Psy 220 (002) Introduction to Developmental Psychology

Western Kentucky University Web Class, Fall 2017

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Phone: Available after email request
Office Hours: Conference calls can be arranged by request

Course Description

PSY 220 is a course in lifespan developmental psychology that covers the course of human development from conception through infancy, childhood, adolescence, adulthood up through death. This course covers the basic facts and theories used to understand human development. The interdependent nature of the processes and sequences of development in the social, emotional, cognitive, moral and physical domains along with the impact of culture and context on development is emphasized.

Required Course Material:

REVEL: You are required to purchase the **Revel** version of **Feldman,** *Discovering the Lifespan,* **4e** for this course. I will assign reading, writing, and other homework activities in Revel. While access to Revel is required, the printed version of this text is optional – but can be purchased. Students enrolled in the class will receive an email with purchasing information from the instructor.

My Virtual Life: You will receive a link to sign up for the My Virtual Life which is simulation software where you will "raise" a child from birth to age 18 and monitor the effects of your parenting decisions over time. There is a second part that allows you to make decisions for yourself and see the impact of those decisions on your future self. Enrolled students will receive an email with information on how to access these simulations.

Blackboard: Computer and Internet access (high speed recommended); web browser within 2 years of the current browser. Blackboard works best with *Firefox*. Browsers that do not work as well are *Google Chrome* and *Safari.* You can download the Firefox browser for windows and Mac from the Blackboard homepage or by copying and pasting this link into your current browser: http://www.mozilla.com/enUS/products/download.html

Word Processor: Microsoft Word is the recommended word processor. However there are other word processing programs that allow you to save documents as a rich text file (.rtf) document (.doc) or document x (.docx) format. Open Office is an example of a free software that will allow you to create these types of files. It can be downloaded from: http://www.openoffice.org/

Adobe Acrobat Reader: Adobe Acrobat Reader is a software program that allows you to access any .pdf files. Here is the free download link to Adobe Reader: http://get.adobe.com/reader/ . Some required handouts or readings may be posted as pdf files.

Course Objectives

1. To describe the developing person at different periods over the lifespan (conception to death).
2. To describe biosocial, cognitive and psychosocial development as an ongoing set of processes which involve continuity and change.
3. To explain different theoretical perspectives of human development, and how they are used for research and application purposes.
4. Explain how research contributes to the understanding of human development.
5. Describe how social and cultural factors affect individual development,
6. Describe similarities and differences between people of all ages, cultures and backgrounds.

Course Format

The course format consists of readings, videos, quizzes, and activities. Students are expected to read the course readings during the assigned week. PSY 220 is an introductory level course that covers a wide range of topics. Some topics will receive more attention than others will. However, you are accountable for everything presented in your text unless told otherwise by your instructor

Course Topics

Science of human development
Theories of human development
Heredity and environment
Prenatal development and birth
Biosocial, cognitive and psychosocial development for infants and toddlers, early childhood, middle childhood, adolescence, emerging adulthood, adulthood and late adulthood
Death and dying

WKU General Education Information

PSY 220 fulfills a portion of WKU's general education program (for students starting prior to Fall of 2014) and addresses the following general education goals:

- Provides an understanding of society and human behavior that describes methods of inquiry appropriate to the scientific study of societal institutions and human behavior;
- examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping;
- evaluates the impact of heredity and environment on human development and individual behavior.

For students entering the Fall of 2014 this course fulfills a portion of WKU's Colonnade general education program requirements (Explorations, Social and Behavioral Sciences) and indicates that students will learn to demonstrate the ability to:

- Demonstrate knowledge of at least one area of the social and behavioral sciences.
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Course Requirements

Blackboard: This class is an online course taught using the Blackboard platform. Students will need to have access to a computer. If you encounter a computer or internet issue, please call the WKU IT Help Desk at 270-745-7000. While your instructor is a good resource for course content and Blackboard, I am not the one to consult for help with technical problems concerning your computer and its interface with Blackboard. You will find important information on Blackboard that is on the screen immediately after you login and before you click the name of the class. You will see a box that tells you which web browsers work best with Blackboard. A lot of technical problems can be solved by changing browsers in order to access and complete quizzes and to check grades and print out class materials.

