

PSY 220-DEVELOPMENTAL PSYCHOLOGY

On Line Summer 2015

May 18 - June 12, 2015

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Blackboard: <https://blackboard.wku.edu>

First, because this is an online class, I recommend these things to you:

Distance Learning Quiz

After you pass the syllabus quiz with a 100%, you should take this quiz (in Assignments/Week 1: Getting Started & Summary). Consider the results. *There is nothing for you to turn in to me*, but you should consider dropping if the quiz says you are not suited to online learning.

Make Sure You Know How to Use Blackboard

Bb Student User Training

If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. Again, no credit for this for the class, and not required, but it could be very helpful for you and important for your success!

WKU Distance Learning Student Resource Center

You may also want to visit the WKU Student Resource Center:

<http://www.wku.edu/online/src/>

Other Items Needed

- Access to a computer (preferably your own) with a reliable Internet connection.
- Microsoft Word or word processing software saves files in .doc, .docx, or .rtf file format
- Adobe Acrobat Reader (a free download from Adobe.com)

Use of Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).

Work must be submitted in the space provided for it on Blackboard. Papers/essays must be submitted in .doc, .docx, or .rtf file format, or else I can't open/grade them. Papers not

submitted in one of those file formats will receive a zero grade. Emailed assignments will not be accepted unless I specifically ask you to submit that way.

A word about “corrupted files”: these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted via My Grades to make sure it is still able to be opened; email me a working copy if the one on Blackboard somehow got corrupted BEFORE the due date. Uploading “corrupted files” (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments, which is unfair to those of you who are hard-working, honest students, and I won’t accept this work.

This said, **if you submit a file and realize that it was a draft or just not the right file in any way**, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic!

Likewise, **if Blackboard locks or isn’t available when you are trying to submit**, email me the file with that explanation, and then *when you next are able* (as in the next day), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won’t grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don’t have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven’t used this method as a way to get more time on an assignment, (that’s not fair to everyone who was honest and did their work on time). I encourage you to save often as you write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself), and not do work online during inclement weather!

If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what’s going on. Most students are honest and progress through courses without any concerns, however, due to the occasional incident I have to employ these methods.

Attendance Policy

Online attendance is monitored. **It is the student’s responsibility to withdraw from the class if he/she does not wish to continue enrollment past the first week once the Syllabus Quiz has been attempted.** If you do not attempt the Syllabus Quiz before noon on Wednesday of Week 1, I will drop you from the course.

Office Hours:

I am generally able to answer calls from 7:30 AM – 6:00 PM (CT) Monday-Friday unless I am in a meeting. Texting is one way to communicate, however, please use professional language and use other methods for more detailed conversations. Email is good method for communication if the question does not require an immediate response. I will check my email when I am at my desk during the week, and I check it at least two times per day on weekends. You should normally get an email answer within 24 hours. If I will be out of

town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. I can make arrangements to meet with you on the main campus if necessary as well. Please remember to communicate in writing as a professional with appropriate use of language as you would any other professional exchange. **I am happy to help you, so don't be afraid to ask.**

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least daily during summer class and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing information given via those mediums.

REQUIRED TEXTBOOK:

Kail, R.V. & Cavanaugh, J.C. (2015). Human Development (7th Ed.) Wadsworth.

COURSE DESCRIPTION: This course will focus on the processes of psychological development across the lifespan. Emphasis will be placed on theory and current research in physical, cognitive, and social/personality development. Material will consist of assigned readings and videos.

COURSE GOALS: This course is designed to give the student a thorough understanding of the theories and stages of psychological development, a basic understanding and appreciation for a scientific approach to developmental psychology, and an interest in developmental psychology that will encourage further study.

