Developmental Psychology

PSY 213-IN01 (Online)

Fall 2019 Syllabus

Prerequisites: *General Psychology (PSY203) or permission of instructor*

Instructor: Gwena Lovett Hooper

A.A. Psychology, John A Logan Community College, Carterville Illinois - 2000

B.A., Psychology, Southern Illinois University, Carbondale Illinois – 2002

M.A., Applied Psychology, Southern Illinois University, Carbondale Illinois – 2004

Teaching experience: Southern Illinois University – 2003-2004

University of Arkansas Rich Mountain – Aug. 2004-present

Contact Information:

Email: *ghooper@uarichmountain.edu*

Telephone *479-216-0711* ***Feel free to text me****, especially if you want a quick response, but please include your name and class, or leave a voicemail if there is no answer.*

Office Hours: My office is in room **209** in the learning center/library. I am an adjunct instructor, so I do not have official office hours. However, I am on campus on Tuesdays and Thursdays and can also meet with you by appointment.

Required Materials

Textbook: Santrock, John. (2012). Essentials of Life-Span Development (2nd ed.). New York: McGraw-Hill.

Course Description: *A comprehensive study of human behavior as it develops from conception through early adulthood with consideration of the genetic, maturational, and environmental factors.*

Program Outcomes: *The general education curriculum provides the means by which students will accomplish the following:*

- Communicate effectively.

- Comprehend the basic principles, philosophy, and methodology of science and its influence on society.

- Interpret, evaluate, and appreciate works of human culture that contribute to a better understanding of the human condition and develop the capacity to comprehend moral and ethical issues.

- Understand and appreciate the importance of factors that contribute to personal health and wellness.

- Apply both rational and empirical methods of inquiry to the ways in which the environment influences individuals, organizations, and societies as well as personal and societal goals.

Rationale: *An education in developmental psychology should enable the student to think critically about moral and ethical issues in relationship to individuals within a society. It should also enhance people skills and enable one to have healthier relationships, as well as improving the students' understanding of research and how it applies to individuals and the society in general.*

Course Objectives:

- Discuss the life-span perspective of development and key developmental issues.

- Describe theories of life-span development.

- Describe the genetic foundations of development and explain heredity-environment interaction

- Discuss prenatal development, the birth process, and the postpartum period

- Discuss physical, cognitive, and socioemotional development in infancy

- Discuss physical, cognitive, and socioemotional development in early childhood

- Discuss physical, cognitive, and socioemotional development in middle and late childhood

- Discuss physical, cognitive, and socioemotional development in adolescence

- Discuss physical, cognitive, and socioemotional development in early adulthood

Course Outline:

Sections/Exams	Text Chapters	Chapter/*Section* Titles
1	Chapter 1	Introduction
	Chapter 2	Biological Beginnings
2	Chapter 3	Physical and Cognitive Development in Infancy
	Chapter 4	Socioemotional Development in Infancy
3	Chapter 5	Physical and Cognitive Development in Early Childhood
	Chapter 6	Socioemotional Development in Early Childhood
4	Chapter 7	Physical and Cognitive Development in Middle and Late Childhood
	Chapter 8	Socioemotional Development in Middle and Late Childhood
5	Chapter 9	Physical and Cognitive Development in Adolescence
	Chapter 10	Socioemotional Development in Adolescence
6	Chapter 11	Physical and Cognitive Development in Early Adulthood
	Chapter 12	Socioemotional Development Early Adulthood

Course Conduct:

This class is taught strictly online. You will need to carefully read textbook chapters, lecture notes and power point slides; you will also need to explore various web links, watch brief online videos, participate in online discussions, complete quizzes, exams, study guides, and other assignments, and compile and submit a personal timeline (description attached).

Self-discipline, attention to detail, and skills in reading and writing are critical for succeeding in an online class.

