

COURSE NUMBER 2304.D10
COURSE TITLE Developmental
Psychology
SEMESTER Sum II 2020



Instructor: Patsy McCall, M.S., Clinical Instructor

Email: pmccall@angelo.edu

Phone: 325.227.0361

Office: 325.486.6134 but will be working from home this semester unless an appt is made for a face-t-face meeting

Office Location: Academic Building. 2nd Floor, South side A201C

Office Hours: MWF—12:00 Noon to 1 PM, 3 PM to 4 PM, TR 10 AM to 11 AM, 12:30 PM to 1:30 PM. An appt. may be made with me for any other time outside the scheduled office hours, just call me on my cell.

Course Information

Course Description

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

Course Credits

This class meets Mon – Fri daily on-line at your convenience each day. Successful completion of this course earns 3 academic credits.

Prerequisite and Co-requisite Courses

General Psychology (2301) is a prerequisite to all other psychology courses with the exception of Psychology of Adjustment(2315).

Prerequisite Skills

Example: Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the **Developmental Psychology course 2304.D10**.

Program Outcomes

Upon completion of the program of study for the Developmental Psychology 2304. D10, the graduate will be prepared to:

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Demonstrate critical thinking skills	Measured by home work activities, interviews, exams and quizzes	
Demonstrate communication skills	Measured by research report for relevant research project design, specified essays, on-line class participation (blogs and threads)	
Demonstrate empirical and quantitative skills	Measured by relevant research project designed with simulated results, exams, quizzes	
Demonstrate social responsibility	Measured by relevant home work application activities, research project, and demonstration of an understanding of developmental issues.	

Course Delivery

Examples:

This is an on-line course online via [Blackboard¹ \(Bb\)](#). Discussion Boards and Threads required for this course, blog tasks, quizzes and exams will all be done online. All home works and other course requirements will be sent to me via an email attachment. Never post an assignment directly into an email, rather as an attached file so I can print it out for grading purposes. You

are responsible for reading all assigned chapters in your text and keeping up with the daily discussion boards and the announcements. Questions can be addressed to me via email, by phone, or by coming by my office if we have a scheduled appt for a meeting. If you have a question that requires an immediate answer, call me on my cell as it can take up to 24 hours for an email response.

Recommended Texts and Materials

The required text for this course is *A Topical Approach to Life Span Human Development*, 10th edition, by John Santrock. You need to have your text the first day of class as we will be moving very fast in this course.

Technology Requirements

To successfully complete this course, students need to become familiar with the Blackboard (Bb) system and its navigation for access to necessary materials. I do not use an on-line lab with this course, but offer you ConnectLab as a tool for study guides and help with Exam preparation if you wish to take advantage of it, but it is not required. It is imperative that you complete all the reading assignments comprehensively.

I do use the Respondus Monitoring system for all Major Exams accessed through Lockdown Browser. Quizzes will be taken directly in Bb. You will have a 24 hour window to complete each quiz or Exam, just be sure to take them on a properly grounded computer (See my WARNING in the orientation discussion board).

For online courses -

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Topic Outline

Consider identifying/listing topics that will be covered in your course by week or module/unit.

Communication

Faculty will respond to email and/or telephone messages within 24 hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line as I teach 5 courses and do not have time to stop and hunt down which course you are in.

Virtual communication: Office hours may be done with the assistance of the telephone, email, or via a scheduled meeting in my office on campus.

“Netiquette” Guidelines for making posts in Blackboard or in emails—do not use slang language or any form of inappropriate language.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
5 Major Exams	500 pts (100 pts each) 31%
10 quizzes	500 pts (50 pts each) 31%
Course Project Assignment	100 points 6%
3 Homework assignments	150 point (50 pts each) 9%
3 Essays	150 points (50 pts each) 9%
10 Blogs	200 points (20 pts each) 13%
10 Threads	20 points 1%
Total	1620 points 100%
Extra Credit	40 points

Grading System

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

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (It has always been my policy that if at the end of the term a student is less than 1 percentage point away from the next grade level, that student is rounded to the next grade level)

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**) 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 clinical experiences with their peers.

