, and an associated 12-question quiz.

The Module on "*Racism and Child Development*" is an Extra Credit opportunity. I have included instructions on how to get the extra credit. To summarize:

1. Read the powerpoint file and listen to the Youtube links at your convenience.
2. Take the extra credit exam as many times as you need to get a perfect score (12/12). You may have your notes and the powerpoint open when you take the extra credit exam (but NOT for the regular exams; see below).

*Student Input on Diversity:* I will do my best to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that you prefer, please let me know!
- If you feel like your performance in the class is being impacted by your life experiences and circumstances outside of class – both COVID- and non-COVID-related -- please don't hesitate to contact me. I want to be a resource for you. I am happy to work with you if need be.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in this class (by anyone including me) that made you feel uncomfortable, please let me know.

## Course Requirements and Grading.

There will be seven, noncumulative exams. Exams include 30 multiple choice questions. Questions come from lecture and from the text. Grading is based on A = 90% B = 80%, C = 70%, etc.

Note that the total number of points that can be gained is 1050 (7 exams X 150 points each = 1050 points).

However, grading is based on 1,000 points, with A = 900 B = 800, C = 700, etc. This gives you a little "built-in extra credit," to allow you to get used to this course. To estimate your grade on each exam, divide your total points by 143, not 150.

The exams will be available on Canvas and are timed to allow you 35 minutes to complete each one. That averages to 1 minute, 10 seconds per question. We have to limit the time to ensure academic integrity. You are NOT allowed open book or notes when you take the exams. When these exams are given in my in-person classes, 90% of students are finished within 30 minutes, so I think that 35

minutes is the best compromise. Please note, students who take longer usually tell me later that they wish they had not changed their answers! If you study well, you should be able to finish in plenty of time. More about studying below ....

**If you are a student who typically takes longer to finish exams, or experiences anxiety in these situations, then you might want to re-consider taking this course. Alternately you may make arrangements to accommodate your needs by contacting the Student Accessibility and Inclusive Learning Services (SAILS).** You will find information at the end of this syllabus.

### Missed Exams

Published exam due dates are given in Arizona Mountain Standard time, and are firm. Notify me BEFORE an exam is due if an urgent situation arises and the exam will not be submitted on time. Notify me BEFORE an exam is due to request an accommodation for religious practices or to accommodate a missed exam due to University-sanctioned activities.

Students who miss an exam without prior notification will receive a score of 50 (rather than 0) on that exam.

If, after discussion with me, you feel that these policies do not apply fairly in your case, we will refer the matter to the Chair of the Psychology Undergraduate Studies Committee for an objective decision.

### Advice on How to Study for Exams:

**Reading the book carefully AND listening to lectures carefully will be necessary to do well on the exams.** Many of the findings in developmental psychology are counterintuitive. Relying simply on what you suppose to be true about children and their development, or not noting carefully when the text or lecture is dispelling an assumption of yours, will lead you astray.

You should be able to understand the whole “story” of each lecture. Make sure you get why I raise each point and example, because they all fit together into one argument. If you don’t understand something in lecture, email me!

I only assign part of the book because you also are responsible for information in the lectures, but you should still make sure that you will have the time to read the text. *One single read-through is almost never enough. I suggest several pass-throughs, each time in a little more depth.* Skim first, and then read for more detail. You will remember a lot more with repeated passes. In fairness, I will not ask picayune details, but will concentrate on what is given importance and weight in the text. You need not memorize the authors and dates of various studies. If I ask you about the findings of an important study, I will describe the study by saying something like:

“In the Werner and Smith (1955) study on the long-term effects of prenatal and perinatal risk factors, it was found that....”

Below I give you several “Study Guide Questions” to help you check your deeper understanding of the lectures. *I suggest that you actually write out answers to these questions as part of your studying.* That will force you to synthesize important information, and that will provide you with immediate feedback about how well you understand the material.

For both the text and the lecture material, just trying to memorize discreet facts will not be enough to do well in this course. You need to study for understanding, and I have designed these Study Guide Questions to help promote your understanding. If you really UNDERSTAND how something works, then you will REMEMBER it without having to resort to brute memorization.

Please read ASU Required Notifications below at the end of the Syllabus.

