SYLLABUS

Developmental Psychology 2304.040
Semester: Fall 2019
Instructor: Patsy McCall, M.S., Clinical Instructor
Instructor’s Office Hours: MWF 10:00 AM – 10:50 AM, and 2:00 PM – 3:00 PM or by appointment. TR 11:00 AM – 12:00 NOON or by appt. 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 if I am ill and am not here for class. You will be expected to focus on your discussion board and work on completing anything you can from your requirements 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
E-mail: pmcall@angelo.edu
Classroom: A219
When: MWF 11:00 AM to 11:50 AM

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 and complete all assignments for this course in a timely manner. Attendance will count as part of your course grade. Every student starts with 60 attendance points and with each absence will lose 2 of those points. If a student is absent and provides a written doctor’s note or is out due to mandatory participation in an ASU related trip or activity, it will not give back the attendance points, but does entitle that student to make up whatever work is missed without penalty. Legitimate religious holiday absences will be taken into account as long as they fall under the ASU policy and procedure guidelines.

Course Grading Criteria: The overall grade earned in this course will be based on the percentage of overall points out of a possible 1600 points (approximately) for the semester and will be evaluated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>5 Major Exams</td>
<td>31%</td>
<td>500 pts</td>
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<tr>
<td>10 Quizzes</td>
<td>31%</td>
<td>500 pts total (50 pts each)</td>
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<tr>
<td>Course Project Assignment</td>
<td>6%</td>
<td>100 pts</td>
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<tr>
<td>5 Homework Assignments (time permitting)</td>
<td>16%</td>
<td>250 pts (50 pts each)</td>
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<tr>
<td>5 Essays</td>
<td>16%</td>
<td>250 pts (50 pts each)</td>
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<tr>
<td>Extra Credit (2 opportunities given)</td>
<td>2%</td>
<td>40 pts</td>
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100% 1600 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 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.

**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 to 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. Be aware you will take your quizzes and exams online in Bb. 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 which will be taken directly in Bb under the exams and quizzes button. 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 Fridays (precluding any Friday holiday) and Major Exams will be given on Mondays (precluding any Monday holidays). 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 activities each week 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 Wednesday, December 11, 2019 from the Lockdown browser using Respondus Monitoring in Bb and is open to you for 24 hours beginning 8 am Wed 12/11 and closing at 8 am on Thurs 12/12/2019. 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 session.

**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 for those of you who choose to take advantage of the tools offered in the lab, and take quiz 1 online and complete Essay 1. Also be prepared for an in-class activity this week as well.

**Week 2:** Monday—Labor Day holiday—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, and take quiz 2. We will have a class activity this week.

**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 shopping homework, and be prepared for a class activity this week relating to this chapter.
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 in Bb. There will be no homework and no essay and no class activity this week. Study for Exam 1 covering chapters 1, 2, 3, and 4.

Week 5: Take Exam 1 in Lockdown browser through Respondus Monitoring 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 we will not have an in-class activity for this week. No quiz on this chapter.

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. We do have an in-class activity at some point this week.

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. Study for 2nd Major Exam covering chapters 5, 6, and 7.

Week 8: Take Exam 2 over chapters 5, 6, & 7 using Respondus Monitoring via Lockdown browser 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 HW for this chapter but we do have an in-class activity.

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 no class activity this week.

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, no homework for this chapter, and take quiz 7, as well as be prepared for in-class activity with this chapter. 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. Be ready for an in-class activity as well. 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: 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 take quiz 9. XC opportunity 1 due on Alligator River surveys. Course Projects due this week.

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, no homework this chapter, Essay 5 in discussion board on the interviews, and take quiz 10. The 2nd Extra Credit opportunity is offered this 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 per the schedule I post for you.

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, no quiz this chapter, no HW and we will have an in-class activity. Study for Final Exam (5) covering chapters 15, 16, and 17.

Week 16: No classes. Final exam Wednesday, December 11, 2019 open online for 24 hours beginning 8 AM Wed 12/11 and closing 8 AM Thurs 12/12/2019.

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