LEARNING OBJECTIVES: Students will:

1. Demonstrate knowledge of the social and behavioral sciences by describing the complex ways in which humans grow and change over the life span. Students will explain the ways human development is influenced by genetics, learning and a variety of social forces including gender, race, social class, culture and subculture, and historical context. Students will be able to describe the development of the body and nervous system, including health-related issues; cognition and language; personality; emotions; and social behaviors.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to the social and behavioral sciences by describing major themes and theories in human development; explaining challenges a person must master at different points in the life span, and read/analyze research as it is carried out in human development, including methodological and ethical decisions, and express that knowledge in real world situations.
3. Demonstrate knowledge of social and behavioral sciences by conceptualizing diversity and the ways it shapes human experience. Students will identify contributors to genetic diversity from genetic variation to the influence of family, race/ethnicity, socioeconomic status, subculture/culture, and the historical context of development. Students will identify the complex ways that these forces interact and influence the

form and content of development.

4. Integrate knowledge of social and behavioral sciences into issues of personal or public importance by identifying the personal relevance of course topics for their own development and that of children, parents, and grandparents. Students will explain the application of these topics to everyday situations and career opportunities.

5. Communicate effectively using the language and terminology germane to the social and behavioral sciences by explaining the key constructs and terminology used in the field through objective assessment.

INSTRUCTIONAL METHODS AND ACTIVITIES: Video clips, discussion, application paper, and textbook readings.

EXTRA CREDIT: 2 options will be provided for credit worth 10 points each. Extra credit is available to offset a missed quiz or class participation that efficient students may encounter. It is not designed to elevate your grade. Grades are not curved. Your performance is important to me and should be to you throughout the course. Discuss any concerns with me early and keep in mind the goal is learning.

COURSE POLICIES/REQUIRED ACTIVITIES: Keep this information and review it frequently to make sure you are completing everything required during the week. Also, expect to proceed through each lesson day by day. Summer sessions are intense and require that you squeeze a week of lessons into 1-2 days. Lessons will include notes of important information you should study and remember, videos that will help you remember important concepts, and additional readings that will be helpful such as original writings and artifacts. All items provided will be useful to prepare for quizzes, exams, and meeting learning objectives.

Students with Disabilities

-Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Garrett Conference Center, Room 101. The OFSDS telephone number is (270) 745-5004 V/TDD. This should be done within the first two DAYS of class.

Grading Scale:

A = 421-470

B = 375-420

C = 329-375

D = 282-328

F = <281

GRADING/EVALUATION:

100 Exam I

100 Exam II

100 Exam III (comprehensive)

70 Quizzes (7)

50	Discussion Board
50	Reflection paper
470	Total

1. Discussion Boards/Readings

Discussions are all required and part of your course grade. They are NOT optional. Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. Remember that the Discussion Boards are supposed to take the place of face-to-face class meetings. You wouldn't normally talk for a whole class, but these will take time, just like reading to prepare for class and listening to a classmate before responding in class.
 - a. Keep in mind that I am NOT expecting you to read and respond to what every single classmate has posted, though you are welcome to do that.
2. Make sure you read the directions carefully and respond to classmates when requested. Type your postings directly rather than attaching a file.
3. If you do not follow directions, you will not be eligible for full credit. Your first post will be graded as your original post. You are not allowed to post just to gain access to the discussion.
4. Your postings should be MEANINGFUL and use detailed paragraphs (that's 5-8 sentences). Citations should be used as appropriate.
5. When you respond to a classmate, you must write something MEANINGFUL, which means that if you just post, "That's a good idea" or "I disagree," you won't get credit. It is okay to say, "I agree because....." and then explain yourself. Again, I'm expecting multiple sentences here, not just a single statement.
6. I do not generally grade the boards on grammar, spelling, punctuation, or documentation, but if you make excessive mistakes, I will warn you. If you do not improve after that, I will begin deducting points for those errors in keeping with professional communication etiquette.
7. IM- and texting-speak are not permitted and will gain you a grade of 0 if it is habitual.
8. Feel free to read/work ahead on the Discussion Boards, but remember to go back and respond to others prior to the deadline. There will be 7 discussion assignments for a total of 7.5 points possible for each. They will be graded immediately after the deadline passes for each discussion.

2. Readings: You are responsible for assigned readings prior to the day assigned on the schedule. Discussions, activities, and evaluations will be based on those readings and enhance your learning.

3. Paper: You will need to complete a 3-5 page paper to challenge your analytical and research skills regarding a topic from a list of choices provided. Your paper will be required to be submitted to safe assign and a grading rubric will be provided for you. The paper will be worth 50 points.

