

PSY 220 – Introduction to Lifespan Developmental Psychology COURSE SYLLABUS

Instructor: W. Pitt Derryberry, Ph.D.

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Phone: 745-5250 (office)

Office Hours: Office Hours will be conducted via Zoom to ensure social distancing and safety. Because I can Zoom from anywhere, I am very flexible with time. Please email if you would like to meet. I can arrange a meeting within 30 minutes.

Email: pitt.derryberry@wku.edu

Website: http://www.wku.edu/psychology/staff/pitt_derryberry

Blackboard: <http://ecourses.wku.edu/>

Class Meeting: Hybrid-Flex model 9:10 – 10:05 MWF; half of class meets face-to-face on Monday or Wednesday and other half attends class on Zoom on the day they do not attend face-to-face; everyone meets virtually on Zoom on Fridays.

Course Description: A general course in developmental psychology covering the entire life span. Included are a description of growth stages, theories of development, and research methods of development. Equivalent to PSYS 220. Old GEN ED C | SB; Colonnade II SB

Required Textbook:

Kuther, T.L. (2020). *Lifespan Development: Lives in Context* (2nd Edition). Thousand Oaks, CA: Sage. ISBN # 9781544332284

Course Objectives:

Students will:

1. Describe the developing person at different periods in the lifespan, from conception to death.
2. Describe development – including physical, cognitive, and socioemotional – 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.
7. Describe how social and cultural factors affect individual development, and recognize similarities and differences between people of all ages, cultures and backgrounds.
8. Engage in critical review, discussion, reflection, and synthesis of all considered course topics.
9. Utilize technology to enhance access to resources, class information, and interaction.

Instructional Methods and Activities: Lecture, discussion, group activities, textbook readings, video modules, and written assignments.

Course Requirements and Assignments:

1. *Participation* – Student participation will account for **50 points** toward the overall course grade. Student participation grades will primarily be determined by documentation of attendance (both F2F and on-line), occasional assignment of daily participation grades, and performance on in class activities. Contributions made in group and class discussions may also be considered. Please note that individual participation in class is not required in order to earn a good participation grade. However, those who make pertinent contributions in class may be awarded participation points (so don't be afraid to speak up if you have something to say!).

To ensure a good participation grade, students should be sure to:

- A. Attend each class regardless of scheduled medium (i.e., face-to-face vs virtual). Multiple absences will significantly reduce one's participation grade as I document attendance in both mediums.
- B. Don't attend to your cell phone, laptop, tablet, or anything other than the topic and don't leave class/exit your Zoom session without informing me in advance of your need to do so. These are the types of things that prompt me to assign a daily participation grade. Doing any of these things will result in a 0 as a participation grade for that day while those not doing these things on that day will receive 100's!

2. *Quizzes* – There will be 8 total quizzes. Chapter coverage for each quiz is as follows:

- Quiz 1: Chapter 1 (25 points)
- Quiz 2: Chapters 2 and 3 (16 points)
- Quiz 3: Chapters 4 – 6 (20 points)
- Quiz 4: Chapters 7 and 8 (16 points)
- Quiz 5: Chapters 9 and 10 (16 points)
- Quiz 6: Chapters 11 and 13 (16 points)
- Quiz 7: Chapter 12 (16 points)
- Quiz 8: Chapters 13 and 14 (25 points)

Copies of each quiz are available on Blackboard. You will enter your quiz answers via a corresponding link that will be available on Blackboard, and *you must take each quiz twice*. You must first take your first attempt of a quiz by the first day of coverage for the quiz content as specified on "Due dates" listed on page 10. The first attempt must be completed by class time.

*Those who **do not complete the first attempt will not receive credit** for the second attempt and will receive a 0 overall on the quiz.* Try to do your best on the first attempt, but realize the following: a) there may be content on the quiz that is not addressed in your text (not likely but possible), and b) *the grade on the first attempt does not matter* because: i) the purpose of the first attempt is to introduce you to and become familiar with the content that will frame the upcoming classes and ii) to make you eligible to take the quiz a second time.

