

Syllabus: Introduction to Developmental Psychology (PSY 215)
Fall Term 2021 CRN 26438

Instructor: Laura Jones, Ph.D.
Office hours: Mondays and Wednesdays 12:00-12:50 (Zoom)
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Class Meets: Moodle and Zoom: The class is **hybrid**, meaning that you view and interact with the prerecorded slide presentation *before* our class meets on Thursdays from 10:00-11:20pm where we discuss key concepts, work in small groups, prepare for exams and answer your questions. This is an open classroom time and an opportunity to interact with me and other students.

* 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.

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.

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. It is not possible to add you once you have been dropped. **Before 9 am on Thursday, 9/30:**

1. Enter the Moodle course, read your syllabus & watch the introduction to the course video.
2. Complete the 'help us get to know you' online questionnaire

About the Thursday Meeting: The class is hybrid, meaning that you view and interact with the prerecorded slide presentation before our class meets on Thursdays from 10:00-11:20pm where we discuss key concepts, prepare for exams, and answer your questions. It is very important that you view your prerecorded slide presentation before we meet - the activities we engage in depend on you having done so. And your classmates are depending on you. We will use our time to consolidate learning of the key concepts. This is an open classroom time and an opportunity to interact with me and other students.

Precautions for COVID-19. Our class size is capped at 30 and we will all be wearing masks to maximize safety. I am caring for my mom, who is in her 80's so I will be maintaining physical distance. If you need to talk with me privately, please email me or visit my office hours. If you are uncomfortable meeting in a classroom, you are welcome to join the virtual hybrid class meeting in my other section of PSY215 without changing your course registration. This section is a 'virtual hybrid' that meets online via Zoom on Thursdays from 1-2:20. If you prefer this option, just send me an email and I'll send you a Zoom invitation to the meeting. While in our class, wear a mask or face covering at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you need to remove your mask for any reason, step outside of the classroom to do so.

Because a mask must be worn in the classroom, **there is no eating or drinking in the classroom.** If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from the Disability Resource Center (DRC) to be exempt from this requirement. Faculty, staff, students, contractors, volunteers, and visitors across all LBCC locations who are not fully vaccinated should maintain physical distancing, both indoor and outdoor. All individuals are welcome to physical distance without disclosing the reason. In our classroom, this means that you should maintain 6 ft distance if you are not vaccinated. **If you are not vaccinated, please talk to me before our class meeting and we will work out a classroom arrangement that allows for the distance needed.**

Class Presentation: Your Zoom recorded slide presentation is available by noon each Monday. The slide presentation contains visual, audio, and video components as well as individual activities to consolidate your learning.

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 quizzes, 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. If you have carefully read course materials and still have a question, post your question to the **Question-and-Answer Forum** right away.

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.

Required Materials:

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

**This e-text is available via Direct Digital Access (via a link from our Moodle site)*

Gawande, A. (2014). *Being Mortal. Illness, Medicine and What Matters in the End (First 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 Reading Guide on Moodle will help you focus on material that is most prominent in the quizzes and exams. Read the final Berk chapters (17-19) at your convenience before your project is due so you can use this material to inform your project. Berk chapters 17-19 will also be on your 2nd exam.

Week 1 you begin your second text, Being Mortal: Illness, Medicine and What Matters in the End. Your project is based on this text. 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.

Policy Regarding Assigned Work

You should know upfront that I do not accept late work. Most coursework is submitted/conducted online via Moodle. Do not send any course work by email. Quizzes and assignments will be posted before **9 am** on Monday and must be completed/submitted on Moodle before 9 am on the following Monday.

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

Point Earners

Weekly Quizzes: Take open book quizzes on Moodle, each worth 10 points (see course requirements table for more information). Quizzes cover your Exploring Lifespan Development text, material from your weekly slide presentations (including videos) and embedded materials in your weekly forums. Quizzes are a mix of true/false, multiple choice (one + options) and matching items. T/F = 1 point; multiple choice with 1 answer = 1 point; multiple choice with more than one 1 answer = 2 points; matching = 3 points. 15 minutes time limit.

Exams: Take 2 open book exams on Moodle to assess your understanding of the course material. Exam 1 covers Week 1-6 lecture material (including videos), discussion forum and text chapters (Berk: 1-10). Exam 2 covers Week 7-10 lecture material (including videos) and text chapters (Berk: 11-19) +comprehensive items. Exam 2 will also contain some comprehensive items. **Important note:** Exam 2 and all course materials cannot be accepted after 5 pm on Tuesday of finals week under any circumstances.

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".

Summary of Course Requirements (Point Earners)

Requirement	Summary	Points per unit	Units	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	90
Project	See guidelines and grading rubric	75		75
Weekly Quizzes	Online open book quizzes. Items of variable types/values	10	8	80
Exams	Exam 1: Berk chapters 1-10 Exam 2: Berk chapters 11-19	100 100		200
Total Possible Points 455				

Week	Read these text chapters at beginning of week	Point Earners (below) are due each Monday before 9 am (on date listed below).
1 9/27	Berk: 1, 2 Gawande: 1	10/4 Online text quiz (Berk 1, 2) Discussion Forum Activity
2 10/4	Berk: 3 Gawande: 2 & 3	10/11 Online text quiz (Berk, 3) Discussion Forum Activity
3 10/11	Berk: 4, 5 Gawande: 4 & 5	10/18 Online text quiz (Berk 4, 5) Discussion Forum Activity
4 10/18	Berk: 6, 7 Gawande: 6	10/25 Online text quiz (Berk 6) Discussion Forum Activity
5 10/25	Berk: 7, 8 Gawande: 7	11/1 Online text quiz (Berk 7, 8) Discussion Forum Activity
6 11/1	Berk: 9, 10 Gawande: 8 Berk: 17*	11/8 Exam 1 (Berk chapters 1-10 and related class material) Discussion Forum Activity
7 11/8	Berk: 11, 12 Gawande: Epilogue Berk: 18*	11/15 Online text quiz (Berk 11, 12) Discussion Forum Activity
8 11/15	Berk: 13, 14 Berk 19*	11/22 Online text quiz (Berk 13, 14) Discussion Forum Activity
9 11/22	Berk: 15, 16	11/29 Online text quiz (Berk 15, 16) Discussion Forum Activity Class Project Due
10 11/29		Discussion Forum Activity
11		Exam 2 (Berk 11-19 and related class material + comprehensive) opens at 9 am on Friday, 12/3 and closes at 5 pm on Tuesday, 12/7

* Read the final Berk chapters (17-19) at your convenience before your project is due; you'll draw from this material for your project. Chapters 17-19 will also be on your 2nd exam.

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.