

PSY 6347 Developmental Psychology

Spring 2022 – 2nd eight weeks



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Office Hours: Email for availability

Course Description: This course provides a graduate level overview of developmental psychology. It will focus on the major theories of developmental psychology and their application to different settings.

Course Objectives:

- Gaining factual knowledge (terminology, classifications, methods, and trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Student Learning Outcomes:

By the end of this course, you should:

- Understand major theories of developmental psychology.
- Be able to think critically about developmental psychology.
- Be able to apply developmental psychology principles to real world scenarios.
- Comprehend and apply various research methods to evaluate information critically.
- Communicate information and ideas effectively.
- Comprehend and critically interpret information presented in written and oral forms.

Required Readings:

Theories of Developmental Psychology by Patricia H. Miller (6th ed.) ISBN: 978-1-4292-7898-0.

Suggested Material:

Assignments for this class must be turned in using APA style. It is highly recommended that students have the *Publication Manual of the American Psychological Association* (6th ed.).

Course Requirements:

This online course requires that students have access to Blackboard. It is very important to check the announcements and discussion boards on a regular basis. All required readings are listed on the syllabus. Because this is an online course, students must be diligent in keeping track of assignments and not falling behind. In addition, students must have access to a recording device such as a webcam, phone, etc., that will allow them to upload video.

Office Hours: Because this is an online course, I will not have traditional office hours. Please keep in mind you may email me at any time. I will try to respond to emails within 24 hours except on weekends. For example, if you do email me after 5pm (CST) on Friday, I may not respond until Monday. I also will do appointments through collaborate or phone, just send me an email to set up a time.

Discussion Boards: The discussion board is meant to simulate discussion of the readings and assignments that would normally happen in a traditional classroom setting. The instructor will post questions on the discussion boards throughout the semester. See the schedule for dates of discussion boards. Sometimes the questions will relate to activities or video clips. Please make sure you watch the video or complete the activity first. Students must respond to these questions and responses must be posted by Thursday 11:59 pm (CST). Each original response is worth 5 points. Two points will be taken off for late posts. Students also need to respond to two comments made by other students or the instructor. Both response posts are worth 2.5 points. These responses must be completed by Sunday 11:59 pm (CST). Students may post responses to other students once they have completed their own response and if other students have already commented. **Any posts after 11:59 will not be accepted. Students may post as many times as they like, however, posting more will not necessarily improve your grade.** Students must also check the discussion board and respond to comments by the instructor and other students on their original posts. **Failure to answer questions that others have made about your posts will result in a loss of points. Please see the discussion board rubric for more details.**

Chapter Summaries: Chapter Summaries are for you to summarize the main points of each chapter. Chapter summaries will always include a brief summary of the chapter and the instructor may also include questions to answer. Details will be provided for each summary. Summaries are worth 20 points each.

Research Proposal: Students will put complete a research proposal on a topic in developmental psychology. The final paper will be turned in at the end of the semester and there will be four assignments throughout the semester that will help you complete the research proposal piece by piece. Information on these assignments is on the Research Proposal handout. In addition, students will create a video explaining their research proposal to other student in the class and give feedback to other students in their group.

Grades:

Chapter Summaries	140 points
Research Proposal	100 points
Discussion Boards	40 points
Total Points	280 points

Grading Scale

A = (90%-100%)
B = (80%-89%)
C = (70%-79%)
D = (60%-69%)
E = (below 60%)

Grading Policies: To be fair to all students in this class, all assignments are due on time. Late work will not be accepted without prior approval from the instructor. Make-up assignments will only be given in case of emergency IF a student notifies me BEFORE the exam is given and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed assignment. The instructor will determine if a student will be allowed to make-up any assignment. Students will lose one letter grade each day the assignment is late, if they are allowed to make it up at all.

Communication Policy: Students are encouraged to email the instructor if they have any questions or concerns. Students may also call the office phone, but unless the instructor is on campus, she will not get the message until the next weekday. When emailing the instructor, please include your class name and time in the subject line. If you have a specific question please write out that question. For example, don't write, 'I need help with question 1,' instead write, 'I need help with question 1, give an example of critical thinking.' Emails sent during the week (Monday-Friday at 5pm) will be answered within 24 hours. Emails sent after 5pm on Friday may not be answered until Monday.

Please be respectful in your emails. This includes addressing the professor properly (i.e., Dr.) and signing your full name. Emails that are not respectful will not be answered.

Honor Code: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at <http://www.angelo.edu/forms/pdf/honorcode5.pdf>.

Student Disability Services

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.

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

E-Mail: 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.

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.

Please note: This syllabus is subject to change at the discretion of the instructor.

Please Note: All assignments are due on Sunday at 11:59 pm with the exception of your original discussion board post, which is due by 11:59 on Thursday.

Date	Topics	Assignments Due
Week 1	Introduction	Read: Chapter 1
Mar 21 - 27		Due: Discussion Board Week 1 & Chapter 1 Summary
Week 2	Piaget	Read: Chapter 2
Mar 28 – Apr 3		Due: Discussion Board; Research proposal Assignment 1; Chapter 2 Summary
Week 3	Freud & Erikson	Read: Chapter 3
Apr 4 - 10		Due: Chapter 3 Summary, Research Proposal Assignment 2,
Week 4	Vygotsky	Read: Chapter 4
Apr 11 - 17		Due: Chapter 4 Summary, Research Proposal Assignment 3, Discussion Board
Week 5	Social Learning Theory	Read: Chapter 6
Apr 18 - 24		Due: Chapter 6 Summary, Research Proposal Assignment 4
Week 6	Choose a Theory	Read: Chapter 5, 7, or 8
Apr 25 – May 1		Due: Chapter Summary, Research Video
Week 7	Developmental Research Today	Read: Chapters 9 & 10
May 2 -8		Due: Chapters 9 & 10 Summary, Discussion Board
Week 8	Research Proposal	Due: Research Proposal
May 9 – 13		