

# **Syllabus: Introduction to Developmental Psychology (PSY 215)**

## **WINTER Term 2019**

**Instructor:** Laura Jones, Ph.D.  
**Office hours:** Mondays and Wednesdays 12:00-12:50 (SSH109)  
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**Note:** When you email me, it is very important that you identify your full name, course you are attending and course time. I will not 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.

Recommended: College-level reading and writing skills. ALS 115 Advanced College Reading and Learning Strategies, PSY 202 General Psychology

### **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.

### **What happens day to day in the class?**

Although there is lecture, the class is interactive; that is, you will be getting up and moving around; you will be working in pairs and in small groups. These experiences will make it easier for you to remember the concepts and use the material you learn. At times, the activities might seem unusual, but know they are in service of specific teaching goals. If you prefer a class focused solely on lecture and large group discussion, this is not the class for you.

**Important Note:** LBCC will enroll you in the Moodle site for this course during the 1st week of classes. You will take your quizzes on Moodle, in addition to accessing the syllabus, your grades, and the discussion forum. You must be able to upload assignments and take exams on moodle. 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.

### **Class Slides**

Class Slides are uploaded to Moodle before each class. **These slides do not replace lecture notes.** They contain only a brief outline of lecture and **will not** include all information covered in class. For example, to preserve active participation, I do not include material generated in your in-class group activities. In addition, I often do class demonstrations that are not included in the slides. **Moreover, to keep the class flowing naturally, I can only make a guess about how much and what we'll cover in class each day, so the posted slides might not align exactly with the slides you see in class.** Rather, the slides are intended as an in-class tool to facilitate group process and to make your note taking easier. It will be very helpful if you print

these slides and bring them to class. This will allow you to take more efficient notes. [Click here to learn how to print multiple slides to one page.](#)

### **Required Materials:**

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

Gawande, A. (2014). *Being Mortal. (First Edition)*. New York: Henry Holt and Company, LLC.

**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. Each week, I will post a guide on moodle that will help you focus on material that is most prominent in the quizzes and exams.

You can begin reading your second text, [Being Mortal: Illness, Medicine and What Matters in the End](#), whenever you like. I recommend that you wait to read it until the second half of the term. At that point, you will use the text to help you design your end of the term project. The book is also available on Audible.

### **Policy Regarding Assigned Work**

**I do not accept late work** except in the case of a medical emergency with documentation from your health care provider. Unless you have had a medical emergency, please do not create an uncomfortable situation by asking to turn in 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 **noon** on Monday and must be completed/submitted on moodle before 9am on the following Monday.

**Grades** are figured on 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

**Cheating/Plagiarism:** 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, 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 analysis papers (even if you cite it!). You must provide material written in your own words.

### **Accessibility Resources**

Meet with your instructor 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](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

## Course Requirements

**Quizzes:** Take 9 open book quizzes on moodle, each worth 10 points (see course requirements table for more information). Quizzes cover your Exploring Lifespan Development text only. Use the reading guide to help you focus on what you need to know for the quizzes. The quiz is comprised of 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. You have 15 minutes to take the quiz.

**Exams:** Take two open book exams on moodle to assess your understanding of the course material (at a location you designate, outside of class). 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) (Gawande: 1-8). Items consist of multiple-choice, true/false and matching. T/F = 1 point; multiple choice with 1 answer = 1 point; multiple choice with more than one 1 answer = 2 points; matching = 3 points. **Important note: Exam 2 and all course materials cannot be accepted after 5pm on Wednesday of finals week under any circumstances.** If you cannot make this deadline, but you have completed 90% of your other class assignments, you might be eligible to take an incomplete and make up the coursework Fall term. However, arrangements must be made 2 weeks before the term ends.

**Project:** Details announced after Week 5. This project will be due Week 9 and will draw on your reading of the text Being Mortal: Medicine and What Matters in the End and our related class discussions.

**Class Activity Participation:** Receive points for participation during in-class activities. I randomly select ten class dates for participation points. I will announce eligible class dates at the beginning of the activity. Attendance will be taken twice on these days to ensure full participation.

**Discussion Forum Activity:** You will participate in discussion forums about topics related to the week's topic. Watch a brief video, listen to a podcast or do a reading and then post your reaction. For full credit, you will respond to at least 1 other classmates' post and your post should reflect integration of scientific 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 credible outside information.

