Developmental Psychology
Course Number 6347.D10
Spring 2022 - Online

Instructor: Dr. Paige Trubenstein

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Office Hours: Tuesdays & Thursdays 9:30 a.m. - 11:00 a.m.

Course Information

Course Description

The purpose of this course is to provide a broad overview of major developmental theories, research methods, and research findings related to human development across the lifespan. Topics will focus on key issues and dimensions of development, Nature/Nurture & Evolutionary Approaches, Ethology & Attachment, Psychoanalytic Approaches, Organization of the Self, Organismic Approaches, Sociocultural Approaches, Behaviorist & Social Learning Approaches, Dynamic & Ecological Systems.

Course Credits

Three Credits

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

1. Using the Blackboard Learning Management System
2. Using email with attachments
3. Creating and submitting files in commonly used word processing programs (e.g. Word or Google Docs)
4. Creating and submitting files in commonly used presentation processing programs (e.g. PowerPoint or Google Slides)

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	• Facilitation • Reading Notes • Discussion Questions

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Learning to apply course material (to improve thinking, problem solving, and decisions)	• Reading Notes • Discussion Questions
Developing skill in expressing oneself orally or in writing	• Facilitation • Reading Notes • Discussion Questions
Learning to analyze and critically evaluate ideas, arguments, and points of view	• Facilitation • Reading Notes • Discussion Questions
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	• Facilitation • Reading Notes • Discussion Questions

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 ASU's Blackboard Learning Management System

Required Texts and Materials

Text (Recommended but not required):

Key Concepts in Developmental Psychology. ISBN 10: 0761943463 / ISBN 13: 9780761943464. Author: H. R. Schaffer. Publisher: SAGE Publications Inc, United States, 2007

Materials: Laptop/Computer or Tablet, Note Taking Method, Ethernet Cable

Technology Requirements-

- 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
- Blackboard Collaborate

Grading

Getting to know you (3% of grade):
There is a getting to know you sheet posted in the week one folder. Complete and submit the getting to know you sheet.

Weekly Reading Notes (20% of grade):
You will submit reading notes each week (excluding the weeks you are facilitating) under the weekly module in blackboard. Weekly reading notes are due each Saturday by 11:59pm. This is a method for taking notes on your weekly readings, which will be useful for drafting and answering your developmental question response. Using this method, the notes are between 1 and three pages in length for each reading. I have attached a sample of what your reading notes should look like at the end of this syllabus. If there are multiple readings for the week,

you will submit them as one document. Each note has a complete APA citation as a heading followed by this summary of information:

Purpose of the article: a concise statement as to the main aim of the article or reading

Main points: a listing of the key points in the reading

Core concepts: description (in some cases, a definition) of any core concepts in the reading

Conclusions: a statement of the main conclusions(s)

Commentary: statement of the main thing you learned from this reading

Weekly Discussion Questions (20% of grade):
Each Tuesday, the facilitators will develop and post a discussion question that pertains to the readings for the week. Students will have until Thursday at 11:59pm to post their response to the discussion question and until Friday at 11:59pm to respond to at least 2 other peers. Keep in mind that you cannot just post your response and never look at it again. You must keep checking for responses to your submission and respond to any of the comments on your submission. This activity is intended to be a discussion, (not just a single post).

Facilitation (40% of grade):
Each Tuesday, the facilitators (detailed on the schedule) will develop and post a short lecture using Kaltura, Zoom, or Powerpoint. The facilitators will create the discussion thread for the week and post their lecture and video in the tread. This lecture should be 15-20 minutes in length and should summarize the readings for the week. You may develop slides to help you summarize and detail the readings or you may choose to lecture without slides. The Facilitators for the week will also develop and post a thoughtful discussion question related to the readings for the week and monitor peer's reply to the discussion question. Keep in mind, posting a discussion question such as "Did you like this reading" is not thoughtful and does not stimulate discussion. You can find tutorials for how to make and upload a Kaltura or Powerpoint presentation using the Recording and Uploading Video Instructions on Blackboard.

Developmental Question Response (17% of final grade):
There is a list of questions posted on blackboard that are related to a number of topics in developmental psychology. These questions are similar to something you would see on a qualifying exam. You will select **one** of these questions, and develop a 3-5 page response to that question using APA style (12pt font, double-spaced, name & SID in header, reference page at end of response, no abstract or cover-page needed). Responses should be thoughtful and well detailed and include citations from the readings covered in this course and potentially other reading not covered in this course.

Assessment	Percent/Points of Total Grade
Getting to Know you Introduction	3%
Weekly Reading Notes	20%
Weekly Response to Discussion Question	20%
Facilitation	40%
Developmental Question Response	17%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. It is my policy that if at the end of the term a student is less than half of a percentage point away (i.e. >.51) <u>from the next grade level</u>, that student is rounded to the next grade level.

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

Additional Sources Support:

You are more than your grades or your ability to perform in college. Your general well-being is important to me as a faculty member, and this university. Issues such as insufficient food, safe housing, and mental health concerns may leave you struggling to complete assignments and perform to your standards. We have support on campus for students in these positions.

Food Pantry - Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. Ram Pantry [3] (325-942-2729) exists through the Office of Multicultural Affairs and is available 8-5, Monday through Friday to assist with food scarcity. Food services resources are also available to all city and county residents. For a list of all local Food Bank, Blessing Boxes, and Meal Sites Locations follow the link to the Flyer[13]. For information on all local food services please visit The Concho Valley Regional Food Bank which is located at 1313 South Hill Street San Angelo, Texas 76903. Phone: (325) 655-3231 Email: info@conchovalleyfoodbank.org.

Counseling Services - Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. ASU provides mental health services to support the academic success of students. Counseling Services [4] (325-942-2371) offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being between and is available 9-3 Monday through Friday or 24/7 through the ASU Crisis Hotline at (325-486-6345). Getting help is a smart and courageous thing to do -- for yourself *and* for those who care about you.

Students With A Goal (SWAG)[5] Program - SWAG's mission is to promote lifelong student success by providing innovative resources to ASU students. We are committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. The program will help students explore different learning processes by helping them access their own study routines, model new strategies, and put new skills into practice.

Writing Center - The mission of the Writing Center [6] is to help all students become better writers and readers. The Writing Center is a peer tutoring service where students help students. It is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Syllabus Statements-

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. The College of Health and Human Services adheres to the university's Statement of Academic Integrity.[7]

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.[8] 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 [9] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy [10] 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.[6]

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 [11] 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

The 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. [12]

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.

End of Syllabus

1. Ram Pantry - https://www.angelo.edu/life-on-campus/play/houston-harte-university-center/multicultural-and-student-activities-programs/ram-pantry/
2. Counseling Services - https://www.angelo.edu/current-students/counseling-services/
3. Students With a Goal https://www.angelo.edu/current-students/freshman-college/swag.php
4. Writing Center - https://www.angelo.edu/current-students/writing-center/
5. Statement of Academic Integrity - https://www.angelo.edu/live/files/27603-student-handbook-2020-21#page=96
6. Student Disability Website - https://www.angelo.edu/current-students/disability-services/
7. Grading Procedures - https://angelo.policystat.com/policy/10659448/latest/
8. Academic Integrity Policy - https://www.angelo.edu/live/files/27603-student-handbook-2020-21#page=96
9. Observance of Religious Day - https://angelo.policystat.com/policy/10659368/latest/
10. Title IX - https://www.angelo.edu/current-students/title-ix/