SYLLABUS

Developmental Psychology 2304.D10
Semester: Summer II 2017
Text: Life Span Human Development, 8th Edition, by Carol Sigelman and Elizabeth Rider
Instructor: Patsy McCall, M.S., Clinical Instructor in Psychology
Instructor’s Office Hours: MWF 10:00 AM – 12:00 NOON or by appointment, TTr 10:00 AM – 12:00 NOON or by appointment. I will inform via announcement if I have to leave campus early for any reason. If these posted hours are not possible for you, appointments may be made with me and I will do my best to accommodate your needs.
Office: A 201C
Office Phone: 486-6134
Phone: (325) 227-0361
E-mail: pmccall@angelo.edu
Classroom: On-Line
When: M thru F time varies

Course Objective: The objective for this course is to bring to the learner an overall view of the science of Developmental Psychology via the specific topical approach to life span development. The course is designed to assist the learner in mastering an understanding of various psychological and developmental concepts through several modalities and their applicability in the world around us focusing on the various areas of human development.

Student Learning Objectives: Each of the 17 chapters has specific learning objectives enumerated for you at the beginning of each of those chapters. Overall learning objectives for the entire term include the following:

- Essential—to gain a factual knowledge of terminology, classifications, and methods as they pertain to developmental psychology
- Essential—to learning fundamental principles, concepts, and theories pertaining to developmental psychology
- Important—to learn to apply the course material to improve thinking, problem solving, and see how the concepts of psychology are used in real world situations.
- Important—to develop specific skills, competencies, and points of view needed by professionals in fields most closely related to this course
- Minor Important—to develop skills in expressing oneself orally and in writing as it relates to this course materials
- Minor Important—learning how to find and use resources for answering questions or solving problems and following through on scientific research

Attendance Policy: All students are expected to attend all classes on line as scheduled and complete all assignments for this course in a timely manner. In this class, your attendance constitutes your participation in discussion board threads, the blog entries as assigned, any homeworks or essays for various chapters, and completion of assigned quizzes and exams throughout the term.

Course Grading Criteria: The overall grade earned in this course will be based on the percentage of overall points out of a possible 1720 points (approximately) for the semester and will be evaluated as follows:

| Component                        | Weight | Points  
|----------------------------------|--------|---------
| 5 Major Exams                    | 29%    | 500 pts |
| 10 Quizzes                       | 29%    | 500 pts all together |
| 10 Blogs                         | 12%    | 200 pts |
| Course Project Assignment        | 7%     | 100 pts |
| 3 Homework Assignments           | 9%     | 150 pts |
| 5 Essays                         | 14%    | 250 pts |
| 10 Threads                       | 1%     | 20 pts |
| Extra Credit                     |        | 40 pts |

100%  1720 pts

Academic Honesty (ASU Honor Code): Angelo State University expects the students to maintain complete honesty and integrity in their academic pursuits. “Faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and our to the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and
the abuse of resource materials.” Angelo State University Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the University Student Handbook and students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/content/files/17358-university-honor-code.

Disabilities Code: Persons with disabilities which warrant academic accommodations must contact the Student Life Office, Room 112 University Center, at 325.942.2047 in order to request such accommodations prior to their being implemented. You are encouraged to make this request as early in the semester as possible so that appropriate arrangements can be made.

Required and Recommended Reading: In this course you will be required to read each chapter in your textbook as assigned and to take advantage of the interactive MindTap Lab provided for you in Bb offering an enhanced learning experience for each of the 17 chapters and tools for concept understanding and exam preparation.

Research Experiences: All students in Psychology 2304 courses will be offered an opportunity during the semester to earn some extra credit points in the course. (See Grading Criteria, Extra Credit) Details will be given in your Blackboard Announcements and on Discussion Board.

