



Syllabus – Spring 2025
Excluding materials for purchase,

syllabus information may be subject to change. [COURSE SCHEDULE HERE](#)

Course and Instructor Information

Course Title: PSYC 2400

Credits: 3

Professor: Jamie Kleinman, PhD

Email: Jamie.kleinman@uconn.edu (preferred contact method)

Telephone: 860-405-9216

Office: ACD 103C

Student Hours/Availability: **Posted** in www.nexus.uconn.edu. Unless specified meetings will take place in ACD 103C OR via Webex: <https://uconn-cmr.webex.com/meet/jmk01002>

Course Materials

Siegler, R., Eisenberg, N., DeLoache, J., & Saffran, J. (2024). [How Children Develop \(7th edition\)](#). New York: Worth Publishers.

This textbook is strongly recommended but not required. You will not need a digital link or access code for the coursework. Older editions (back to the 6th edition) would also work fine, the content has not changed significantly.

Course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Human development from the prenatal period through late adolescence focusing on the major topics, theories, and research findings in developmental psychology. This is a [service-learning course](#) which means that meaningful community service is integrated into the teaching and learning objectives. Service-learning courses include instruction and reflection activities that teach civic responsibility and strengthen communities.

Course Learning Objectives

By the end of the semester, students should be able to:

1. Describe current theories and empirical research regarding human development between the prenatal period and late adolescence, framing concepts within their appropriate multicultural context.
2. Conceptualize cases with regard to the impact of development on the issues being presented.
3. Utilize critical thinking, analytical abilities, and the articulation of ideas in oral, written, and multimedia formats by working independently and in group settings.
4. Express professional writing skills in the context of discipline specific writing assignments, some of which will be presented to the community as the service project.
5. Relate the skills and content of this course to other courses and life experiences outside of the classroom by participating in service-learning activities on the campus and in the community.

Course Outline

Module 1: Foundations

Week 1-Introduction and Prenatal Period

Week 2-Biology and Behavior

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Week 3-Theories of Cognitive Development

Module 2: Cognitive Development

Week 4-Seeing, Thinking and Doing

Week 5-Language and Symbol Use

Week 6-Conceptual Development and Intelligence

Week 7-Intelligence and Academic Achievement

Module 3: Social Development

Week 8-Theories of Social Development

Week 9-Emotional Development

Week 10-Attachment to Others and Development of Self

Module 4: The Social Being

Week 11-The Family

Week 12-Peer Relationships

Week 13-Moral Development

Week 14-Gender Development and Review Course

This course is graded using a model called specifications grading. The point of specifications grading is to have you focus on skill development and mastery as opposed to striving for numerical grades.

- All work will be judged as “passing” or “does not meet the standard.”
- To receive credit (pass), submitted work must meet a minimum standard for professionalism and informational accuracy:
 - Practical Applications: earning a score of 20 or higher
 - Assignments: submitting ‘B’ level work
- To pass the course, you must pass a minimum set of requirements.
- To earn a higher grade, you need to satisfactorily complete additional sets of requirements as described below and on HuskyCT.

To be successful in this class:

- You are expected to attend all class sessions.
- You are expected to read the assigned chapters and readings BEFORE class and come to class with questions and ideas for discussion. You will be responsible for all assigned materials and all materials assigned in class.
- You are expected to review lecture slides that are posted on HuskyCT prior to class. You can print these out before class or bring them on your laptop so that you can follow along in your note taking. The lecture will include posted material and more in-depth coverage through video clips, discussion, and supplementary material.
- **STATEMENT ON AI:** Generative language models (AI) are useful tools that we will explore during this course. However, as you will quickly learn, learning happens through doing. I expect all work submitted in this course (in-class, journals, projects, practical applications) to be of your own creation unless the assignment specifically instructs you to use AI. Spell/grammar checking is fine. Copying a question into an AI program and then pasting that answer in as your answer is not fine. I will be calling this out when I see it and may ask you to provide follow-up documentation about the content of the work. You may fail the assignment if it is the case that your work was copied from an AI program. Given that this is a service-learning course largely based on reflection, I expect the work to have come from your brain.

Service-Learning Responsibility: This is a [service-learning course](#) which means that we will connect course content with service projects for the campus and community. You will be required to complete a total of **15 hours** of service this semester. Ideally, this will be distributed by completing 5 hours of service to specific class projects, 5 hours of service to campus events, and 5 hours of service to your community. You will submit weekly reflective journals about your work and a log with your hours. We will discuss options for this during the first two weeks of class. Yes, you can use existing service

commitments.