You must complete your second attempt of a quiz by midnight on the date specified on page 10. Second attempts are due on Fridays (i.e., the days we all meet virtually) at a point in the schedule where the content has been covered. Thus, on these due dates, we will discuss the quiz in groups and collectively on Zoom so that you will be prepared to do well on the quiz. It is the grade on the second attempt that counts where your overall quiz grade is concerned.

Because of the hybrid format of the course, *please note that it is possible that the first attempt of a new chapter quiz may be due before the second attempt of the previous chapter quiz is due.*

Each quiz is worth differing amounts (see above). Your total quiz points will account up to **150 points** toward your overall course grade.

3. *Reflection papers* – This course is comprised into 6 units as noted on page 9. A reflection paper may be completed for each unit (i.e., 6 total reflection papers). You are to complete 5 reflection papers. As such, you may skip writing a reflection paper for 1 unit. Reflection papers are to be posted on Blackboard at its corresponding link under the “Assignments” tab. This enables me to access your paper. This also allows you to know whether I have received the paper (If I have received it, you will see a “!” in the gradebook. If I have received it and graded it, you will see a grade in the gradebook. If I haven’t received it, you won’t see anything in the gradebook).

In writing your reflection paper, you are to respond to the following questions, “What are the three most important things that you have learned from this unit? How do you think you will use and apply these three things you have learned?” Each reflection paper should be 2-3 pages (double spaced, 12 point font). As class time allows, students may be asked provide overviews of their reflection papers (or their plans for their reflection papers) towards the end of unit coverage.

Each reflection paper will be assigned a point amounts of 30, 22.5, or 15 (i.e., 30 = standard is met: effective consideration in paper; content is accurately addressed and paper is well organized. 22.5 = standard is mostly met though there are some issues: adequate consideration in paper; content is mostly accurate though there are some inaccuracies and/or the paper is not well organized and hard to follow. 15 = standard is not met; the content in your paper is inaccurate, largely conjecture, and there is little evidence that you considered your textbook or class discussion in your paper). I may also assign papers amounts of a 26.25 or 18.75 for those papers that are not quite at the 30 or 26.25 levels. Your overall reflection paper point totals will account up to **150 points** toward your overall course grade.

4. *Exams* – There will be four exams. Each exam will be multiple choice. Note that each exam is worth different point amounts. Exam 1 is worth **200 points**, Exam 2 is worth **175 points**, Exam 3 is worth **175 points**, and Exam 4 is worth **100 points**. *Test 4 will be given during finals week.* The first 3 exams are closed book and closed notes. There will

be limited time available for our coverage of content pertaining to Test 4. Therefore, you will be allowed to use your notes and text in taking Test 4.

All exams will be taken on Blackboard. All exams will be proctored through Zoom. As such, you will need to log in to Zoom prior to taking your exam and stay logged on until you are finished. This will also allow you to submit any questions to me you might have about a test while taking it. For the first three exams, you will be asked to verify that you have completed the exam without any aids. **Anyone who is observed taking any of the first three exams with aids (i.e., consults anything or anyone while taking an exam) will be considered to have engaged in Academic Dishonesty and will receive a 0 on the test.**

Course Grade:

Your course grade is based on a point accumulation system.

Total participation points	up to 50 points
Total quiz points*	up to 150 points
Total reflection paper points	up to 150 points
Total exam points*	up to 650 points

A = 900 – 1000 points

B = 800 – 899 points

C = 700 – 799 points

D = 600 – 699 points

F = 599 points or less

* Remember that not all quizzes and exams are worth the same amount of points as explained on pages 2-3.