REVEL/MyVirtualLife: If you encounter difficulties with the REVEL or MyVirtualLife programs take the following steps. First make sure that you are using the recommended browser. For those using Windows operating systems (7, 8, 10) the most current Chrome or Firefox browsers are recommended. For those who have Mac, the most current Chrome,

Firefox or Safari browsers are recommended. Consult Pearson Support at https://support.pearson.com/getsupport or is the dedicated REVEL support line for students: (855) 875-18081.

Computer/Internet Problems: This course is an online course and in the event of problems you need to have a backup plan. Late work is not accepted even if the reason for lateness is a computer issue. Develop a backup plan at the start of class. The following are some suggestions for backup plans. There are computer labs accessible on the main and extended campuses that can be used. Many coffee shops and bookstores have free internet access. Also community public libraries have computers and free internet access. In the event that there is a Blackboard crash, EMAIL ME IMMEDIATELY. I will be able to access the system, review your attempt, email your course materials etc. I will NOT check my email between 8:00pm and 8:00 am Central Time.

Class Participation/Assignments: Log in to REVEL frequently and check the assignment calendar to ensure you are keeping up with the assignments. You are required to complete all REVEL assignments before the due date. Late submissions will not be accepted, so plan accordingly.

5 Tips for Using REVELto Succeed in This Course

1. Quizzes can help you learn more as you read.
2. Track your performance in REVEL throughout the semester.
3. Highlighting important sections in the chapter will allow you to easily refer to them later on in the semester. Be on the lookout for any **BLUE** highlights, as these are highlights or notes coming from me, your instructor!
4. You may want to try listening to the audio while you read.
5. If you forget your login information, go to the Forgot Username or Password link to retrieve your username or reset your password. Then, enter your email address and click continue. Check your email account for an email with the subject, "Pearson Username/Password Request." The message will contain all of the usernames that are found for that email address. Choose one account to use with Revel.

Chapter & Module Quizzes (module quizzes total 90 points, chapter quizzes total): Objectives and key terms for every module are located under the "Contents" button on Blackboard. A good practice is to print out the objectives and key terms document to have as a reference while reading the modules/chapter. There are three module quizzes per chapter and a chapter quiz. The module quizzes are worth 3 points each with the maximum points obtainable decreasing with each quiz attempt.   A quiz for each chapter is also provided and should be taken after reading all the modules in a chapter. There is a quiz on Blackboard for each of the 10 chapters of the text that is worth 5 points**.** You will also have 3 attempts to take each chapter quiz and the maximum point value decreases with each attempt. If you decide to take a module or a chapter quiz more than once, your last **attempt will be used for your grade.** The purpose of the quizzes is to provide you with a check on your understanding of the reading material. There are no 'makeups' on the quizzes. All quizzes for a unit will open on the first day that the chapter is assigned and can be completed ahead of the date they are due. In the event of a preplanned absence, students can take the quiz prior to the planned absence or due date.

Exams (600 points): There will be 3 exams worth 2f selecting the day and time you will take the exam within the span of 5 week days. Information about scheduling to take an exam will be sent out by the office of Distance Learning a week prior to the week allowed to take the exam. Failure to schedule to take an exam is considered as equivalent to not showing up for an exam. All exams must be taken during the designated time frame. If there are preplanned documented absences, the student should make arrangements with the instructor in advance of the absence. In the case of an unexpected emergency, students should inform your instructor of the problem as soon as possible and provide documentation for the excuse (doctor's excuse, obituary, etc.).

Grade Summary

Ten, 10 point Chapter Quizzes & ten, 15 point Module quizzes	1,450 points	42%
Three, 600 point Exams	1,800 points	52%
Assignments - 22 points per ten chapters	220 points	6%

	3,470 Total	100 %

Grading Scale: Grades are based on the total or sum of points earned. Your grades will be accessible on Blackboard. The grading scale is based on percentage of points obtained with 90% = A, 80-89% = B etc. :
A = 3,123 - 3470; B = 2,776 - 3,122; C = 2,429 – 2,775; D = 2,082 – 2,428; F = 2,081 and below.

Other Expectations or *How to Succeed in the Class*: Successful students take the responsibility to read the textbook and study the key terms and objectives provided on Blackboard. If you have questions about the content you can email your instructor at Elizabeth.jones@wku.edu .

IF you are new to Blackboard and/or online classes you will find many helpful online tutorials on the Distance Learning website including the "Online Orientation" (https://www.wku.edu/online/orientation-ug/blackboard.php). If you find the class to be extremely challenging, you can access academic support for writings and class tutoring at Academic Advising 270-745-5065.