For your information: You will be expected to check Blackboard regularly (minimum of 1 time per day) for my posted announcements, detailed instructions, and to stay on top of class requirements and some of your assignments will be posted in the course content section of Blackboard (Bb) for you as well. All communication will be done with me via email, phone, or visit to my office. Be sure to read all your assigned chapters carefully and complete the course requirements on each one. This is an online course and as such you will take your quizzes and exams online in Bb. The text covers 17 chapters of material. As a sophomore level course, there is a good deal of course work associated with it. Each exam in this course will cover only 3 or 4 chapters of your text and the final is not comprehensive. This way, you are not overwhelmed with a huge number of chapters of material to cover with each exam. I highly recommend you read your assigned chapters before you come to class on line in order to be better prepared to participate in the class discussions and activities each day. Stay on top of your course work to avoid getting behind as the course will snowball and overwhelm you very quickly if you do not. Your final exam in this course is scheduled for Wednesday, August 9, 2017 from the Exams & Quizzes button in Bb and is open to you for 16 hours beginning 8 am Wed 8/9 and closing at 11:59 pm on Wed 8/9/2017.

Tentative Course Schedule:

Mon 7-10 Ch 1: Introduction & orientation, go over syllabus, course requirements and expectations. This will be done in an Introduction and Orientation discussion board. You will also have a discussion board devoted to your Course Project. Chapter 1 dealing with Understanding Life-Span Development. We will discuss the science of Life-span development, how development is studied and some of the special challenges faced by developmental psychologists.

Requirements: Read chapter 1 for comprehension, facilitate account for MindtapLab access, complete the blog tasks for ch 1, and take quiz 1 online.

Tues 7-11 Ch 2: Chapter 2 dealing with Theories of Human Development. We will look at the interaction of heredity and environment (the great nature vs. nurture debate), delve into the various theories such as Freud’s psychoanalytic theory, Erikson’s psychosocial theory, the learning theories of Watson, Skinner, and Bandura, Piaget’s cognitive development theory, and Bronfenbrenner’s biocological model of development.

Requirements: Read chapter 2 for comprehension, complete blog tasks for ch 2, complete Essay 1 as assigned, and take quiz 2.

Wed 7-12 Ch 3 and Ch 4: Chapter 3 dealing with Genes, Environment, and Development and chapter 4 on Prenatal Development and Birth. We will look at heredity including genetic diseases, both genetic and environmental influences prenatal and fetal development, both the mother’s and father’s experience in the perinatal environment and the neonatal environment after birth.

Requirements: Read chapter 3 and 4 for comprehension, and take quiz 3 covering chapters 3 and 4. Study for Exam 1 covering chapters 1, 2, 3 and 4.

Thurs 7-13 Ch 5: Chapter 5 dealing with Body, Brain and Health. Discussions include the endocrine system, the brain and the nervous system and the various growth patterns affect the infant, the child, the adolescent, and the adult.
Requirements: Read chapter 5 for comprehension, complete homework assignment via shopping results, complete blog tasks for ch 5, and no quiz this day.

Fri 7-14: No chapter coverage this date, but you will take Exam 1 covering chapters 1 thru 4 in your text.

Mon 7-17 Ch 6: Chapter 6 dealing with Sensation, Perception, and Action focusing on the perspectives of perception in the infant, the child, the adolescent, and adult.

Requirements: Read chapter 6 for comprehension, complete homework sheet based on motor development observations, complete blog tasks for ch 6, and no quiz this date.

Tues 7-18 Ch 7: Chapter 7 dealing with Cognitive growth focusing on Piaget’s constructivist approach, Vygotsky’s sociocultural perspective and Fischer’s dynamic skill framework. These approaches will be looked at for the infant, the child, the adolescent and adult.

Requirements: Read chapter 7 for comprehension, complete the homework worksheet on Piaget’s A & A and take Quiz 4. Study for Exam 2 covering chapters 5, 6 and 7.

Wed 7-19 Ch 8: Chapter 8 dealing with Memory and Information Processing. We will be discussing the development of memory in the infant, the child, the teen, and the adult along with problem solving abilities, decision making, and the concept of metamemory.

Requirements: Read chapter 8 for comprehension, no essay this day nor homework, and there will be no quiz for this date. Do complete the blog tasks for ch 8.

Thurs 7-20: no chapter coverage for today, but you will take Exam 2 covering chapters 5, 6, and 7.

Fri 7-21: no chapter coverage for today. Use today’s class to catch up your reading or get ahead and work on your course project.

Mon 7-24 Ch 9 and Ch 10: Chapter 9 dealing with Intelligence and Creativity and Chapter 10 focusing on Language and Education. We will be looking at intelligence benchmarks, measuring IQ, controversies involving intelligence, achievement and aptitude tests, and cognitive functioning in all age groups including adulthood. We also discuss intellectual deficits and the intellectually gifted along with the basic components of language in the infant and further language development in the child and the adolescent as well as literacy and continuing education in the adult in these chapters.