Practical Applications: At the end of each module, students will complete a practical application assessment. Students will be presented with case studies, data from research studies, or current topics related to the topics covered in that module and will answer questions using support from their own research. These assessments will be completed in class **IN PERSON AND BY HAND or via REFLECTED STRUCTURED DIALOGUE** and you will create and submit a 2-page document to use during each PA. These will have a **75-minute** time limit except in the case of documented CSD accommodations, in which case the exam parameters will match the student's accommodations. Questions may cover information covered in class during lectures and any videos, handouts, or supplementary materials discussed. **To pass a Practical Application, students must obtain 20/25 points based on the scoring rubric.**

Projects: These are due on the dates specified on the syllabus and will be turned in via HuskyCT. Both projects will relate to the service-learning aspect of the course. Complete instructions are provided on HuskyCT. **Each project must meet qualifications for a rating of "Good" in every category (this would yield a score of 75) in order to generate a 'P'.** To receive a higher course grade, students can submit higher quality work. Work quality level is described in detail in the instructions for each assignment in HuskyCT. Students may use tokens to resubmit work to generate a 'P.'

1. **Project #1:** You will write a 3-4 page [white-paper](#) that addresses a current concern experienced by children in Connecticut. White papers provide research backed solutions to real-life problems. We will brainstorm topic ideas the first few weeks of the course. You will want to consider the concern you plan to address as well as who your intended audience will be. These papers may be made available to the community as part of the service-learning project. Full instructions are located [here](#) and in HuskyCT.
2. **Project #2:** You will record a 5–8-minute presentation related to the service-learning work you have done in the course. Presentations can be reflection based (what you learned, connections you made between the course content and the service projects) or they can be created as public service announcements with the intention that they may be shared with the broader community. Full instructions are located [here](#) and in HuskyCT.

Service-Learning Journal: Each week you will submit a service-learning journal in HuskyCT. These are meant to be brief reflections that draw connections between the course content that week and either the service work you are as part of the course or potential ideas and opportunities for this kind of engagement either on campus or in the community. **Submitted work will receive a score of "1" for Passing work based on the rubric or a score of "0" for work that does not meet the standard.** Instructions are [here](#).

In-Class Work: Each week, we will engage in participatory exercises during class. These will include one-minute essays, partner work, group work, etc. We will be exploring subjects that are timely, local or both related to the topic we are covering that week. **Active participation with a submitted deliverable will receive a score of "1" for Passing work or a score of "0" for work that does not meet the standard.**

Grading Scale:

Grade	Practical Applications	Projects (Check Schedule)	Service-Learning Journal (Weekly)	In-Class Work (Weekly)
				14 total

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	(Check Schedule) 3 total	2 total	14 total	
A	Pass 3 First Time	Pass 2 Scores 85 or above	12	12
B	Pass 3, One with two attempts	Pass 2 Scores 75 or above	10	10
C	Pass 2, One with two attempts	Pass 2 Scores 75 or above	8	8
D	Pass 2, Two with two attempts	Pass 1 Scores 75 or above	6	6

To obtain a specific grade level, you must complete all requirements as specified in the above table. For example, you will obtain an A-level grade if you pass four practical applications the first time, two projects, 12 in-class work deliverables, and 12 learning journals. You may receive a minus grade level if you complete all requirements except one at the next lower level. You *may* receive a plus level grade if you complete some requirements at one level and some requirements at a higher level. Exam requirements *must* be completed to achieve a given grade level. Students will receive a progress report via email after each exam.

Tokens: You will start the course with five tokens. Tokens may be used to resubmit an assignment for regrading, for an extension on an assignment (the token must be used before the due date to qualify), or to redo an exam. For an extension, the token **MUST** be used **BEFORE** the due date to qualify. The extension will be for a maximum of one week. More than one token cannot be used for the same assignment. **TOKENS MAY ONLY BE USED FOR WORK DUE DURING WEEKS 1-14. THEY MAY NOT BE USED FOR WORK DUE DURING FINALS WHICH INCLUDES EXAMS AND FINAL PROJECTS.**

Due Dates and Late Policy

All course due dates are identified in the syllabus and on HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated appropriately. Late work is accepted without penalty. If there are extenuating circumstances that will prevent you from completing your assignment on time, please discuss this issue with me well in advance of the due date. If you would prefer to keep the circumstances surrounding this private, please schedule a meeting with Trudy Flanery, the Director of Avery Point Student Services (860-405-9024).