The final 2 forums will be focused on topics related to your assigned text "Being Mortal."

**Participation = 4 pts.**

**Replied to classmate=3 pts.**

**Quality will affect participation score!**

**Post sufficient = add 3 pts.\***

**\*You must include reference to any of the following:  
text, or posted reading or video, or Lecture, name the  
source of your information AND Your own experience**

**More about the Discussion Forum activity:** Treat the discussion topics & your classmates with respect. We all have unique values and beliefs relating to the subject matter. It is 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. In order to receive full credit, your forum posts should reflect an integration of the podcast, video or readings assigned for the activity and/or the ideas covered in the weekly text readings. I will enter the Forums to "observe" your progress and sometimes join the discussion. **CONFIDENTIALITY:** In your online discussions, you may choose to share personal anecdotes about people you know. Remember to speak from your own perspective. In addition, please protect the confidentiality of others in your life. 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".

**Inclusion Policy:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem solving in an ever-changing community and diverse workforce.

**Linn Benton Community College’s Mission Statement and Responsibility:** To engage in an education that allows all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities.

<b>Summary of Course Requirements</b>				
Requirement	Summary	Points Possible per unit	Units	<b>Total</b>
<b>Forum Discussion Activity*</b>	A personal post on your thoughts around the forum and one additional forum comment on other class member’s post	10	X10 posts	100
<b>Class Activity Participation *</b>	Participation during in-class activities. 10 class dates randomly selected.	5	X10 classes	50
<b>Project</b>		75		75
<b>Chapter Quizzes*</b> (over text only)	9 online open book quizzes over the text only.	Variable types/ values totaling 10 points	X9 quizzes	90
<b>Exams</b> (texts, lecture, videos and discussion forum)	Exam 1: Chapters 1-10 Exam 2: Chapters 11-19 + Being Mortal text	100 100		200
<b>Total Possible Points 515</b>				
*Note: I will subtract your lowest grade at the end of the term for the Discussion Forum activity, class activity participation and chapter quizzes so your actual total possible points will be 480.				

## Course Calendar

Date week begins		Topics	Text Chapters (read before class)	Tasks	Tasks due before <u>9am</u> on <b>Monday</b> this date
1/7	1	Introduction to Class Theory/ Issues Chromosomal Abnormalities	1, 2	Online text quiz (Chs. 1, 2) Discussion Forum Activity	1/14
1/14	2	Prenatal Development and the Newborn	3	Online text quiz (Chap. 3) Discussion Forum Activity	1/21
1/21	3	Infancy & Toddlerhood: Phys & Cog	4, 5	Online text quiz (Chs. 4, 5) Discussion Forum Activity	1/28
1/28	4	Infancy & Toddlerhood: Emo-Social	6, 7	Online text quiz (Chap. 6) Discussion Forum Activity	2/4
2/4	5	Early Childhood: Phys, Cog & Emo-Social	7, 8	Online text quiz (Chs. 7, 8) Discussion Forum Activity	2/11
2/11	6	Middle Childhood: Phys, Cog, Emo-Social	9, 10	<b>Exam 1</b> (chapters 1-10 and related class material) Discussion Forum Activity	2/18
2/18	7	Adolescence: Phys/Cog/Emo-Social	11, 12 Being Mortal: 1 & 2	Online text quiz (Chs. 11, 12) Discussion Forum Activity	2/25
2/25	8	Early Adulthood: Phys, Cog, Emo- Social	13, 14 Being Mortal: 3 & 4	Online text quiz (Chs. 13, 14) Discussion Forum Activity	3/4
3/4	9	Middle Adulthood: Phys, Cog, Emo-Social	15, 16 Being Mortal: 5 & 6	Online text quiz (Chs. 15, 16) Discussion Forum Activity	3/11
3/11	10	Late Adulthood: Phys, Cog, Emo-Social & Death, Dying and Bereavement	17, 18, 19 Being Mortal: 7 & 8	Online text quiz (Chs. 17-19) Discussion Forum Activity <b>Project due</b>	3/18
3/18 (Finals Week)	11	<b>Exam 2</b> (Chs 11-19 and related class material) opens at 9 am on Friday, 3/15 and closes at 5:00 pm on Wednesday, 3/20			