

**WESTERN KENTUCKY UNIVERSITY  
OFFICE OF WKU On Demand**

**SYLLABUS - PSYCHOLOGY 220 BLACKBOARD  
INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY**

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Text – Invitation to the Lifespan by Berger - Worth Publishers

The textbook may be ordered directly from:  
College Heights Bookstore/WKU Store  
Western Kentucky University  
1906 College Heights Boulevard  
Bowling Green, KY 42101

Structure - Sixteen lessons/quizzes with essay, applied project/paper, midterm and final

**THE COURSE**

Psychology 220 is a course in lifespan developmental psychology. It traces the course of human development from conception through infancy, childhood, adolescence, adulthood, the later years, up through death. It deals with human development from both theoretical and applied points of view, with consideration of “normal” development, as well as individual differences. The course traces physical, cognitive, social, moral, emotional, and language aspects of development.

Human development considers the way we change, grow, and become, as a physical being, intellectual being, moral being and social being. It studies how these various influences, biological and environmental, interact to produce the person we were, the person we are, and the person we will be.

Most importantly, then, human development is the study of ourselves and the people around us. The course balances theoretical and research-based information with practical application of this knowledge. You will probably be able to benefit best from this course if you try to make it personally meaningful. As you read different sections of the book, think of people you know well in that age group (yourself, family, friends, and neighbors) and see how their lives relate to what you are learning. Be aware of issues/news relating to human development that you come across in everyday life – on TV, in magazines, newspapers. The field of human development, like us, is continually growing and changing.

**GENERAL EDUCATION INFORMATION** - Psychology 220 is a three credit general education course in category C. This course fulfills a portion of WKU's general education program 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

**COURSE OBJECTIVES** – At the end of the semester, you should be able to:

1. Describe the developing person at different periods in the lifespan, from conception to death
2. Describe development- including biosocial, cognitive, and psychosocial – as an ongoing set of processes, which involve continuity and change
3. Explain different theoretical perspectives of development, and how they are used for research and application purposes
4. Explain how research contributes to the understanding of development
5. Describe objective techniques and skills for understanding human behavior
6. Recall important developmental concepts and be able to recognize and apply these concepts in varying situations

**Note of caution:** Many students assume that a WKU On Demand class will be easier than a face-to-face class. This is not actually the case! We will be covering the same amount of material as a face-to-face class. In order to do well, you must be a self-regulated person who is able to organize and manage your time well.

## **COURSE STRUCTURE**

This textbook contains sixteen (16) chapters, including the epilogue. Each chapter is introduced by a brief overview to prepare you for understanding the important concepts of that chapter. This course consists of sixteen “lessons/quizzes” with questions, an essay question over each chapter, a midterm over the first 8 chapters, and a final examination covering the last 8 chapters. There is also an applied activity project/paper to help you apply/integrate the material.

**Quiz/Lesson** - The quiz/lesson for each chapter will consist of 30 multiple choice questions, worth one point each. It is “open book”, meaning you can use your book to complete the assignment.

Read and study the entire chapter before trying to answer the questions. Use the learning aids built into the textbook and the learning module on Blackboard to facilitate learning. Do **not** just “find” the answers to the specific questions, because then you will miss the “big picture” of how everything all fits together. You would also miss information that might be on the midterm or final. To get an idea of “how you are doing” in the course,

quiz grade equivalents are A= 27,28,29,30 B= 24,25,26 C=21,22,23 D= 18,19,20 and F= 17 or lower.

**Essay question** - The essay question is designed to provide an opportunity for application of chapter topics, similar to a face-to-face "classroom" discussion. The essay question will also give you the opportunity to help link the material with your everyday experiences, which is a very important aspect of human development. **You must answer one essay question per chapter.** The chapters will have more than one question provided - you may choose which question you want to answer. Answers must be well thought out and show understanding of the topic. They are worth 5 points each, and will be **graded on an all-or-nothing basis** - good answers get 5 points and minimal/poor answers get 0 points.

**Applied activity project/paper** - In order to provide an opportunity to apply your learning in the course to "real-life" situations, you will be required to choose one of the applied activity projects listed. You may choose according to your own personal interests. After you carry out the project following the guidelines, you will write a short 3-4 page double spaced typed paper describing what you did and what you learned. This is worth 40 points. The Applied Project is an opportunity to integrate what you have learned during the course.

Should you need me for anything, the best way to contact me is through email [elizabeth.jones@wku.edu](mailto:elizabeth.jones@wku.edu). I usually check my email regularly

### **MIDTERM AND FINAL EXAMS AND GRADING**

The midterm and the final examinations will each consist of 100 multiple choice questions worth 2 points each. The midterm will cover the first eight (8) chapters and the final will cover the last seven (7) chapters and the epilogue. Both exams will emphasize understanding of main ideas, people, and concepts. They will also require the ability to apply what you have learned. Some of the questions will be from the lessons; others will be new. **While the lessons can be done with the aid of your textbook, the midterm and final exams MUST be completed without any books, notes, etc. Therefore, you should be thoroughly familiar with the material. They must be taken at a proctored exam site approved by WKU.** Since the quizzes are "open book", **YOU MUST HAVE A TOTAL OF 240 POINTS COMBINED ON THE MIDTERM AND FINAL TO PASS THE COURSE!** (out of 400 possible midterm/final exam points) So you can NOT "get by" on only the strength of your quiz points.

If you do not pass on the first attempt, you will be given another opportunity to take an alternate exam.

Your course grade is based on a point accumulation system.

Each quiz 30 points X 16 quizzes	480 points
Essay question 16 chapters X 5 points	80 points
Applied activity paper	40 points
Midterm exam 100 questions X 2 points each	200 points
Final exam 100 questions X 2 points each	200 points
Total possible for course	1000 points

A = 900- 1000 points

B = 800-899

C = 700-799

D = 600-699

F = 599 or below

#### Student Disability Services

In compliance with university policy, 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 in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services