Feedback and Grades

I will make every effort to provide feedback and grades within one week of the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Cancellation Policy

If the Avery Point campus closes due to weather or other emergencies, you will hear an announcement on local radio and television stations. Otherwise, you may call the Avery Point campus at 860-405-9020; a recorded message will tell you the status of campus activities. A video monitor on the first floor

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of the academic building and on the first floor in the Branford House also posts the announcements. Do not call any campus office for cancellation information, since when classes are canceled due to inclement weather, they are likewise closed. If I need to cancel class, I will notify all students via both the SAS and HuskyCT by sending an email to their official uconn.edu email address. I will try to do so no later than 9am of that day.

Student Responsibilities

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview of important standards, policies, and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. Make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright: Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication: Course communication with fellow students and the instructor is always professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course:

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

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Final Exam Rescheduling Policy

Students must be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time, you must visit the Avery Point Student Services Office to discuss the possibility of rescheduling this final.

The Office of Student Services **REQUIRES** advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments, etc.) Students must come to Student Services to seek permission to reschedule their final **NO LATER THAN the officially posted date.**

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services (Branford House 306) to make an appointment with the Director of Student Services (860) 405-9024 or www.nexus.uconn.edu (choose Avery Point from the drop-down menu).

Student Resources

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to email with questions or set-up a meeting. Success in this course, especially in this semester of transitions, depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

- [**Avery Point Student Services**](#)
- [**Center for Students with Disabilities**](#)
- [**Avery Point Academic Center**](#)
- [**Student Health and Wellness**](#)

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Director of Student Services noemi.maldonado@uconn.edu to request support.

Students with Disabilities

Students needing special accommodations should work with the University's [**Center for Students with Disabilities \(CSD\)**](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.) You may also contact Noemi Maldonado, the Director of Avery Point Student Services (860-405-9024). Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013, from [**Blackboard's website**](#))

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Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.

Software Requirements

- MS Office Products (Word, Excel, PowerPoint)
- SPSS
- [Adobe Acrobat Reader](#)
- Internet access
- Social media accounts (optional)
- **If you do not have access to SPSS or MS Office products you can access them using UConn's SkyBox (virtual computer lab) <http://skybox.uconn.edu/>**

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](#). Students also have [24x7 Support](#) with access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course Experience

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

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Week #	Date	Topic	Readings	Assignment
1	1/21-1/25	Introduction and Pregnancy	Chapter 1 and 2	Service-Learning Journal, In-Class Work
2	1/26-2/1	Newborn Period and Biology	Chapter 2 and 3	Service-Learning Journal, In-Class Work
3	2/2-2/8	Theories of Cognitive Development	Chapter 4	Service-Learning Journal, In-Class Work
4	2/9-2/15	Seeing, Thinking, and Doing in Infancy	Chapter 5	Service-Learning Journal, In-Class Work PA #1 2/10 During Class
5	2/16-2/22	Development of Language and Symbol Use and Conceptual Development	Chapter 6 and 7	Service-Learning Journal, In-Class Work
6	2/23-3/1	Intelligence and Academic Achievement	Chapter 8	Service-Learning Journal, In-Class Work
7	3/2-3/8	Intelligence and Academic Achievement	Chapter 5-8	Service-Learning Journal, In-Class Work PA #2 3/5 During Class
8	3/9-3/15	Theories of Social Development	Chapter 9	Service-Learning Journal, In-Class Work
	3/16-3/22	SPRING BREAK NO CLASS		
9	3/23-3/29	Emotional Development	Chapter 10	Service-Learning Journal, In-Class Work Project #1 Due 3/29
10	3/30-4/5	Attachment to Others and Development of Self	Chapters 11	Service-Learning Journal, In-Class Work
11	4/6-4/12	The Family	Chapter 12	Service-Learning Journal, In-Class Work PA #3 4/9 During Class
12	4/13-4/19	Peer Relationships	Chapter 13	Service-Learning Journal, In-Class Work
13	4/20-4/26	Moral Development	Chapter 14	Service-Learning Journal, In-Class Work
14	4/27-5/2	Gender Development and Review	Chapters 15, 9-16	Service-Learning Journal, In-Class Work PA #4 4/30 During Class
	5/5-5/10	Project #2 Due 5/8 at 11:59PM		