### Study Guide Questions

#### **Exam 1 Perry’s Theory; Prenatal and Perinatal Development.**

##### **From Lecture:**

- 1) Critically evaluate William Perry’s theory about the developmental changes college students go through in their understanding of teaching, learning, and knowledge in light of your own experiences.
- 2) (a) Compare and contrast the medical and organismic models for explaining the effects of perinatal trauma on later developmental disorders.  
(b) Briefly describe four problems with the medical model, and what you see as the strengths of the organismic model.
- 3) Retrospective studies have found that 15% of mentally retarded children have had birth histories of anoxia, compared to only 5% in the general population. Explain in detail (draw figures like those presented in lecture) why this is not strong evidence that anoxia causes mental retardation.
- 4) Discuss why it has been difficult to find conclusive evidence that (a) tobacco and (b) crack cocaine harm the child’s psychological development.
- 5) “You can’t draw causal conclusions from correlational data.” Apply this adage to the historical development of research on developmental disorders. This research has all been correlational. But for the last 40 years the point of this research has been to find the causes of developmental disorders. Has this all been one big mistake? Think about what you have learned from this historical example about the general principles of how to study an important question about causes with correlational data -- What is the logic behind the process?
- 6) One outcome of a child being born very prematurely and very low birth weight is often an increase in discord (arguing, blaming, resenting – you know how it goes) between the parents. How does this fact illustrate the “bi-directional influence” among family members emphasized by the ecological systems approach to understanding families? How could this help explain why many, but not all, very premature children show poor social, emotional and/or intellectual development? Be sure you understand why not all very premature children show these negative effects.

- 7) Suppose you were asked to give a presentation to a group of parents-to-be. Your topic is “effective parenting,” or “how to raise an energetic, friendly, cooperative, independent, self-reliant child.” Based on the material presented on various styles of parenting and child behavior outcomes, what points would you stress to these parents-to-be?

## **Exam 2 The World of the Newborn.**

### **From Lecture:**

1) Using the evidence presented in the film on the Neonatal Behavioral Assessment Scale as your data, construct an argument either criticizing or defending William James' statement that the world of the newborn is a "blooming, buzzing confusion." Use as many examples from the film as you can in your argument. What examples don't fit into your argument?

Start your thinking from the hypothesis that the world is a blooming buzzing confusion for the newborn. Then go through each example of behavior demonstrated in the film. Does the baby react to that situation as if the world were confusing to him? The world is not a blooming buzzing confusion to you (hopefully!), so you know how you would react to each of these situations. How does the baby react? If, after your consideration, you conclude that the world is confusing to the baby, then clearly the baby has a lot to learn, which would then on balance suggest he starts out knowing little about how the world works (which is the position of Empiricism). But if you conclude that the world is not confusing to him, then clearly he has less to learn, which would then on balance suggest he already knows something about what to expect about how the world works (which is the position of Innatism).

- 2) (a) In his study using the Neonatal Behavioral Assessment Scale with parents, what factors did J. Belsky find to be important in predicting how well the parents did at home with their infants?  
(b) In your judgment, does his study show that the NBAS training caused improvement in parenting? Explain and justify your position.
- 3) Explain what is “new” about Esther Thelan’s account of infant motor development.

## **Exam 3 Perceptual Development.**

### **From Lecture:**

- 1) Explain how J.J. Gibson’s theory attempts to explain the classic problem of how we see the three-dimensional world by means of information on a two-dimensional retina.
- 2) Explain and defend your position on whether the research on intersensory agreement, intersensory disagreement, and cross-modal (or as the book calls it, “intermodal”) perception favors Gibson or Piaget on the issue of whether the senses are integrated or separate at birth.
- 3) (a) Explain the concepts "invariant property" and "affordance" in J.J. Gibson's theory.  
(b) Show how they are used to interpret the findings in developmental research on infant perception in the following four areas:  
Looming  
Proprioception  
Perception of objects  
Depth perception (visual cliff)
- 4) Does what you have learned in this section tend to support or refute William James’ conception of the world of the newborn?

## **Exam 4 Cognitive Development: Piaget's Theory.**

### **From Lecture:**

- 1) (a) Compare and contrast Piaget's and James' claims about the world of the newborn and young infant (birth to about 4 months). Focus on Piaget’s claims about the cognitive rather than the perceptual abilities of the child.  
(b) Based on the evidence you have learned about so far, how would you characterize the world of the newborn and young infant?
- 2) Trace the development of the infant’s ability to conceive of permanently existing objects, according to Piaget's theory, during the sensorimotor stage.
- 3) During Piaget's concrete operational stage, children are able to perform the mental operation of class inclusion.  
(a) What type of mental reversibility is involved in this operation?  
(b) What kinds of actions do babies perform in the sensorimotor stage that might form the basis for this mental operation? What kinds of toys would encourage them to use those actions?
- 4) During Piaget's concrete operational stage, children are able to perform the mental operation of transitive inference.  
(a) What type of mental reversibility is involved in this operation?  
(b) What kinds of actions do babies perform in the sensorimotor stage that might form the basis for this mental operation? What kinds of toys would encourage them to use those actions?
- 5) Describe the ways in which infants begin to use mental representations at the end of the Sensorimotor stage.
- 6) Suppose that you were part of a curriculum review team that was charged with creating a learning environment that will optimize cognitive development and foster true understanding of concepts as well as “teach the facts.” What recommendations follow from Piaget’s notions of cognitive growth? What would be your personal recommendations?
- 7) (a) Oswald and Frigida Smartypants were determined that their newborn son Rufus would win a Nobel Prize someday. They bought him the heavily-advertised video series “Baby Einstein,” designed to provide infants with the maximum perceptual, auditory, and cognitive stimulation. During the first year of his life, Rufus watched these videos 4 to 5 hours a day. Based on what you have learned about the role of sensorimotor experience in development, critique the Smartypants’ decision.  
(b) Rufus is now a preschooler, and his parents complain that he spends too much time playing. They want him to become engaged in productive activities that will get him off to an early start when he enters school the following year. Are play activities at this age really not helpful for preparation for academic learning?