Class Format Information:

1. It's likely that no one has ever taken a class like this one that occurs across so many different mediums, and you likely have many questions about how it will work. The following provides an overview of the nature of the class format and what to expect:
 - a. There will be numerous resources available to you. These include your *text*, *Powerpoints*, *quizzes*, and *chapter learning objectives*, all of which can be accessed through Blackboard (more about Blackboard later). On Blackboard, I will also provide video modules over chapter content that I will make through Mediasite (i.e., referred to as *Mediasite video modules* from here on). The Mediasite video modules are short (i.e., 10 – 20 minutes) of me addressing various chapter content that is specified in the learning objectives. Also on Blackboard will be *recordings of each class* in case you have to miss your scheduled face-to-face day or just want to review the class again.

- b. You will be expected to regularly attend to the resources noted above outside of scheduled class time throughout each week. Outside of class each week, you should plan to a) read and later re-read the covered chapter(s), b) review the chapter Powerpoints, c) closely consult the chapter's learning objectives so that you are clear on what you are held accountable for in each chapter and can also account for how well you are understanding the material, d) view the posted Mediasite video modules for a chapter, and e) watch any classes that you either missed or want to view again.
- c. You will need to become very familiar and consult the Blackboard section for this course daily. EVERYTHING (all of the resources noted above) can be accessed through Blackboard (unless you purchased a hard copy of the text). You will turn in all of your assignments through Blackboard. I will also post announcements on Blackboard. Thus, you will not just need to log on regularly to use the resources that I've mentioned, but you will also need to do so regularly to make sure you are up to date with announcements.
- d. There will be minimal lecture during class time. Although the hybrid format of this class *is conducive* to student engagement (as I mentioned in my preliminary email to you), it *is NOT conducive* to lecturing (which is not synonymous with engagement anyway!). Our class time (regardless of medium) will therefore be devoted to *discussion*, not lecture (though I reserve the right to briefly lecture on content where I feel a little remediation is needed). I will let you know prior to each class what we will be discussing so that you can be sure that you have addressed all relevant resources before class.
- e. No lecturing?! Yes. There is lecturing, just in a different medium. This is the role of the *Mediasite video modules* that accompany each chapter. In viewing the Mediasite video modules, you are essentially viewing the lecture *prior to the scheduled class* rather than *during the scheduled class*.
- f. Our class sessions (both face-to-face and virtual) will not always go the full amount of time. This is because of the various resources that you are expected to attend to outside of class. I admit that you have more work to do outside of class than you would in a typical face-to-face class. So, there has to be a trade-off, which means less time in class. However, I will come prepared to stay the full allotted 50 minutes. Even though I might be finished covering and discussing the areas that I had planned for the day, I will be happy to remain in class for the full time period for anyone who needs help or clarification, wants to discuss things further, etc. (Note: only those who this applies to would need to remain; those who don't have questions or need clarification/help would be free to leave).
- g. Rely on the chapter learning objectives as your guide to organizing your study and learning. The learning objectives are your road map for learning. They let you know exactly what it is that you are expected to know in a chapter. They are of benefit in helping you to evaluate your learning and understanding. Consult them often as you

are working through chapters. Don't just wait until a few nights before a test to start looking at them!

Course Policies and Other Information:

1. *Attendance:* Attendance at all classes is expected. Multiple unexcused absences will impact your participation grade. Statistics indicate that class attendance is highly correlated with one's overall grade.
2. *Plagiarism and cheating:* Cheating and plagiarism will result in an automatic "F" for the entire course.
3. *Disability accommodations:* In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.
4. *Title IX/Discrimination & Harassment:* Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.
5. *WKU Statement on Face Coverings in the Classroom:* Out of respect for the health and safety of the WKU community and in adherence with the [CDC guidelines](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations

to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

6. *Missed quizzes and tests:* Due dates for quizzes are as posted (see page 10). If you are unable to attend class, you are still responsible for turning your quiz in on time.

Students unable to take *tests* on the scheduled date and time must provide proper documentation. Appropriate documentation consists of a note from a physician documenting an illness or a letter from the Academic and Career Development Center. Students who do not provide proper documentation will not be allowed to take the test.

