

# Introduction to Developmental Psychology

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Linn-Benton Community College  
Asynchronous / Online

## Psychology 215

CRN 30557  
Credits: 4  
Winter 2021

### Course Description

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

### Statewide General Education (AAOT) Outcomes:

Upon successful completion of the Social Science course, students should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior.
- Apply knowledge of experience to foster personal growth and better appreciate the diverse social world in which we live.

In addition, this course includes Cultural Literacy (DPR) content. Pursuant to that, students should be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

### Performance Based Learner Outcomes

Upon successful completion of the course, students should be able to:

- 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.

### Instructor Contact Information

You may email me at: [lawnl@linnbenton.edu](mailto:lawnl@linnbenton.edu). Please include your name & campus in the subject line. I try to return messages quickly, so if you have not heard back from me, send it again.

Office Hours: 10:30am – 12:00pm Monday and Wednesday through Zoom (link on Moodle)

### Course Requirements & Supplies

- Berk, L.E. (2017). *Exploring Lifespan Development (Fourth Edition)* Boston: Pearson.
- Gawande, A. (2014). *Being Mortal. (First Edition)*. New York: Henry Holt and Company.

**Important Note:** LBCC will enroll you in the Moodle site for this course during the 1st week of classes. You will take your quizzes and submit assignments on Moodle, in addition to accessing the syllabus, your grades, and the discussion forum. It is an expectation for this course that you will use Moodle independently and seek help from the eLearning center if you have questions related to using Moodle. For information on how to use Moodle, [check out this site](#). Alternatively, you can visit the [Helpdesk in the library](#) any time during the library's open hours. If you are not prepared to work independently with Moodle, drop this course immediately.

## Assessing Learning and Grading

*"[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world..."*

-President Barack Obama, March 23, 2015. US Department of Education webpage

### Tools for Success in this Course

In a web 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 and upload your assignments. The assignments, exams and weekly forums are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help. I will respond to your assignments with feedback. If you have carefully read course materials and still have a question, send me an email.

**About the Texts:** The text Exploring Lifespan Development has a lot of material. It is an excellent text and contains the latest 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. I will post a guide (called Reading Guideline) on Moodle that will help you focus on material that is most prominent in the quizzes and exams.

You begin your second text, Being Mortal: Illness, Medicine and What Matters in the End, Week 1. Your project and assignments are based on this text. In addition, 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 weekly quizzes and exams will not include material from this book.

### How This Class is Structured

This course has been moved online with a Moodle Home Page. Moodle can be accessed directly via this URL: [moodle.linnbenton.edu](http://moodle.linnbenton.edu) The college guidelines suggest that students should expect 2-3 hours outside of class work, *for every unit* of the course (we have a 4 unit course). This equals *8-12 hours of homework* for our 4-unit course. We will be approaching the text by chapters, mostly one per week. All assignments associated with the chapter are due the week we discuss it, so it is best to be prepared early.

- (1) Read the Chapters / Articles posted online for each topic, *BEFORE* doing class discussion and activities. This will give you the information in an easy-to-reference format. Consider our book an important "jumping off point" but not the sole source of learning. (Recommend doing by Monday)
- (2) Listen to the Lectures for a summary of the main topics in the text. I will present material that is not in your book but will be included on weekly tasks and quizzes. (Recommend doing by Tuesday)
- (3) Organize your thoughts with notes to help you summarize the lectures and will help prepare you for our class discussion on the topic. (Recommend doing Monday and Tuesday as / after you read and watch)
- (4) Participate in the weekly activities and discussion board conversations. (Initial Post due by Wednesdays, Responses due by Fridays)

(5) Take the chapter Quiz Testing your basic understanding of the chapter. (Due by Sunday each week)

(6) Complete the Exams and Class Project as assigned.

### Technology Recommendations

LBCC campuses will need to remain closed to the public at times during fall term. So, our class will be delivered fully remotely and we won't be able to meet face-to-face. LBCC is encouraging students to be as prepared as possible for this by encouraging you to obtain the equipment you will need in order to be successful in any modality. Please see the recommended list of equipment below. Students who cannot afford these resources can contact the [Roadrunner Resource Center](#) about funding.

### Standard equipment recommendation

- Broadband internet
- A computer with 256g SSD, 8G RAM, i5 6th gen processor (or equivalent functionality)
- Device with a microphone and speaker
- Device with a camera
- Students can consult [Standard Recommendation 1](#) or [Standard Recommendation 2](#) if they are looking for a product recommendation

### Minimum equipment recommendation

- A WiFi hotspot
- A computer with 128g SSD, 4G RAM, i3 6th gen processor (or equivalent functionality)
- Device with a microphone and speaker
- Device with a camera
- Students can consult [Minimum Requirement 1](#) if they are looking for a product recommendation

### Center for Accessibility Resources

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

### Assignments and Assessments

Assignments perform several functions. First, they aid you in the mastery of the subject. Second, they communicate the level of your learning and the increase in your knowledge. Third, they give you the opportunity to get feedback on your work.

*Chapter Quizzes* – Each section of [Exploring Lifespan Development](#) will have an open-note quiz. Quizzes will be completed and turned in via Moodle each week. Quizzes will be due on the Sunday of the week by 11:59pm and will be turned off (no longer available) after this due date. *Remember to do the quiz before its due as it will not be re-opened once it has closed.*

*Discussion Board* – Every week we will have Discussion Board activities mainly focused on the [Being Mortal: Medicine and What Matters in the End](#) text. Participation is important to solidify the knowledge in your memory and give you practice with the concepts. You will be required to post a response to a

prompt by Wednesday, 11:59pm of each week and respond to at least one (1) other students by Friday, 11:59pm. Discussion posts are worth 8 points each; 5 for the initial post and 3 for your peer response.

