

Syllabus: Introduction to Developmental Psychology (PSY 215)

Winter Term 2022 CRN 35236

Instructor: Laura Jones, Ph.D.
Office hours: Mondays and Wednesdays 12:00-12:50 (Zoom)
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** When you email me, identify your full name, course you are attending and course time. Due to time constraints, I cannot respond to emails that do not include this information.*

Class Meets: No specified class times. This is an "asynchronous" class, meaning that you do not participate in any live class sessions. Though you have due dates for weekly assignments, you engage in the prerecorded weekly interactive slide presentation (lecture) at a time convenient to you. Create your own schedule to complete the slide presentation, Knowledge Checks, readings, forum assignment and class project by the deadlines.

Course Description: Explores physical, psychological, emotional, and social development from birth to end of life. Topics include historical foundations, research methodology, and prominent theories/research of each developmental sequence across the lifespan.

How Does this Online Class Work?

Online courses take the place of three hours of lectures and outside class assignments required in a traditional face-to-face class. You should expect to devote about *10 hours per week on the online interactions and other class assignments*. Set aside specific time each week to work on this class.

Course Outcomes:

- Describe major facts and theories from the domain of developmental psychology.
- Apply relevant psychological phenomena to everyday relationships and situations.
- Combine and synthesize developmental concepts and theories to draw reasonable conclusions, develop intelligent skepticism, and critically analyze information.
- Develop insight into the self and others' behavior and mental processes as applicable throughout the lifespan.

How to avoid getting dropped. The following activities must be completed by the deadline or you will be dropped from the class. Before 9 am on Thursday, 1/6:

1. Enter the Moodle course, read your syllabus & watch the course introduction video.
2. Complete your first Weekly Forum response.

Lecture (Recorded Slide Presentation): Your recorded interactive slide presentation is available each Monday. The lecture has visual, audio, and video components.

Required Materials:

Berk, L.E. (2017). *Exploring Lifespan Development (Fourth Edition)* Boston: Pearson*

** Through DDA, the eBook is delivered through our Moodle course shell beginning Day 1 of the term. You were charged for the book through a tuition fee. If you'd prefer to buy a paper copy on your own, you are given the opportunity to 'opt out' of the eBook before the add/drop deadline (2nd Monday of the term). Access to the eBook will continue beyond the term through VitalSource bookshelf.*

Gawande, A. (2014). *Being Mortal. Illness, Medicine and What Matters in the End (any edition)*. New York: Henry Holt and Company.

About the Texts: The text Exploring Lifespan Development has a lot of material. It contains excellent research-based information. If it were up to me, you would read the whole text and I recommend it. With that said, I understand that you need to prioritize your reading. Each week, The *Topics of Focus* on Moodle will help you focus on material that is most prominent in the *Knowledge Checks*.

Your project is based on the second text, Being Mortal: Illness, Medicine and What Matters in the End. We will hold a 'book club' discussion forum each week during which you'll discuss topics related to the text, in addition to a discussion of book chapters, so it is important to complete your weekly assigned reading before you post your forum response (see Course Calendar at the end of this syllabus). Your *Knowledge Check* will not include material from the Gawande text.

What you can do to be successful in this class. I have collected data over several terms and students who have been successful in the class give the following advice (in sequential order):

1. Visit Moodle site each Monday and open the *Weekly Checklist and Topics of Focus*. The *Weekly Checklist* gives you an overview of your assigned text reading, additional readings, and activities due. The *Topics of Focus* guides you to areas of focus in lecture, class, & text reading to prepare for your weekly *Knowledge Check*.

2. Create specific weekly tasks for yourself related to your Class Project. Your Class Project will ask you to create a layout for an end-of-life residential setting with an associated rationale for your plan. Much of what you write in the *Weekly Forum Assignment* can be repurposed in your Class Project so finding a way to organize material from your text notes and forum responses early in the term will save you considerable time when you put your project together toward the end of the term.

2. **Open your *Forum Assignment* and read it.** This *Weekly Forum Assignment* is based on discussions from your class texts, with a focus on end-of-life topics.

