PSY 6347
Life-Span Development Psychology
spring, 2018
James Forbes, Professor of Psychology
Course & Number
PSY 6347 Life-Span Development Psychology

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
Graduate Status

FACULTY
James Forbes, Professor of Psychology
Office: Academic 204B
Phone: (325) 486-6120
Email: James.Forbes@Angelo.Edu

OFFICE HOURS
MTWRF 8:00-9:30 AM & 1 – 2PM; or by appointment

COURSE DELIVERY

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

COMMUNICATION

I will typically respond to your questions posted on Bb or sent via email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend and holiday questions messages may not be returned until the next school day.

ONLINE COURSE ISSUES

This course will be taught entirely on-line. We will not meet in person, unless you choose to visit me in my campus office. Consequently, much responsibility for learning about Life-Span Developmental Psychology and its applications rests with you. I will give you a schedule of events (viz., readings, applications, discussion topics, exams, other assignments, and due dates); you will have to ensure that you keep pace with the schedule. If you manage your time effectively and focus your interests and energy on the course objectives, you will fare well in this on-line course.

Your challenge is to make Life-Span Developmental Psychology and its applications more immediate and relevant to your professional and personal goals. Your informed imagination, your curiosity about the world, and your conscientious effort will allow you to derive a meaningful experience.

COURSE DESCRIPTION & GOALS

This course reviews current thinking about social, emotional, physical, and cognitive development throughout the life span as well as hereditary and environmental influences on development.

This online course will add to your understanding of life-span development, give you experience in reviewing empirical research, help you become an informed consumer of empirical research, and further your
professional development. You will have additional readings on specific topics to give you greater depth of understanding in areas of particular interest with the MS Applied Psychology Program (viz., improving health, enhancing decision making, improving education, increasing prosperity, and informing public policy).

**COURSE OBJECTIVES**

You will have opportunities to:

1. Develop specific skills, competencies, and points of view needed by professionals in fields related to this course.
2. Learn to apply course material to improve thinking and address practical problems.
3. Learn to analyze and critically evaluate ideas, arguments, and points of view.
4. Develop skill in expressing ideas and arguments in writing.

**Student Learning Outcomes**

You will be able to:

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<tr>
<th>LEARNING OUTCOMES</th>
<th>CORRESPONDING ASSESSMENTS</th>
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<tbody>
<tr>
<td>1) Evaluate a variety of psychological, developmental, and empirical findings from psychological research along with their applications, especially in developmental contexts.</td>
<td>Assignments, discussion forums, interpretive review paper</td>
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<tr>
<td>2) Apply psychological research findings, methods, and concepts to understand developmental, personal, and professional issues.</td>
<td>Assignments, discussion forums, interpretive review paper</td>
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<tr>
<td>3) Write an interpretive review paper addressing an applied developmental issue important to you, using published behavioral science research.</td>
<td>Assignments, discussion forums, interpretive review paper</td>
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**REQUIRED TEXT**

- ISBN-10: 1337100730
Plan on having the book by the first week of the semester. You will be unable to complete any of the exams and many of the assignments without the Sigelman textbook. The book can be purchased or rented through the bookstore, online, or elsewhere.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (*Please note:* a plug-in webcam allows the student to perform thorough environmental scans).

Refer to **Angelo State University’s Distance Education** website for further technology requirements: [http://www.angelo.edu/distance_education](http://www.angelo.edu/distance_education)

**EVALUATION AND GRADES**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

**Final course grades will be calculated as follows:** Course Grade = Average Exam Score (30%) + Interpretive review paper (30%) + Assignment Score (30%) + Group Discussion Forum Score (10%).

The grading scale for the course will be as follows:

<table>
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<th>Letter Grade</th>
<th>Percentage Grade</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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**ASSESSMENT/ACTIVITY**  
**PERCENT OF TOTAL GRADE**

| Interpretive Review Paper | 30% |
| Exams (3 exams)           | 30% |
| Assignments               | 30% |
| Group Discussion          | 10% |
| TOTAL COURSE GRADE        | 100% |
TEACHING STRATEGIES

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) in discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and experiences with their peers.

METHODS OF ASSESSING LEARNING OUTCOMES

Learning outcomes will be assessed via one interpretive review paper, weekly discussion posts, a variety of assignments, and four exams.