Computer Skills: *Online courses require adequate computer skills. You should be able to navigate websites, open and download files, use a word processor, be able to convert files into rich text format, and submit files to Moodle. It is the student's responsibility to meet the technological demands of the course. You must complete all work using* ***Microsoft Word.***

Student email: *Student email accounts are available through the UA Rich Mountain Intranet. If you have difficulties setting up your student email, contact Student Support Services. You may access your account from any computer. Even if you have another email account, part of your first assignment is to set up your student email account; additionally,* ***your UA Rich Mountain student account is the email account that I will use to communicate with you.***

UA Rich Mountain Credit Hour: *Your commitment will require at least as much time as you would dedicate to a traditional class. A typical three credit hour class will require about* ***nine hours per week*** *of your time (more in the summer session).*

Grading and Evaluation: *Your final grade will be a weighted composite of quizzes, exams, assignments, postings to the discussion board, and your timeline project. Due dates for assignments and tests are posted online.* ***You*** *must check in* ***daily*** *to see what assignments have been given and what assignments are due. I* ***will not*** *contact you about missing assignments. I recommend writing due dates in a planner/calendar and taking the exam a few hours or a day early so if you have any technical difficulties you can contact/text me. I can see your attempt, and therefore can delete it for you to finish the exam before it closes. I often have more than one topic opened at a time in case you want to work ahead. Please contact me if the exam for the next topic has not been opened online yet and you need to take it early.*

You will be able to view your exam/quiz grade in Moodle once the exam/quiz is closed.

NOTE: If you miss an exam, quiz, or assignment I will need to manually enter in a (0) into the "grades" section in Moodle, therefore your grade will not be accurate in Moodle until the (0) has been entered.

I will also be entering in grades on the student portal, so you can view them there as well as in Moodle.

(FYI: To figure your grade percentage at any time, you can divide how many points you have by how many points are possible.)

The grading scale for this class is as follows: A = 100 – 90%, B = 89 – 80%, C = 79 – 70%, D = 69 – 60%, F = Below 60%

There will be some extra credit possibilities, but the points will only show up on the student portal as Moodle will not allow me to enter in more points than an assignment is worth.

Section Quizzes/Exams*: This course is organized around six main sections/topics with a total of twelve chapters. Some of the topics will have a quiz and/or writing assignment in addition to, or in place of, an exam. Exams and Quizzes will consist of multiple-choice or true/false items based on that topic's lectures, reading assignments, and/or activities. They will be available online in Moodle during the time period when the topic is presented.* ***The exams and quizzes will be timed and may be opened only once****. This means that once you open/start the quiz, you will have to complete it in one sitting during the time allotted. You will be free to use your book or notes during the exam but will not have time to search for answers to all the questions.* ***You should prepare for these exams as you would for a similar exam in the classroom. Y****ou also are expected to follow the student code of conduct as outlined in this syllabus.*

STUDY TIPS*: I recommend reading and highlighting the book and notes/slides (see instructions for printing power point slides as handouts). Study and learn as much as possible as you would for an in-class exam. In addition, you can use sticky notes with the subject matter written on them to mark where information is located in your book so it's easy and quick to find if necessary, during an exam.*

Available Tutoring: You may obtain tutoring from student support services. Additionally, the university has made available 5 hours of free tutoring on tutor.com for every student. At tutor.com you can access a live chat 24/7. A student email is required to log in.

Class Discussion: *Some sections will have a discussion based on a question presented by the instructor. You will receive a maximum of 20 points for postings and responses to other people's postings (reduced credit for superficial postings and responses). You will want to read the Discussion Board Guidelines and Grading Rubric before posting. The discussion is an important and required part of the class. You can access the discussion forum from the class homepage on Moodle.*

Personal Timeline: *Your personal timeline will count as your semester project and will be turned in at the end of the semester. A detailed description of the assignment is online.* *I recommend that you do not wait until the end of the semester to begin working on your timeline.*

FYI: I will give up to 15 extra credit points for "superior timelines" (that I can tell you have put a lot of extra work into beyond what is required: pictures, color, etc.)