4. **Do your assigned weekly text reading**, taking notes over material highlighted in the *Topics of Focus*. Many students say that taking notes directly into the *Topics of Focus* document is an efficient way to prepare for the *Knowledge Checks*.

5. **Watch the recorded interactive slide presentation (lecture)**, located in the *Weekly Slide Presentation* folder. Pay special attention and take notes on the material highlighted in the *Topics of Focus* for the week. Each lecture is about 60-120 minutes; plan to take in lecture over at least 2 separate sittings to ensure you are focused & can remember the information.

7. **Take your Knowledge Check.**

More tools for Success in this Course: In an online course, the teacher is a **resource** in the learning process, while you, the student, takes a more active role in the process. If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are critical. It is up to you to keep track of deadlines and complete the weekly tasks. The weekly activities are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help. If you have carefully read course materials and still have a question, post your question to the **Question-and-Answer Forum** right away.

Instructor Responsibilities: My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post your current week's content and assignments.
- Be available to support your learning when requested.
- Be present to teach the class.
- Hold you accountable.

Student Responsibilities

- Critically read/analyze assigned information
- Use your LBCC email account to communicate with me and always identify the course CRN when you email me
- Effective/timely participation in class activities.

Grades are figured on a straight percentage based on the total number of points possible: A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or below

Course Requirements: Knowledge Checks, the recorded interactive slide presentation and forum assignments are available on Monday and must be completed/ submitted on

Moodle by the due dates (see Course Calendar). Your coursework is submitted/ conducted online via Moodle. Your final grade in this class will be determined by your performance on the following:

Point Earners

Knowledge Checks. 10 open book Knowledge Checks are taken on Moodle. Knowledge Checks assess your understanding of the course material (see summary of course requirements for more information) and are cumulative.

Project: This project will draw on your reading of the text Being Mortal: Medicine and What Matters in the End and the Berk text (you will need to read chapters 17-19 in the Berk text ahead of your project due date) and our related class discussions via the forum. Late projects are not accepted.

Discussion Forum Activity: You will participate in discussion forums about topics related to the text, Being Mortal (Gawande). For full credit, you will respond to at least 1 other classmates' post and your post should reflect integration of scientific text based or other credible information to support your perspective. This information can come from course lecture content and/or your reading, and/or the posted video/reading, and/or outside information. It is important to cite your source and provide a reference. **Posts without supportive information a citation, and a reference will lose 'quality' points.**

Response = 4 pts.

Replied to classmate=3 pts.

Quality will affect score!

Post sufficient = add 3 pts.*

*For 'quality' points, support your perspective with specific information from either of the texts. You can also bring in credible outside sources. Any supportive information must have a citation and a reference

More about the Discussion Forum activity: To receive full credit, your forum posts must explicitly reflect an integration of the video or readings assigned for the activity and/or the ideas covered in the weekly text readings. As you are graded on 'quality' one important part of this grade is originality. It is also important that you bring your unique perspective to share in a way that is non-dogmatic so that others can "listen" and understand you. I encourage you to ask questions, agree, and disagree with others as much as possible, as long as you do so respectfully. **CONFIDENTIALITY:** You may choose to share personal anecdotes about people you know. Speak from your own perspective. Also, protect the confidentiality of others. Refer to them by first initial only (e.g., "T" rather than Thomas). You may also refer to "my sister", "my uncle", "my neighbor" or "my friend".

Late Assignments. On-time assignments are an essential element of college success. Please talk to me if you are having difficulty meeting course deadlines and we can work on a solution so that you don't get behind. I may allow a late assignment if you communicate your need for an extension in advance of the deadline.

Accessibility Resources

Contact me during the first week of class if: 1. You have a documented disability and need accommodations. 2. Your instructor needs to know medical information about you. 3. You need special arrangements in the event of an emergency. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations but have not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.

Cheating/Plagiarism

Using someone else's work as your own or using information without proper citation (this is plagiarism) can lead to your failing the activity, test, or class. References and in text citations are required whenever you use outside sources, including internet sources (unless otherwise indicated). Do not directly reproduce material from another source in your weekly assignment or assessment (even if you cite it!). Provide material written in your own words with your original ideas.