## Exam 5 Language Development.

### From Lecture:

- 1) Compare and contrast the Semantic Features Hypothesis and Prototype Theory for how children learn the meanings of words. Be sure to point out the disadvantages of the Semantic Features Hypothesis and the advantages of Prototype Theory.
- 2) How has Transformational Grammar contributed to our appreciation of the immense and difficult task children face in learning the syntax rules of their language?
- 3) Explain how Transformational Grammar rules can explain instances where young children at times during language development will produce characteristic incorrect word orders that they have never heard adults use, such as:  
"Why he can't go out?" or  
"What the girl hit?"
- 4) What are the arguments against reinforcement and imitation as explanations of how children acquire language and for the nativist view that they have some innate structures, or expectations, or hypotheses about the structure of language?
- 5) What are the various ways that children contribute to their word learning – in other words, what are the different principles, constraints, or biases they use to figure out what words mean?
- 6) Describe what is meant by the nativists' idea of a Universal Grammar and give evidence for and against this idea.

## Exam 6 Moral Development.

### From Lecture:

- 1) (a) Explain why the bystander effect is an example of the difficulty people often have interpreting situations in terms of how people's welfare is affected.  
(b) Distinguish between the *pluralistic ignorance* versus the *diffusion of responsibility* explanations for the bystander effect.  
(c) What phenomenon in infant social development helps explain why the bystander effect is so pervasive and difficult to counteract?
- 2) Discuss the research evidence that fails to support Piaget's theory that children up to about the age of 9 or so are in a stage in which they think of rules as moral absolutes, and in which they focus on the objective harm done in a situation rather than on the actor's motives or intentions.
- 3) Critique Freud's theory of the development of the superego from the point of view of what we know about the development of children's ability to understand and reason about right and wrong from Kohlberg's research.
- 4) Freud, Durkheim, Piaget, and Kohlberg had different ideas about the sources of influence on our conceptions of right and wrong.
  - (a) Briefly, where did each of them think that our moral reasoning originates from?
  - (b) Research shows that people with higher IQ, with more formal education, with more culturally diverse experiences, etc. tend to score higher on moral reasoning tests (such as the "Heinze dilemma"). I would like you to try to evaluate each of the 4 theorists' ideas in the light of these findings. That is, try to make a case for whether these findings support or fail to support each of the 4 ideas.
- 5) Freud theorized that children gained their moral values from their parents during the phallic stage. (a) Describe how he thought this process worked (b) If Freud were alive today he would probably agree that parents should use techniques to instill "values" in their children. Which parenting style(s) do you think he would advocate – (a) inductive discipline, (b) love withdrawal or (c) power assertion?
- 6) Piaget theorized that children develop from a "heteronomous" to an "autonomous" morality. (a) What kinds of experiences caused the change, according to him? (b) What implications can you draw from his theory about how much of children's free time should be spent in structured, adult-led activities (e.g., organized sports, clubs, scout troops, religious groups)?

## Exam 7 Emotional Development and the Establishment of Intimate Relationships.

### From Lecture:

- 1) What did Harry Harlow's studies of isolation-reared monkeys tell us about the mechanisms by which infant monkeys became attached to their mothers? What did they not tell us?
- 2) What concepts did Bowlby get from different fields to help him construct attachment theory?
- 3) Discuss how attachment theory is useful in understanding adult romantic relationships. Think about how it applies to YOUR adult romantic relationships. What have you learned about attachment theory that can help you in your adult romantic relationships?
- 4) Rhonda and Sam are the proud parents of a six-month-old who cries frequently. The nearest parent always comes to see what is wrong, and changes diapers, feeds, or soothes the baby, or whatever. Naturally, Rhonda and Sam wonder if they are being too responsive to their baby and therefore "teaching" the baby to cry. (a) What might Skinner say about why the crying occurs at a high rate, and what the parents could do to reduce the frequency of crying? (b) What might an ethologist (e.g., Bowlby, Asinworth) say about why the crying occurs at a high rate, and what the parents could do to reduce the frequency of crying?
- 5) (a) Your pediatrician tells you to let your 6-month-old cry him/herself to sleep. What psychological theory is he or she basing that advice on?  
(b) Explain why attachment theory would lead you to conclude that you should always respond to your baby's crying and go in to comfort him or her no matter how often he or she wakes up and cries.  
(c) What does the research evidence show is better to do, let your 6-month-old cry him/herself to sleep, or go in to comfort him or her no matter how often he or she wakes up and cries?