I will post any new class information during the semester under "Latest News".

Academic Policy & Student Code of Conduct: *I encourage you to familiarize yourself with UA Rich Mountain's policies regarding academic dishonesty. These policies are found in the UA Rich Mountain Catalog/Student Handbook under* ***Code of Student Conduct > Prohibited Conduct > Dishonesty.***

I have two additional requirements. ***First,*** *you must do your own work. All papers, quizzes, and exams must be completed by you without assistance beyond what is specifically authorized by me. I expect each student to do his/her own work on assignments and exams. Cheating on an assignment or test will result in a zero (0) for that work. Additionally, all instances of cheating/plagiarism will be reported to the Vice-President for Student Affairs.* ***Second,*** *be respectful of your fellow students. Be kind and considerate in all your postings and responses to the discussion forum.*

See Something ... Hear Something ... Say Something

Suspicious behavior should be reported to the deputy sheriff at (479)394-6811 OR through an anonymous email link found on UA Rich Mountain webpage, bottom right hand corner. The deputy's office is in the Spencer Building across from the library

Students with Disabilities: *It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to federal law, state law, and the college's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the Vice President*

for Student Affairs at the beginning of the semester. The student and the Vice President for Student Affairs will contact the faculty member as to the accommodations needed for the course.

Arkansas Clean Air Act: *Effective August 1, 2010, and in compliance with the Arkansas Clean Air on Campus Act 8, UA Rich Mountain is a smoke and tobacco free facility. For details on Act 8, please refer to the Arkansas State Legislature website.*

Student Misconduct: *Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the catalog UA Rich Mountain.*

University of Arkansas Rich Mountain Mission: *UA Rich Mountain exists to provide all residents of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.*

Crime Statistics Link: http://www.uarichmountain.edu/at-a-glance/disclosures

I reserve the right to change this syllabus at any time with reasonable notice.

This is My Life Semester Project: A Personal Timeline

Objective: To explore and examine individual milestones of development looking both at the past and the future while incorporating the ideas of normative age-graded influences, normative history-graded events, and non-normative life events.

Assignment: Create a timeline that traces your major life events from as early as possible, through the present, into the future, and ending with death; *mark each event as normative age-graded, normative history graded, or a non-normative life event* (discussed in chapter 1).

Directions: The timeline will consist of three major areas: your past, your present, and your future. Your past will begin at your birth (earlier if relevant), and your present ends with today. Your future begins tomorrow and ends with your death (my sincerest condolences). You should include the major milestones in your life. For example, date you walked, first word, starting school, getting a driver's license, etc. You may want to check with your parents for some of these dates. Your future should include expected milestones such as: college graduation, marriage, children, grandchildren, first job, etc. Be sure to give yourself a reasonable and optimistic future.

It is your decision as to how to format your timeline. Most students submit a power point presentation, but I have also had students who do scrapbooks, tables, charts, or just a list in Microsoft Word. I will give up to 15 extra credit points for "superior timelines" (that I can tell you have put a lot of extra work into beyond what is required: pictures, color, etc.).

Remember to mark each event as a normative age-graded, normative history-graded, or non-normative life event!!! These concepts are discussed in Chapter 1 and in the detailed handout online. (I will deduct 10 points from timelines without events marked).

Since students are of varying ages and have vastly different life experiences and life goals, there can be no one standard for grading these projects; however, the amount of detail, creativity and thought put into these personal timelines will determine each student's grade. Your timeline should include at least **50** major life events, or 10 points will be deducted. I highly recommend working on this throughout the semester. Don't wait until the last minute :)

Date Due: Project is due **on or before 11:55 pm CST on December 1**.

Note: Please protect your own privacy. There is no need to include events that are embarrassing or that you would prefer to keep to yourself.