Requirements: Read chapter 9 and 10 for comprehension, complete blog tasks for ch 9 and 10, complete Essay 2 as assigned, and take Quiz 5.

Tues 7-25 Ch 11: Chapter 11 dealing with Self and Personality development. We will look at theories of early personality development especially with regard to the emergence of self and development of the self –concept through the various age groups. We also discuss the forging of a sense of identity, self-esteem, vocational development and successful aging.

Requirements: Read chapter 11 for comprehension, complete blog tasks ch 11, no Essay or homework this chapter, and take quiz 6. Study for Exam 3 covering chapters 8, 9, 10 and 11.

Wed 7-26 Ch 12: Chapter 12 dealing with Gender roles and Sexuality. We will look at gender role development and stereotypes, gender differences and similarities and take note of gender related behaviors in all the age groups including changes in gender role attitudes and behaviors.

Requirements: Read chapter 12 for comprehension, no Essay or homework for this day, and take quiz 7. The first extra credit opportunity will be offered this day.

Thurs 7-27: no chapter coverage this date, but you will take Exam 3 covering ch 8, 9, 10, and 11.

Fri 7-28 Ch 13: Chapter 13 dealing with Social Cognition and Moral development. We discuss development of theory of mind, moral reasoning and prosocial behavior including effective parenting. We talk about values, religion and spirituality in this chapter. We also look at aggression and violence in children, family violence including child, spousal, and elder abuse.
Requirements: Course Projects Due this date. Read chapter 13 for comprehension, complete Essay 3 as assigned, complete the blog tasks for this chapter, and take quiz 8. This date offers you a second optional opportunity to earn extra credit in the course.

Mon 7-31 Ch 14: Chapter 14 dealing with Emotions, Attachment, and Social Relationships. This chapter looks at emotional development, perspectives on relationships including attachment theory and the implications in all age groups, including attachments to parents, friendships and romantic relationships.

Requirements: XC #1 Due this day. Read chapter 14 for comprehension, no essay or homework this chapter, complete blog tasks for ch 14, and take quiz 9. Study for Exam 4 covering chapters 12, 13, and 14.

Tues 8-1 Ch 15: Chapter 15 dealing with The Family. Discussion examines the roles of peers and building friendships across the stages of development. We discuss the family system and the dynamics of that unit, how those dynamics change with the various age groups, marriage, child-rearing, and grandparenthood and retirement. We also look at family violence as well.

Requirements: Read chapter 15 for comprehension, complete Essay 4 as assigned, no homework this day, and no quiz or blog for this chapter.

Wed 8-2: no chapter coverage for today, but you will take Exam 4 covering chapters 12, 13, and 14.

Thurs 8-3 Ch 16: Chapter 16 dealing with Developmental Psychopathology focusing on DSM diagnostic criteria, Autism, ADHD, Depression and eating disorders suicidal behavior, aging and dementia and Alzheimer’s.

Requirements: Read chapter 16 for comprehension, complete blog tasks for this chapter, no essay this day, and take Quiz 10.

Fri 8-4: no chapter coverage this day, but the XC item 2 is due today. Then use the class to catch up any reading and study for your final exam.

Mon 8-7 Ch 17: Chapter 17 dealing with the final challenge: Death and Dying, the end of life. The chapter looks at death and how it is experienced by each of the age groups, the grief process and development of effective coping for the dying and those who are bereaved. How do we want to take our leave of this world?

Requirements: Read chapter 17 for comprehension, complete Essay 5 as assigned, and no quiz this class. Study for Final Exam (5) covering chapters 15, 16, and 17.

Tues 8-8: no more chapters to cover. Free day—catch your breath and study for your final exam.

Wed 8-9: Take your final Exam open to you for 16 hours beginning 8 am this date and closing at 11:59 pm this date.

As the instructor, I reserve the right to change this syllabus at any time during the semester as may be deemed necessary to complete the work and/or enhance the learning and application of this material. Thank you and I look forward to our working together this semester.

Patsy McCall, M.S., Q.M.H.P.
Clinical Instructor
Psychology