- 6) One of the most difficult questions in all of science is this: How can experiences during infancy (which we cannot remember) affect our behavior decades later with others as adults, and even our behavior as parents with our own children? How does attachment theory attempt to answer that question?

### **ASU Required Notifications:**

#### **Email and Internet**

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

#### **Course Time Commitment**

This three-credit course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

#### **Late or Missed Exams**

Notify the instructor BEFORE an exam is due if an urgent situation arises and the exam will not be submitted on time. Published exam due dates are given in Arizona Mountain Standard time, and are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

#### **Submitting Exams**

All exams, unless otherwise announced, MUST be submitted to the designated area of Canvas. All exams must be submitted by 11:59 PM AZ Mountain Time.

#### **Drop and Add Dates/Withdrawals**

There is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

#### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

#### **Student Conduct and Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

#### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

#### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

#### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

#### **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the **Student Accessibility and Inclusive Learning Services (SAILS)** facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for

disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the **SAILS**. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact **SAILS** by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing [DRC@asu.edu](mailto:DRC@asu.edu). To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)  
Polytechnic Campus 480-727-1165 (Voice)  
West Campus University Center Building (UCB), Room 130, 602-543-8145 (Voice)  
Tempe Campus 480-965-1234 (Voice)

### **Computer Requirements**

This course requires a computer with Internet access and the following:

- \* Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- \* Adobe Acrobat Reader (free)
- \* Adobe Flash Player (free)
- \* Microphone (optional) and speaker

### **Technical Support**

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

### **Student Success**

This is an online course. To be successful:

- \* watch the video lectures by the suggested dates listed in the syllabus, and read the textbook chapters carefully
- \* read announcements
- \* read and respond to course email messages as needed
- \* complete exams by the due dates specified
- \* communicate any questions you have about the material with your instructor
- \* create a study and/or assignment schedule to stay on track

### **Policy against threatening behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

If you have any questions, please refer to ACD-304-10 Course Syllabus or contact P.F. Lengel or Jenny Smith in the CLAS Dean's Office at (480) 965-6506 for undergraduate courses. For Graduate Courses contact Kyle Rader at (480) 727-1048.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **STRESS, HEALTH, AND WELL-BEING**

At ASU we are committed to the success and well-being of our students. Many students are facing significant stressors in their lives which have the potential to interfere with personal and academic goals. Our students are resilient and often are very effective at coping with stress. Our data show that their top strategies for coping include talking to someone they trust, engaging in physical activity and being mindful.

- [ASU Counseling Services](#) staff is available for walk-ins, appointments or to provide consultation anytime between 8 a.m. – 7 p.m. Monday and Thursday, and 8 a.m. to 5 p.m. Tuesday, Wednesday and Friday.



- A call placed to **(480) 965-6146** will connect you to any of our four [campus locations](#).
- If there is a [Crisis after business hours](#), call the EMPACT ASU-dedicated hotline at **(480) 921-1006**.
- [Student Advocacy and Assistance](#) in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources.
- For emergency situations, call the [ASU Police Department](#) (9-1-1).
- Visit [campus safety](#) for more information and resources for faculty and staff.

## **PSYCHOLOGY DEPARTMENT SERVICES**

### **Student Success Center**

- The Psychology Department's Student Success Center (SSC) is open 40 hours a week (including evening and weekend hours) to help you succeed *on your writing and statistics assignments* in this course. The SSC is staffed entirely by Psychology students who understand this material and how to help! To learn more or to schedule an appointment, email [ASUpsychologySuccessCenter@gmail.com](mailto:ASUpsychologySuccessCenter@gmail.com) or stop by the SSC, located in the Psychology Advising Office, PSY Room 202E.

### **Career Discovery**

- What can you do with a degree in Psychology? A lot! From traditional careers in psychology (e.g., mental health and social services, research, education) to those in law, health, business—and many more—ASU Psychology alumni tell you about their career pathways and provide advice on how to follow in their footsteps... or create your own! To explore a wide range of career possibilities, check out <https://psychology.asu.edu/psychforlife/careers>.