7. *Tardiness* – Those students not present at the beginning of class will be considered absent. Therefore, students who arrive or log in to class late should verify their attendance with me following class. Multiple or successive tardiness should be avoided and will negatively impact one's participation grade. Class will begin promptly at its designated time. Students should be in their seats, attentive, and prepared to begin class at this time.
8. *Leaving class early* – Be sure that you are prepared to stay for the duration of class when class starts. Because leaving the class is a disruption to others, those who leave are not allowed to return to the class. I make exceptions to this rule for those who have a medical condition that may necessitate leaving periodically.
9. *The role of your textbook.* There are a wide variety of topics to cover in this course. Thus, some topics may receive more attention than others. Some topics may only receive minimal, if any, attention. Nonetheless, you are responsible for all content from all of the chapters noted on page 9. Those who want to do well in the class should plan to read each chapter before it is covered. You should then re-read the chapter once it has been covered. Class coverage, discussion, reading over provided Powerpoints, and viewing media site video modules are all intended to supplement your reading of the text, not replace it. Although I intend to facilitate your learning, what you get out of this (and any) course is up to you!
10. *Additional information.* As I state in # 9, class is intended to supplement your reading of the readings, not replace it. As such, I may present information at times that is not addressed in your textbook.
11. *Notes on Powerpoint notes.* I provide Powerpoints pertaining to chapter content on Blackboard. Don't use these as a replacement for taking your own notes. I recommend treating them as a study guide. As such, use the posted Powerpoint notes as a means for organizing and reflecting upon your own notes.
12. *Course content.* As you will note on page 9, some content is covered in more depth than other content. Content coverage has been *based on feedback about student interests from previous classes.* Because certain content is covered in more depth than other content, quiz and test scores are weighted differently. For example, the content comprising unit 1

is covered in more depth than the content comprising unit 6. Therefore, Exam 1 is worth more points than Exam 4. Similarly, you are not held accountable on exams for content from chapter 1 and also chapters 13 and 14. Because of this, Quizzes 1 and 8 are worth more points than other quizzes.

13. *Class discussion and participation.* I welcome and expect class discussion and participation at any opportunity. Therefore, speak up whenever something catches your attention and interest. No one will ever be penalized for doing so. However, share what you have to say with the whole class not just the privileged few that sit near you!
14. *Cell phones, laptops, and tablets* – Cell phones should be turned off (or set to vibrate) and put away during class. Please note that your participation grade will be impacted if I catch you attending to your phone. I will ask you to leave class for subsequent violations. If you are expecting a phone call or need to text someone, stay home so that you can tend to these matters and not disrupt class. Do not use your phone to check the time either. I will always make sure that we are out on time.
15. *General classroom rules.* I have five rules: 1) Show up to class and be prepared to start at its designated time and stay for its duration; 2) Do not talk when others have the floor. Doing so is distracting and disrespectful to the learning of your fellow students and will not be tolerated; 3) When you do speak up, please be considerate of others by monitoring what you say and how you say it. 4) Pay attention and do not put your head down during class time. 5) Do not allow your technology to distract you. If you are expecting an important phone call during class, set your phone to vibrate and leave class or remove yourself from the Zoom session once your call comes. Please let me know in advance if this applies to you, though. I reserve the right to remove any student from the class for consistent violations of any of these five rules.
16. *Correspondence and email.* As I note below, I highly encourage you to touch base with me whenever the need arises. Given the pandemic we are facing, the most effective way to touch base with me is email. I am also happy to Zoom with you. Unfortunately, the size of my office does not allow for proper social distancing so I cannot meet with you face-to-face. Where emailing me is concerned, understand that I receive numerous emails on a given day (depending on the time of year, anywhere from 50-100). As such, it can be very easy for your email to get buried in my inbox and get overlooked. If you send me an email and do not hear back from me within 24 hours, please be sure to either email me again or touch base with me before or after class to make sure I received your email. Please also understand that if you don't request a response back that I probably will not respond. As long as you don't receive a message stating that I did not receive your email, trust that I have it.
17. *Touching base.* Students are encouraged to *talk* with me if they are having difficulty or any other problems in the course. If you are struggling, worried, or confused, do not wait until it is too late to do anything about it. Seek me out early and often and ask me for help regardless of how trivial you may feel your question is. I will be more than glad to help. That's my job. It's what I do

