SYLLABUS

Developmental Psychology 2304.D20  
Semester: Spring 2019  
Instructor: Patsy McCall, M.S., Clinical Instructor  
Instructor’s Office Hours: MWF- Fri 9:00 AM – 10:50 and 12:00 NOON – 12:50 or by appointment. TR – 10:00 AM – 10:50 AM and 12:00 NOON to 12:50 PM or by appointment. I will inform via announcement if I have to leave campus early for any reason or can not be in the office during posted office hours or cannot be here for class due to illness. You will then be expected to “attend” your discussion board for that week and work on anything you can assigned for that week. 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: Online  
When: Treated as a TR class, times vary

**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:**

- **Essential**—to gain a basic understanding of the subject (e.g. factual knowledge of terminology, classifications, methods, principles, generalizations, and theories as they pertain to developmental psychology).
- **Essential**—developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- **Important**—developing skill in expressing oneself orally or in writing.
- **Important**—learning to apply course material (to improve thinking, problem solving, and decisions).
- **Important**—learning to analyze and critically evaluate ideas, arguments, and points of view.

**Attendance Policy:** All students are expected to attend all classes virtually and complete all assignments for this course in a timely manner.

**Course Grading Criteria:** The overall grade earned in this course will be based on the percentage of overall points out of a possible 1820 points (approximately) for the semester and will be evaluated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Major Exams</td>
<td>27%</td>
<td>500 pts</td>
</tr>
<tr>
<td>10 Quizzes</td>
<td>27%</td>
<td>500 pts total (50 pts each)</td>
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<tr>
<td>Course Project Assignment</td>
<td>5%</td>
<td>100 pts</td>
</tr>
<tr>
<td>5 Homework Assignments (time permitting)</td>
<td>14%</td>
<td>250 pts (50 pts each)</td>
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<tr>
<td>5 Essays</td>
<td>14%</td>
<td>250 pts (50 pts each)</td>
</tr>
<tr>
<td>10 Blogs</td>
<td>12%</td>
<td>200 pts (20 pts each)</td>
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<tr>
<td>10 Threads</td>
<td>1%</td>
<td>20 pts</td>
</tr>
<tr>
<td>Extra Credit (2 opportunities given)</td>
<td>2%</td>
<td>40 pts</td>
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**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 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.” 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](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.

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. Your class project will also center around research. Details will be given in a separate discussion board “Course Project” at the appropriate time in the semester.

For your information: You will be expected to check Blackboard regularly (minimum of 2-3 times per week) for my posted announcements, detailed instructions, and to stay on top of class requirements in the weekly discussion boards and your assignments will be posted in the course content section of Blackboard for you as well. Please keep in mind no late work will be accepted after May 3, 2019. However, I will be expecting each of you to turn in all your course work on time. Be aware you will take your quizzes and exams online in Bb through Lockdown browser to Respondus Monitoring or the Exams and quizzes button. Exams will have to be accessed through Lockdown browser to the Respondus Monitoring system. Details on this operationally are found in the Orientation Discussion Board which all of you must read. This system applies only to Major Exams, not chapter quizzes. Please be advised that on all my quizzes and exams, you are allowed to use your texts and your notes. Just keep in mind they are timed, so you can’t take too long on any one question. The necessary practice test for the monitoring system will appear in Quizzes and exams button the first day of classes (not for a grade), but you must take it in order to have access to the first major exam. The quizzes will be given on Thursdays (precluding any Thursday holidays) and exams will be given on Tuesdays (precluding any Tuesday holiday). The text covers 17 chapters of material. Each exam in this course will cover only 3 or 4 chapters of your text and the final is not comprehensive. I highly recommend you read your assigned chapters before you attempt the requirements in order to be better prepared to participate in the required activities and with more accuracy. 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. This is meant to be a working science course. Your final exam in this course is scheduled for Thursday, May 09, 2019 from the Exams & Quizzes button using Respondus Monitoring via lockdown browser in Bb and is open to you for 24 hours beginning 8 am Thurs 05/09 and closing at 8 am on Fri 05/10/2019. Please be advised that should anything occur requiring me to miss a class day, I will contact you online but you will be required to “attend” and follow the instructions on the assignments related to each on line class sessions.

Tentative Course Schedule:

Week 1: Introduction & orientation, go over syllabus, course requirements and expectations. Chapter 1 dealing with The Life-Span Development Perspective. We will discuss the science of Life-span development, how development is studied and some of the special challenges faced by developmental psychologists. We will look at the prominent theories of development and discuss the scientific research methods used in Developmental Psychology.

Requirements: Read chapter 1 for comprehension, facilitate account for ConnectLab access, complete blog tasks in blog response, and take quiz 1 online and complete Essay 1.

Week 2: MLK Day Holiday, Mon—no classes. Chapter 2 dealing with Biological Processes, and Health. We will look at the Evolutionary perspective and genetic foundations of development. We will also take a look at the interaction between heredity and the environment (the great nature vs. nurture debate) and then talk about prenatal development and the birth process as well as the postpartum period.

Requirements: Read chapter 2 for comprehension, complete blog tasks, and take quiz 2.

Week 3: Chapter 3 dealing with Physical Development and Biological Aging. We will look at body growth and changes specifically, talk about brain development in the various age groups, discuss sleep and how it affects development as well as the normal biological aging process and longevity.

Requirements: Read chapter 3 for comprehension, and complete the blog tasks, and complete the shopping homework.

