

PSY 6347

Developmental Psychology

Summer, 2022



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Office: 204-B Academic Building

Office Hours: MTWRF 11:00 to noon; or by appointment

Course Information

Course Description

This course reviews current thinking about social, emotional, physical, and cognitive development throughout the life span as well as hereditary and environmental influences on development.

This online course will add to your understanding of life-span development, give you experience in reviewing empirical research, help you become an informed consumer of empirical research, and further your professional development. You will have additional readings on specific topics to give you greater depth of understanding in areas of particular interest with the MS Applied Psychology Program (viz., improving health, enhancing decision making, improving education, increasing prosperity, and informing public policy).

Course Credits

Three Semester Credit Hours (3-0-0)

Prerequisite

Graduate Student Classification

MS Applied Psychology Program Outcomes

Upon completion of the program of study for the master's in applied psychology, the graduate will be prepared to: access and use relevant knowledge and skills in psychology; apply psychological concepts, research findings, and methods to explain how to go about solving a practical problem concerning health, safety, education, prosperity, decision making, or social

responsibility; demonstrate comprehension and use of ethical principles appropriate to psychology.

Student Learning Outcomes

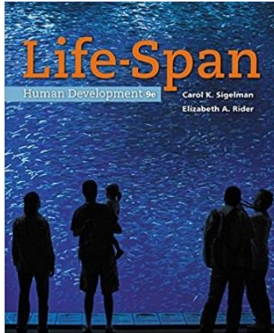
Student Learning Outcome By completing all course requirements, students will be able to:	Assignments and activities validating outcome achievement:	Mapping to Program Outcomes
Describe, explain, and apply key terms and constructs from developmental psychology.	Exams, assignments, discussion forums, interpretive review paper	Psychological Knowledge and Skills; Applying Concepts and Research; Psychological Ethics
Apply psychological terms, concepts, research findings, and methods to address personal, applied, fundamental, or professional issues.	Assignments, discussion forums, interpretive review paper	Psychological Knowledge and Skills; Applying Concepts and Research; Psychological Ethics
3) Write an interpretive review paper addressing an applied developmental topic or question important to you, using published behavioral science research.	Assignments, discussion forums, interpretive review paper	Psychological Knowledge and Skills; Applying Concepts and Research; Psychological Ethics

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 [Blackboard](#).

Required Text

- Sigelman, C.K., & Rider, E.A. (2019). *Life-Span Human Development 9th edition*. Belmont, CA: Wadsworth Learning.
- Ebook: ISBN: 9780357689981
- Hard Cover: ISBN-13: 978-1337100731



Plan on having the book by the first week of the semester. You will be unable to complete any of the exams and many of the assignments without the Sigelman textbook. The book can be purchased or rented through the bookstore, online, or elsewhere.

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

Communication

I will typically respond to your questions posted on Bb or sent via email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend and holiday questions messages may not be returned until the next school weekday.

Assignment and Activity Descriptions

1. Interpretive Review Paper (30% of your course grade). You will write an interpretive review paper analyzing published research relevant to a question, problem, or topic of interest to you and attempt to explain your current state of understanding of the topic. Your review will also evaluate, explain, and compare, findings and methods from published research that have been or could be used or revised to better address your question, topic, or problem. Your review should propose a solution(s) or make recommendations for research or interventions that would better or more completely address your topic. Ideally, your review would include

information about the kind of evidence you would need to determine whether your proposed solution was effective.

2. Exams (30% of your course grade). There will be three exams. Each exam will count as 10% of your final course grade. Examination format will be mostly multiple choice questions with a few short answer questions about your chapter and other supplemental readings. The exams will cover developmental topics that do not completely overlap the assignments and discussion board topics. So I will post a list of concepts and terms to review before each exam. The review will help you organize your understanding of the chapter topics before you access the exam. Exam format is open book; you may use the text or any other materials while taking the exam. Exams are non-cumulative; each one will cover the material immediately preceding it. No make-up exams will be given. More information about testing procedures is posed on our course Bb site under "Respondus LockDown Browser."

BlackBoard Location: All Exams will be posted under the *Exams* tab on BlackBoard. Exams will be accessible only during the posted exam dates.