COURSE OUTLINE

<u>Dates</u>	<u>Unit</u>	<u>Topics</u>	<u>Chapters</u>
8/26 – 9/9	1	Foundations of Lifespan Human Development <ul style="list-style-type: none"> • Understanding Human Development • Biological and Environmental Foundations • The Prenatal Period, Birth, and the Newborn 	1 2 3
9/14 – 9/25	2	Infancy and Toddlerhood <ul style="list-style-type: none"> • Physical Development • Cognitive Development • Socioemotional Development 	4 5 6
10/2		TEST 1 (Chapters 2 – 6)	
9/28 – 9/30; 10/4 – 10/16	3	Childhood <ul style="list-style-type: none"> • Physical and Cognitive Development • Socioemotional Development 	7, 9 8, 10
10/23		TEST 2 (Chapters 7 – 10)	
10/19 – 10/21; 10/26 – 11/13	4	Adolescence and Emerging Adulthood <ul style="list-style-type: none"> • Physical and Cognitive Development • Socioemotional Development 	11,13 12
11/16 – 11/18	5	Early Adulthood <ul style="list-style-type: none"> • Physical and Cognitive Development • Socioemotional Development 	13 14
11/20		TEST 3 (Chapters 11 – 12)	
11/30 – 12/4	6	Middle and Late Adulthood <ul style="list-style-type: none"> • Physical and Cognitive Development • Socioemotional Development 	15, 17 16, 18
12/7 (8:00 am)		TEST 4 (Open book; Chapters 15 – 18)	

Please note that dates are tentative. Based on factors such as student interest or depth/complexity of content, some units may ultimately receive more/less coverage than others. I will inform you about changes to the schedule.

ASSIGNMENT⁺⁺ DUE DATES AND OTHER IMPORTANT DATES

(Assignment due dates are tentative and subject to change.)

- August 26 – Quiz # 1, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- August 31 – *Last day to add a full semester course. Last day to drop a full semester course without a grade. Last day to change from audit to credit. Last day to receive 100% refund (refer to Refund Schedule).*
- September 1 – *\$50 Schedule Change Fee begins for full semester courses.*
- September 2 – Quiz # 2, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- September 4 – Quiz # 1, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- September 9 – Reflection paper # 1 due. Must be uploaded to Blackboard by midnight.
- September 11 – Quiz # 2, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- September 14 – Quiz # 3, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- September 25 – Quiz # 3, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- September 25 – Reflection paper # 2 due. Must be uploaded to Blackboard by midnight.
- September 28 – Quiz # 4, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- October 9 – Quiz # 5, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- October 9 – Quiz # 4, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- October 16 – Quiz # 5, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- October 16 – Reflection paper # 3 due. Must be uploaded to Blackboard by midnight.
- October 19 – Quiz # 6, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- October 30 – Quiz # 6, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- November 2 – Quiz # 7, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- November 13 – Quiz # 7, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- November 13 – Reflection paper # 4 due. Must be uploaded to Blackboard by midnight.
- November 16 – Quiz # 8, Attempt 1 due. Attempt 1 must be completed on Blackboard by class time.
- November 18 – Reflection paper # 5 due. Must be uploaded to Blackboard by midnight.
- November 23 – November 27 – Thanksgiving Break. No classes.
- November 30 – December 4 – All classes will meet via Zoom. No face-to-face classes.
- November 30 – Quiz 8, Attempt 2 due. Attempt 2 must be completed on Blackboard by midnight.
- December 4 – Reflection paper # 6 due. Must be uploaded to Blackboard by midnight.