Week 4: Chapter 4 dealing with Health. Discussions include the overall health in the various age groups, illness and disease. We will also look at nutrition and eating behavior, exercise, and substance use and abuse in the various age groups.
Requirements: Read chapter 4 for comprehension, complete quiz 3. There will be no homework and no essay for this week. Study for Exam 1 covering chapters 1, 2, 3, and 4.

Week 5: Take Exam 1 via lockdown browser to Respondus Monitoring in Bb over chapters 1, 2, 3, and 4. Chapter 5 dealing with Motor, Sensory, and Perceptual Development focusing on the motor development including gross and fine motor skills in infants and children, sensory and perceptual development with a focus on visual and auditory perceptions in the age groups.

Requirements: Take Exam 1, Read chapter 5 for comprehension, complete observation homework sheet based on motor development observations in infants, and complete Blog 4. No quiz this week.

Week 6: Chapter 6 dealing with Cognitive Developmental approaches focusing on Piaget’s constructivist approach, and Vygotsky’s sociocultural perspective. These approaches will be looked at for the infant, the child, the adolescent and adult.

Requirements: Read chapter 6 for comprehension, complete the homework worksheet on Piaget’s A & A and take Quiz 4. Complete Blog 5 as well.

Week 7: Chapter 7 dealing with 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 metacognition.

Requirements: Read chapter 7 for comprehension, no essay this week nor homework, and there will be no quiz for this chapter. Complete Blog 6 and study for 2nd Major Exam covering chapters 5, 6, and 7.

Week 8: Take Exam 2 over chapters 5, 6, & 7 in Lockdown browser using Respondus Monitoring in Bb. Chapter 8 dealing with Intelligence and Chapter 9 focusing on Language Development. We will be looking at the concept of intelligence and its development, measuring IQ, controversies involving intelligence, achievement and aptitude tests, and the extremes of intelligence and creativity. 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 the biological and environmental influences on language development in these chapters.

Requirements: Read chapter 8 and 9 for comprehension, complete Essay 2 as assigned, and take Quiz 5. No blog and no HW for this chapter.

Week 9: Chapter 10 dealing with Emotional Development and Attachment. We will cover emotional regulation, competence and the development of emotion through the age groups. We will also look at temperament as well as attachment and even love.

Requirements: Read chapter 10 for comprehension, no Essay but complete homework 4, and take quiz 6, and complete Blog 7.

Week 10: Chapter 11 dealing with The Self, Identity, and Personality. We will look at self-esteem and the self-concept and talk about the development of our identity. We will also discuss various theories of personality development and generativity as well as look at the concepts of stability and change as they relate to personality.

Requirements: Read chapter 11 for comprehension, complete Essay 3 as assigned, complete Blog 8, no homework for this chapter, and take quiz 7. Also study for Exam 3 covering chapters 8, 9, 10, & 11.

Week 11: Take Exam 3 through Respondus Monitoring covering ch 8, 9, 10, & 11. Chapter 12 dealing with Gender and Sexuality. We discuss both biological and social as well as cognitive influences on sexuality. We will look at some gender stereotypes and gender development in the various age groups. We will explore sexuality through the life span and talk about sexual orientation, sexual behaviors and sexual harassment. Extra Credit opportunity #1 offered.

Requirements: Read chapter 12 for comprehension, complete homework 5 as assigned, and take quiz 8. This week offers you the first of 2 optional opportunities to earn extra credit in the course which you will find in the course content button and in your Bb discussion board including due date.
Week 12: Course Projects due this week. Chapter 13 dealing with Moral Development, Values, and Religion. This chapter looks at the domains of moral development, prosocial and antisocial behavior as well as a discussion of values and religion and spirituality as part of human development.

Requirements: Read chapter 13 for comprehension, complete Essay 4 as assigned, no homework this chapter, and complete Blog 9 and take quiz 9. XC opportunity 1 due on Alligator River surveys. Turn in course projects.

Week 13: Chapter 14 dealing with Families, Lifestyles, and Parenting. Discussion examines family processes including the perspective of the family as a system. We look at the diversity of adult lifestyles and discuss parenting on childhood development as well as other family relationships including siblings and grandparents.

Requirements: Read chapter 14 for comprehension, Complete Blog 10, no homework this chapter, Essay 5 in discussion board on the interviews, and take quiz 10. The 2nd Extra Credit opportunity is offered in this chapter again in course content and discussion board and Study for Exam 4 over chapters 12, 13, and 14.

Week 14: Take Exam 4 over chapters 12,13, & 14 thru Respondus Monitoring. Chapter 15 dealing with Peers and Sociocultural World and chapter 16 dealing with Schools, Achievement, and Work. In these chapters we look at peer relations in childhood and adolescent, the concept and functions of friendships, play and leisure in the various age groups as well as aging as it relates to the social world.

Requirements: Extra Credit Item 2 on domestic violence Due. Read chapter 15 and chapter 16 for comprehension, and there will be no quiz, no homework, and no essay for this week. All make up tests for any major exams missed will be offered this week, so watch for my posting of the schedule.

Week 15: Chapter 17 dealing with the final challenge: Death, Dying, and Grieving. The chapter looks at death as a system and the various cultural contexts. We also note death issues in determining death and decisions relating to life, death, and health care. We will discuss the developmental perspective on death. Further, we will look at facing our own death and coping with the death of someone else and the grieving process that follows. How do we want to take our leave of this world?

Requirements: Read chapter 17 for comprehension, and no quiz this chapter, no HW and no blog either. Study for Final Exam (5) covering chapters 15, 16, and 17.

Week 16: No classes. Final exam Thursday, May 09, 2019 open online for 24 hours beginning 8 AM Thurs 05/09 and closing 8 AM Fri 05/10/2019.

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