1. **Interpretive Review Paper (30% of your course grade).** You will write an interpretive review paper analyzing published research relevant to a question, problem, or topic of interest to you and attempt to explain your current state of understanding of the topic. Your review will also evaluate, explain, and compare, findings and methods from published research that have been or could be used or revised to better address your question, topic, or problem. Your review should propose a solution(s) or make recommendations for research or interventions that would better or more completely address your topic. Ideally, your review would include information about the kind of evidence you would need to determine whether your proposed solution was effective.

2. **Exams (30% of your course grade).** There will be three exams, which you will be taking on-line using Respondus LockDown Browser software. Links to all exams will be posted on our course Bb site under “Assessments.” Each exam will count as 10% of your final course grade. Examination format will be mostly multiple choice questions with a few short answer questions about your chapter and other supplemental readings. The exams will be non-cumulative; each one will cover the material immediately preceding it. No make-up exams will be given. More information about testing procedures is posed on our course Bb site under “Respondus LockDown Browser.”

**BlackBoard Location:** All Exams will be posted under the **Exams** tab on BlackBoard. Exams will be accessible only during the posted exam dates.

**Testing via Respondus™ Monitor**

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is a practice quiz: a short 10 question quiz over ASU trivia that is not graded under the Exams tab. Students are required to complete this practice quiz in advance of taking a graded Exam. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. The practice quiz, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**Respondus LockDown Browser.** All exams must be accessed with software called Respondus Lockdown Browser (RLB). This software is already loaded in computer labs on campus, but if you want to take tests from other locations, you will need to download the software onto the computer where you take the test.

The Respondus LockDown Browser software is located on Blackboard. Go to your Bb "Support" tab. Scroll down to the bottom of the page and click the "Download LockDown Browser" link. Follow the download instructions.
3. Assignments (30% of your course grade). Assignments will be posted under the Assignments tab. Assignment submission links can be accessed via the Assignments tab. Most of the assignments will help you relate developmental topics to your own experiences and give you an opportunity to construct or reveal your own beliefs about life-span development and its applications. Several assignments will help you acquire skills needed to write an interpretive review of empirical research.

Scoring & Grading. Assignments will be graded using a 10-20 point scale, where a 10 or other point total are the highest scores obtainable. Please note that assignment scoring and grading are separate processes. Your assignment score will be the proportion of the total points you obtain. At the very end of the semester, I will sum your assignment scores, evaluate the class assignment score distribution, then assign assignment grades that reflect the difficulty of the exercise. The highest total assignment scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your assignment grade will be based on your performance relative to your peers rather than to some arbitrary standard of excellence.

4. Group Discussions (10% of your course grade). Group discussion forums will be posted on the group discussion boards. I will add forums as we progress through the semester. You must regularly contribute as a participant in these group discussion forums throughout the semester. Participating in the group discussion forums will help you relate topics from the Life-span Development Psychology to your own experiences. Thinking about forum topics will help you examine your own beliefs about life-span development. Reflecting on others' posts, and posting your thoughts about these issues may help you clarify and enrich you thinking.

Scoring & Grading. Discussion forum posts will be evaluated using a 10-point scale. The highest scores will be awarded to those who make insightful comments or responses. Echoing others' opinions and comments made only at the very end of the discussion forum due date will be awarded the lowest scores. Scoring and grading are separate processes. A single discussion score is not a grade. Your cumulative discussion boards score will be the proportion of the total points you obtain. At the very end of the semester, I will sum your discussion forum scores, evaluate the class discussion forum score distribution, then assign discussion boards grades that reflect the difficulty of the exercise. The highest total discussion boards scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your discussion boards grade will be based on your performance relative to your peers.

Blackboard Location: Group Discussion forums are posted under the Group tab on Blackboard. Each forum will have availability dates posted during with time the forum will be open and accessible.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
● Angelo State University Student Handbook located on the ASU website http://www.angelo.edu/cstudent/documents/pdf/Student Handbook.pdf,

STUDENT RESPONSIBILITY & ATTENDANCE
ON-LINE: This class is an asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, assignments, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.
LATE WORK OR MISSED ASSIGNMENTS POLICY

Due dates and times for assignments are posted in the course schedule. **Late assignments are not accepted without my prior approval.** I may deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code](http://www.angelo.edu/content/files/17358-university-honor-code). The University "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 out of 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."

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.
STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
ASU policy is that incomplete grades be reserved for student illness or personal misfortune. Please contact me if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS & COURSE SCHEDULE CHANGES
I may make changes as necessary to this syllabus, the course content, or the course schedule. If changes become necessary during this course, I will notify you by email or course announcement. It is your responsibility to look for such communications about the course on a regular basis.