Important note

I shut down Moodle and all associated activities for grading noon on Thursday, Week 11. **No course materials can be accepted after 5pm on Tuesday finals week under any circumstances.** Be sure to check your gradebook between 5 pm on Tuesday and noon on Thursday during finals week.

Summary of Course Requirements (Point Earners)

Point Earner	Summary	Max points per unit	Units	Max Total
Forum Discussion Activity	A response to forum questions with information to back your perspective and a citation and reference (if relevant). Reply to a class member's post	10	10	100
Project*	See guidelines and grading rubric	75	1	75
Weekly Knowledge Checks over the text reading, and related class material (recorded lecture and class meeting).	Number of items varies. Item types include multiple choice (1 pt.), multiple choice with more than 1 option (2 pts.), matching (3 pts.) and true/false (1 pt.). Items reflect knowledge gained up to the current week (cumulative) with more emphasis on the current week.	25	10	250
Total Possible Points 425				

* Read the final Berk chapters (17-19) before your project is due; you'll draw from this material for your project. Your knowledge of Berk chapters 17-19 will be featured on your Week 10 Knowledge Check.

COURSE CALENDAR

Week	Reading Chapters	Due each Thursday before 9 am (date below)	Point earners <i>due each Monday before 9 am</i> (Dates below)
1 1/3	Berk: 1 Gawande: 1	Thursday, 1/6 Weekly forum response	January 10 Knowledge Check (Berk 1) & related course material + cumulative Weekly Forum (reply to classmate)
2 1/10	Berk: 2 & 3 Gawande: 2 & 3	Thursday, 1/13 Weekly forum response	January 17 Knowledge Check (Berk 2 & 3) & related course material + cumulative Weekly Forum (reply to classmate)
3 1/17	Berk: 4, 5 Gawande: 4 & 5	Thursday, 1/20 Weekly forum response	January 24 Knowledge Check (Berk 4 & 5) & related course material + cumulative Weekly Forum (reply to classmate)
4 1/24	Berk: 6, 7 Gawande: 6	Thursday 1/27 Weekly forum response	January 31 Knowledge Check (Berk 6 & 7) & related course material + cumulative Weekly Forum (reply to classmate)
5 1/31	Berk: 7, 8 Gawande: 7	Thursday 2/3 Weekly forum response	February 7 Knowledge Check (Berk 7 & 8) & related course material + cumulative Weekly Forum (reply to classmate)
6 2/7	Berk: 9, 10 Gawande: 8 Berk: 17*	Thursday 2/10 Weekly forum response	February 14 Knowledge Check (Berk 9 and 10) & related course material + cumulative Weekly Forum (reply to classmate)
7 2/14	Berk: 11, 12 Gawande: Epilogue Berk: 18*	Thursday 2/17 Weekly forum response	February 21 Knowledge Check (Berk 11 & 12) & related course material + cumulative Weekly Forum (reply to classmate)
8 2/21	Berk: 13, 14 Berk 19*	Thursday 2/24 Weekly forum response	February 28 Knowledge Check (Berk 13 & 14) & related course material + cumulative Weekly Forum (reply to classmate)
9 2/28	Berk: 15, 16	Thursday 3/3 Weekly forum response	March 7 Knowledge Check (Berk 15 & 16) & related course material + cumulative Weekly Forum (reply to classmate) Project due
10 3/7		Thursday 3/10 Weekly forum response	March 14 Knowledge Check (Berk 17-19) & related course material + cumulative Weekly Forum (reply to classmate)
11	<i>Option to retake or make up one missed Knowledge Check (you must note your preference before 9am on Friday 3/11 if you want this option). Please wait for my email Week 9 with a link to the form. If you have taken all Knowledge Checks and do not want to retake one, this is a 'free' week.</i>		

**These are suggested dates. Read the Berk chapters focused on older adulthood and end of life as early as possible in the term to help you prepare for your class project. You'll be tested on the material (chapters 17-19) Week 10.*