4. Quizzes: There are 7 quizzes during the summer session. This will require you to read and study consistently and plan your time in order to take quizzes in a quiet place. You will only have one attempt to take the quizzes and 15 minutes. Quizzes are multiple choice and cover aspects of your lessons.

5. Exams

-The format of the exams will consist of multiple-choice items and essays. You will need to follow the instructions to complete your objective exams with one attempt and a one hour time limit. The essay portion prompt will be provided for you to download with instructions to help you complete the questions. You will need to submit essays to safe assign.

I will make sure you have adequate feedback on an individual basis and welcome dialogue that is designed to improve your learning of the material.

On-line courses have the option of a window of time for assessments and it is up to you to plan your schedule accordingly. This class is very short and it is very important that you adhere to the deadlines and stay on schedule in order to finish. You will not be able to make up missed exams, quizzes, or assignments without documentation from a physician or official. Make up exams will need to be scheduled with the distance learning center.

6. Final Exam

The final exam includes cumulative topics. The specific cumulative learning objectives which will be covered on the final exam will be provided to the class with a study guide. It will be advantageous to cover these topics extensively prior to your exam.

7. Academic Integrity

I hope your focus is on learning and that you will have no desire to engage in cheating or plagiarism. Do not send “corrupted files” when an assignment is due. This is a technique cheaters use to get more time on assignments. I upload all papers to Safe Assign, therefore, previous papers and the work of others will show up as plagiarized work as well as work from a published source. I will also report any incident of cheating to the office of Judicial Affairs. You need to make sure your paper remains as close to a 0 % score on safe assign as possible. Anyone caught cheating or plagiarizing will receive a zero for that assignment. If the same student is noted again, the student will receive an “F” for the course.

*Deadlines for assignments will always be on the date given by midnight. Please feel free to work ahead. Discussion assignments will be available as soon as the previous one is completed. Lessons and activities will be available early. Exams will have a window of 2 days for completion. The schedule is valuable in keeping you on track.

Weekly Schedule: Subject to change

DATE	TOPIC	READINGS	DUE
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May 18	-Syllabus Introduction to Developmental Psychology	Chapter 1	Take syllabus quiz Read lesson1/Watch video
May 19	Biological Basics	Chapter 2	Quiz 1 (Ch. 1) Discussion 1 Due Read lesson 2/Watch video/Access paper instructions/grading rubric
May 20	Perceptual/Motor Development	Chapter 3	Read lesson 3/Watch video/Access exam 1 study guide Discussion 2 Due Quiz 2 (Ch. 2)
May 21	Thought/Language Review for Exam 1	Chapter 4	Quiz 3 (Ch. 3)
May 22-24	Exam 1 Extra Credit Given	Chapter 5	Exam 1 (Ch. 1-4)
May 25	The Social World	Chapter 5	Discussion 3 due
May 26	School & Socializers	Chapter 6	Read Lesson/Watch video Quiz 4 (Ch. 5)
May 27	School & Socializers	Chapter 7	Read Lesson/Watch Video
May 28	Adolescence	Chapters 8	Quiz 5 (Ch. 6-7) Discussion 3 Due Read lesson/watch video Extra Credit 1 Due
May 29	Submit Paper to Safe Assign		Paper Due
June 1	Adolescence	Chapters 9	Read lesson/watch video Quiz 6 (Ch. 8-9)
June 2	Adulthood	Chapter 10	Read lesson/watch video Discussion 4 Due
June 3	Adult Relationships Review for Exam 3	Chapters 11	Read lesson/watch video Discussion 5 Due Quiz 7 (Ch. 10)
June 4-7	EXAM 2		Exam 2 (Ch. 8-11)

June 4	Work	Chapter 12	Read lesson/watch video
June 8	Middle Age/Aging	Chapter 13	Discussion 6 Due Read lesson/watch video
June 9	Aging	Chapter 14	Extra Credit Due Read lesson/watch video
June 10	Aging/Physical Issues/Review-Final	Ch. 15 & Review	Discussion 7 Due Read lesson/watch video
June 11	Final Exam		Final Ch. 12-15 & Cumulative Topics