General Information

E-mail to Instructor: To ensure a timely response to your email use PSY 220 in the subject line along with a brief description "Psy 220 quiz question." Email contact is elizabeth.jones@wku.edu . You will typically receive a response within 24-48 hours if not sooner. If you have not heard from me after 48 hours, re-send your e-mail. If it is better to talk with me, please email me to set up a time to talk via Skype, FaceTime, or over the phone.

Office: As an instructor in the transitional retirement program and I do not have an office on campus. However, I am happy to set up appoints to talk over the phone and/or via Skype or FaceTime.

Academic Dishonesty: Academic dishonesty is not tolerated, and will result in receiving a failing grade in that portion of the course work in which the act is detected or a failing grade in the course. Further information can be found in the *WKU Student Handbook, http://www.wku.edu/handbook* and http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php

Student Support Services

Student Disability Services: In compliance with university policy, students with disabilities who require accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

The Learning Center (TLC) The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

PSY 220 Schedule- WEB Spring 2018

Week	Chapter/Module Assigned	Quizzes & Assignments Due
1	1.1 Beginnings	1.1 Quiz

	1.2 Theoretical Perspectives	1.2 Quiz
	1.3 Research Methods	1.3 Quiz; Chapter 1 Quiz
2	**1/29 late day to drop/add a class**	
	2.1 Prenatal Dev.	2.1 Quiz
	2.2 Prenatal Growth & Change	2.2 Quiz
	2.3 Birth and the Newborn Infant	2.3 Quiz; Chapter 2 Quiz; MVL – Create your Baby
3	**Call to Schedule Exam 1 with Distance Learning**	
	3.1 Physical Dev. in Infancy	3.1 Quiz
	3.2 Cognitive Dev. in Infancy	3.2 Quiz
	3.3 Social & Personality Dev in Infancy	3.3 Quiz; Chapter 3 Quiz & MVL - Question
4	**Take Exam 1 (Chapters 1, 2, & 3weekdays 2/12 to 2/16**	
5	4.1 Physical Dev in Preschool Years	4.1 Quiz
	4.2 Cognitive Dev in Preschool Years	4.2 Quiz
	4.3 Social & Personality Dev. in Preschool Yrs	4.3 Quiz; Chapter 4 Quiz & MVL Question
6	5.1 Physical Dev. in Middle Childhood	5.1 Quiz
	5.2 Cognitive Dev in Middle Childhood	5.2 Quiz
	5.3 Social & Personality Dev in Middle Childhood	5.3 Quiz; Chapter 5 Quiz & MVL Question
	3/9 last day to drop a class and receive a "W"	
7	6.1 Physical Dev. in Adolescence	6.1 Quiz
	6.2 Cognitive & Personality Dev. in Adolescence	6.2 Quiz
	6.3 Social & Personality Dev. in Adolescence	6.3 Quiz, Chapter 6 Quiz & MVL Question
8	**SPRING BREAK WEEK**	
9	**Schedule Exam 2 (Chapters 4, 5, 6 & 7)**	
	7.1 Physical Dev in Early Adulthood	7.1 Quiz
	7.2Cognitive Dev. in Early Adulthood	7.2 Quiz
	7.3 Social & Personality Dev in Early Adulthood	7.3 Quiz, Chapter 7 Quiz & MyLife Question
10	**Take Exam 2**	
	8.1 Physical Dev. in Middle Adulthood	8.1 Quiz
11	8.2 Cognitive Dev. in Middle Adulthood	8.2 Quiz
	8.3 Social & Personality Dev, in Middle Adulthood	8.3 Quiz, Chapter 8 Quiz & My Life Question
12	9.1 Physical Dev. in Late Adulthood	9.1 Quiz
	9.2 Cognitive Dev in Late Adulthood	9.2 Quiz
	9.3 Social & Personality Dev in Late Adulthood	9.3 Quiz, Chapter 9 Quiz & My Life Question
13	**Schedule Exam 3 (Chapters, 8, 9, & 10)**	
	10.1 Death & Dying across the Lifespan	10.1 Quiz
	10.2 Confronting Death	10.2 Quiz
	10.3 Grief & Bereavement	10.3 Quiz, Chapter 10 Quiz & My Life Question
14& 15	**Take Exam 3 -**	

NOTE: Syllabus and schedule are subject to change at the discretion of the instructor.