Assignment and Activity Descriptions

Each assignment and activity is designed to assess the student’s ability to apply concepts and principles of developmental psychology being learned in any given chapter. Some activities will also include assignments for the students to help them learn a bit more about themselves.

Assignment Submission

All assignments MUST be submitted as an email attachment the day the assignment is due. This is for grading, documenting, and archiving purposes. Issues with technology use may arise from time to time. If a technology issue does occur regarding any Blackboard function, email me at pmccall@angelo.edu and attach a copy (screen shot) of what you are trying to do. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This follow up with me if the issue is not resolved within a reasonable amount of time. Once the problem is resolved, complete what you were trying to do. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Acceptance of any late work must be approved by me on a case to case basis. Due dates and times for assignments are posted. Failure to submit your assignments on time will result in a

five percent late penalty deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date. No late work will be accepted after Friday July 31, 2020.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)²
- [Angelo State University Catalog](#)³

Student Responsibility and Attendance

Online: This students in this class are expected to attend each class Mon – Fri at any time convenient for you to complete the required course work for each day. You are expected to login to Bb for announcements and to read your new discussion boards daily. We only have 22 school days to complete the entire text of 17 chapters. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. “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 settings and may initiate disciplinary proceeding 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 and Sociology 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.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).⁴

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁵ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁶ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁷ in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁸

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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)² for more information.

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 Changes

This faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Mon Jul 6	<p>Introduction and orientation via discussion board. Chapter 1 dealing with Life Span Development Perspective. We will discuss the science of life-span development, how development is studied and some 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.</p> <p>Requirements: Read chapter 1 for comprehension, facilitate account for ConnectLab access if desired, complete blog tasks in blog response, take Quiz 1 in Bb, and complete Essay one. See discussion board this date for more details.</p>
Tues Jul 7	<p>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 postpartum period.</p> <p>Requirements: Read Chapter 2 for comprehension, complete blog tasks, and take Quiz 2.</p>
Wed Jul 8	<p>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</p>

Week/Date	Topic/Assignments/Assessments DUE
	<p>development as well as the normal biological aging process and longevity.</p> <p>Requirements: Read Chapter 3 for comprehension, complete the blog tasks.</p>
Thurs Jul 9	<p>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.</p> <p>Requirements: Read chapter 4 for comprehension, complete quiz 3 in Bb and study for EXAM 1 covering Ch 1,2,3&4.</p>
Fri Jul 10	<p>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.</p> <p>Requirements: Read Chapter 5 for comprehension, complete observation home work sheet based on motor development observations in infants by Tues, Jul 14, and complete blog 4.</p>
Mon Jul 13	<p>Take Exam 1 thru Lockdown browser to Respondus Monitoring over chapters 1,2,3, and 4. No chapter assigned today. Once the exam is done, use some time to catch up, get ahead, work on observations, or on your course project. Remember that observations for Ch 5 are due tomorrow.</p> <p>Requirements: See above</p>
Tues Jul 14	<p>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 the adult.</p> <p>Requirements: Read Ch 6 for comprehension, complete the home work worksheet on Piaget's A & A, take the Ch 6 Quiz, and complete the Blog.</p>
Wed Jul 15	<p>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</p>