Testing via Respondus™ Monitor

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is a practice quiz over ASU trivia that is **not graded** under the Exams tab. Students are required to complete this practice quiz in advance of taking a graded Exam. This process will allow you to become familiar with the technology associated with testing. Instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

Respondus LockDown Browser. All exams must be accessed with software called Respondus Lockdown Browser (RLB). This software is already loaded in computer labs on campus, but if you want to take tests from other locations, you will need to download the software onto the computer where you take the test.

The Respondus LockDown Browser software is located on Blackboard. Go to your Bb "Support" tab. Scroll down to the bottom of the page and click the "Download LockDown Browser" link. Follow the download instructions.

3. Assignments (30% of your course grade). Assignments will be posted under the Assignments tab. Assignment submission links are accessed via the Assignments tab. Most of the assignments will help you relate developmental topics to your own experiences and give you an opportunity to construct or reveal your own beliefs about life-span development and its applications. Several assignments will help you acquire skills needed to write an interpretive review of empirical research.

Scoring & Grading. Assignments will be graded using a 10-20 point scale, where a 10 or other point total are the highest scores obtainable. **Please note that assignment scoring and grading are separate processes.** Your assignment score will be the proportion of the total points you obtain. At the **very end** of the semester, I will sum your assignment scores, evaluate the class assignment score distribution, then assign grades that reflect the difficulty of the exercise. The highest total assignment scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your assignment grade will be based on your performance relative to your peers rather than to some arbitrary standard of excellence.

4. Group Discussions (10% of your course grade). Group discussion forums will be posted on the group discussion boards. I will add forums as we progress through the semester. You must regularly contribute as a participant in these group discussion forums throughout the semester. Participating in the group discussion forums will help you relate topics from the Life-span Development Psychology to your own experiences. Thinking about forum topics will help you examine your own beliefs about life-span development. Reflecting on others' posts, and posting your thoughts about these issues may help you clarify and enrich your thinking.

Scoring & Grading. Discussion forum posts will be evaluated using a 10-point scale. The highest scores will be awarded to those who make insightful comments or responses. Echoing others' opinions and comments made only at the very end of the discussion forum due date will be awarded the lowest scores. Scoring and grading are separate processes. A single discussion score is not a grade. Your cumulative discussion boards score will be the proportion of the total points you obtain. At the **very end** of the semester, I will sum your discussion forum scores, evaluate the class discussion forum score distribution, then assign discussion boards grades that reflect the difficulty of the exercise. The highest total discussion boards scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your discussion boards grade will be based on your performance relative to your peers.

Blackboard Location: Discussion board forums are posted under the *Discussion Boards* tab on Blackboard. Each forum will have availability dates posted during which time the forum will be open and accessible.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at james.forbes@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved,

submit your assignment through the appropriate link. 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

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

Course Schedule

A complete course schedule with all topics and assignments, included all due dates is posted on the course BlackBoard web page. Click on the Syllabus & Course Schedule tab on the navigation bar.

This course will be taught entirely on-line. We will not meet in person, unless you choose to visit me in my campus office. Consequently, much responsibility for developing a viable research proposal rests with you. I will give you a schedule of events (viz., readings, assignments, exercises, applications, discussion topics, and due dates); you will have to ensure that you keep pace with the schedule. If you manage your time effectively and focus your interests and energy on the course objectives, you will fare well in this on- line course.

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.

Grading

Evaluation and Grades

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

Assessment	Percent of Course Grade
Interpretive Review Paper	30
Assignments	30
Discussion Board Forums	10
Exams	30

Assessment	Percent of Course Grade
Total	100%

Final course grades will be calculated as follows:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = < 60%

General Policies Related to This Course

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

- [Angelo State University Student Handbook¹](#)
- [Angelo State University Catalog²](#)

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. 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.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity³](#).

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](#).⁴ 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](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ 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](#).⁷

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](#)⁸ 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.

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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find, evaluate, and use resources to explore a topic in depth
6. Developing ethical reasoning and/or ethical decision making
7. Learning to analyze and critically evaluate ideas, arguments, and points of view
8. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>