*How to write a great post:* In the online classroom, discussion forums are a critical way of interacting with each other. I have carefully constructed each prompt to allow you the opportunity to apply the information you've learned about psychological topics. The discussion boards will consist of one initial post thread created by each student, and two substantial comments on other students' posts. Other students' posts will become visible once your own initial post is submitted. Each initial post must consist of a minimum of 200 words. Your initial post should be written as an essay with attention to grammar, punctuation, and writing style. Use 3rd person in your writing. Be sure to answer all parts of the question. Responses to peers are to be at least 50 words. Your responses must reflect some significant reflection and include more than a sentence such as "I agree with your thoughts on this" or "I like your post."

**Class Project** – This class will have a project based on the text Being Mortal: Medicine and What Matters Most in the End. These will be individual projects, turned in online, due week 9 by Sunday, 11:59pm.

**Exam 1 & 2** – There will be a 100-point open-note test during week 5 (Exam 1) and another in Finals week (Exam 2).

### Assignment Summary

Assignments	Points
Chapter Quizzes (10 points each x 8 sections)	80 Points Possible
Discussion Board Posts & Responses (8 pts each x 10 posts)	80 Points Possible
Class Project	75 Points Possible
Exam 1	100 Points Possible
Exam 2	100 Points Possible
Total	435
<b><i>Late Submissions will drop in grade by 10%. All late work must be turned in no later than 1 week after the due date.</i></b>	

### Grades

A – 90-100%	391+ points
B – 80-89%	348 – 390 points
C – 70-79%	305 – 347 points
D – 60-69%	261 – 304 points
F – 0 – 59%	< 260 points

- I – I do not grant incompletes. In the case of emergency, students may take advantage of the college policies for dropping the class.
- No Show / Drop – If a student does not attend class during the first two class periods of the term, the instructor may drop the student from the class.
- Students may drop the class on or before Monday, January 11.
- Students may drop the class on or before Sunday, February 21 without responsibility for a grade.

### Assessment and Academic Integrity

Using someone else's work as your own or using information or ideas without proper citation (this is *plagiarism*) can lead to your failing the assignment, forum post, test, or class. Bibliographies and in text citations are required whenever you use outside sources, including internet sources (unless otherwise

indicated by me). Do not directly reproduce material from another source in your weekly forum or assignment (even if you cite it!). You must provide material written in your own words and that contain your original ideas.

### How to Ensure the Grade you Want:

- Use the tools: computer, the textbook, college support services, library, instructor face time, classmates.
- Check in with class online every week.
- Think about what you are reading and doing. Why does this matter? What questions or reflections arise? How might it impact one's working life?
- Spend 1-2 hours before class discussions reading the chapter and summarizing one's thoughts. Spend about 1 hour after class reflecting and refining any notes.
- Ask questions!
- Keep track of due dates.
- Be a group member that others want on their team.
- Share insights with your group or the class as a whole, in a way that invites discussion, reflection and debate.

### A Quick Heads-up

As we go through topics, students are encouraged to share details of their past experiences in class. Sometimes, this may include elements that, while topical, are not things you might otherwise share broadly. While I do expect that other students would keep anything of this nature confidential outside of class, I cannot guarantee that your peers will choose to do so. Use your best judgment on self-disclosure.

## 215 Course Calendar

### *Week 1 (January 4 – 10) Theory & Research*

Read: Berk Ch. 1 & Gawande Ch. 1

- Introduction Discussion Post due Wednesday, 11:59pm
- Discussion Post due Wednesday, 11:59pm
- Responses to both sets of other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

### *Week 2 (January 11 – 17) Foundations of Development*

Read: Berk Ch. 2, 3 & Gawande Ch. 2

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

### *Week 3 (January 18 – 24) Infancy & Toddlerhood: The First Two Years*

Read: Berk Ch. 4, 5, 6 & Gawande Ch. 3

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

### *Week 4 (January 25 – 31) Early Childhood: Two to Six Years*

Read: Berk Ch. 7, 8 & Gawande Ch. 4

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

### *Week 5 (February 1 – 7) Middle Childhood: Six to Eleven Years & Midterm Week*

Read: Berk Ch. 9, 10 & Gawande Ch. 5

- Exam 1** (Chapters 1-10) due Sunday, 11:59pm

### *Week 6 (February 8 – 14) Adolescence: The Transition to Adulthood*

Read: Berk Ch. 11, 12 & Gawande Ch. 6

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

### *Week 7 (February 15 – 21) Early Adulthood*

Read: Berk Ch. 13, 14 & Gawande Ch. 7

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

### *Week 8 (February 22 – 28) Middle Adulthood*

Read: Berk Ch. 15, 16 & Gawande Ch. 8

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm

*Week 9 (March 1 – 7) Late Adulthood*

Read: Berk Ch. 17, 18 & Gawande Ch. Epilogue

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm
- Quiz due Sunday, 11:59pm
- Class Project** due Sunday, 11:59pm

*Week 10 (March 8 – 14) The End of Life*

Read: Berk Ch. 19

- Discussion Post due Wednesday, 11:59pm
- Responses to other discussion posts due Friday, 11:59pm

*Finals Week (March 15 - 19)*

- Exam 2** Due **Wednesday, March 17** 11:59pm
- All late submissions due Wednesday, December 9, 11:59pm
- Term Ends Friday, December 11, 11:59pm

\*The instructor may revise the class calendar, modify content, and/or substitute assignments in response to institutional or class situations.