Week/Date	Topic/Assignments/Assessments DUE
	<p>abilities, decision making, and the concept of metacognition.</p> <p>Requirements: Read Chapter 7 for comprehension, no essay this today nor homework and no quiz for this chapter. Complete the blog tasks for this chapter. Study for EXAM 2 covering chapters 5,6, and 7.</p>
Thurs Jul 16	<p>Take Exam 2 over chapters 5,6&7 through Lockdown Browser to Respondus Monitoring. No chapter assigned for today.</p>
Fri Jul 17	<p>Ch 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.</p> <p>Requirements: Read Chapter 8 and Chapter 9 for comprehension, complete Essay 2 as assigned and take the Ch 8/9 Quiz. No HW and no blog for these 2 chapters.</p>
Mon Jul 20	<p>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.</p> <p>Requirements: Read Chapter 10 for comprehension, no essay and no HW. Need to complete Ch 10 Quiz and the blog tasks for Ch 10.</p>
Tues Jul 21	<p>Chapter 11 dealing with The Self, Identity, and Personality. We will look at self-esteem and 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.</p> <p>Requirements: Read Chapter 11 for comprehension. There is no essay and no HW with this chapter. Do</p>

Week/Date	Topic/Assignments/Assessments DUE
	complete the blog tasks for Ch 11 and take the Ch 11 Quiz. Study for EXAM 3 covering Ch 8,9,10,&11
Wed Jul 22	Take EXAM 3 via Lockdown Browser to Respondus Monitoring. No chapter assigned.
Thurs Jul 23	<p>Chapter 12 dealing with Gender and Sexuality. We discuss both biological and social as well as cognitive influences on sexuality. We will look at 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 (See discussion board for this date).</p> <p>Requirement: Read Chapter 12 for comprehension, complete HW for Ch 12 and take the Ch 12 Quiz.</p>
Fri Jul 24	<p>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.</p> <p>Requirements: Read Chapter 13 for comprehension, complete interviews and related Essay 3 due Wed Jul 29, no HW for this chapter, complete the blog tasks for Ch 13, and take the Quiz for Ch 13.</p>
Mon Jul 27	<p>Course Projects due today. 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 influences on childhood development as well as other family relationships including siblings and grandparents.</p> <p>Requirements: Turn in course projects. Read Chapter 14 for comprehension, complete Ch 14 blog tasks, no HW and no essay, take the final Quiz. Extra Credit Opportunity #2 offered today (See discussion board for this date.) Study for EXAM 4 over chapters 12,13,&14.</p>
Tues Jul 28	Take EXAM 4 covering chapters 12,13,&14 in Respondus Monitoring. No chapter assigned today.
Wed Jul 29	XC#1 due. Chapter 15 dealing with Peers and the Sociocultural World and Chapter 16 dealing with Schools,

Week/Date	Topic/Assignments/Assessments DUE
	<p>Achievement, and Work. In these chapters we look at peer relations in childhood and adolescence, the concept and functions of friendships, play, and leisure in the various groups as well as aging as it relates to the social world.</p> <p>Requirements: Read Chapters 15 and 16 for comprehension. No HW, no quiz, and no essay or blog for today.</p>
Thurs Jul 30	<p>XC#2 due. Chapter 17 dealing with the final challenge: Death, Dying, and Grieving. The chapter looks at death as a system and via the various cultural contexts. We also note death issues in determining death and decisions relating to life, death, and health care. We also 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?</p> <p>Requirements: Read Chapter 17 for comprehension, no quiz, no HW, no blog and no essay today. Study for Final EXAM covering Chapters 15,16,&17.</p>
Fri Jul 31	<p>All course work is complete. If you have failed to turn something in or missed an EXAM, remember no late work will be accepted after today and I will allow make up EXAMS Mon and Tues.</p>
Mon Aug 3	<p>Make UP EXAMS if needed. Take a deep breath and be preparing for your Final EXAM.</p>
Tues Aug 4	<p>Make UP EXAMS if needed. Continue to prepare for the FINAL EXAM. Get enough rest.</p>
Wed Aug 5	<p>Take FINAL EXAM covering Ch 15,16,&17 thru Lockdown Browser to Respondus Monitoring.</p>

Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and

pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO's you use

1. Essential--Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Essential--Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Important--Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Important--Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

¹ <https://blackboard.angelo.edu>

² <https://www.angelo.edu/student-handbook/>

³ <https://www.angelo.edu/catalogs/>

⁴ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁵ <https://www.angelo.edu/services/disability-services/>

⁶ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁷ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁸ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁹ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>