

**Developmental Psychology – PSY 230**  
**Fall 2019 Online**

**Contact Information**

**Instructor:** Professor Julie Nash, PhD

**Office Hours and Location:** A55, Virtual M-F until 12 midnight. You may also contact me to arrange other meeting times when extenuating circumstances apply. I will do my best to accommodate you. However, you will need to work with my schedule as well and give me advanced notice.

**Telephone:** Office – 789-7984

Cell – 561-926-1888 – you may use my cell phone number if I am not in my office or in case of emergency.

**Email:** The best way to reach me is through text or Canvas messaging. You can also reach me via my email address, jnash@es.vccs.edu. Students should expect to receive message responses before midnight the day email is sent. Email messages sent on the weekends will be answered by midnight the following Monday night (although quite often I will answer during the weekend).

**Course (Catalog) Description**

Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.  
3 credits

**Course Prerequisites**

ENG 111 or currently enrolled

**Course Materials**

**Required Textbooks**

Belsky, J. (2019). *Experiencing the lifespan* (5<sup>th</sup> ed.) NY, New York: Worth Publishers.

American Psychological Association (2010). *Publication manual of the American*

*Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: American Psychological

Association.

## **Time and Location of Class Meeting**

This course meets virtually. This is a course that requires self-discipline. You must log into Launch Pad weekly to take the chapter quiz. Attendance is taking by the chapter quiz being taken on time. If the chapter quiz is not taken you are counted absent.

## **Technology Requirements**

Students will be required to complete and submit assignments through Canvas. All course assignments, syllabus and assignment submittal location will be on Canvas. Students will need use of the internet for this course. If you do not have internet access at home, plan to spend time on campus in the computer labs that are provided for student use. All assignments are expected to be submitted through Canvas. All tests will be proctored and taken on campus with ID.

## **Teaching Methods**

Reading assignments will consist of the assigned chapters from the required textbooks for the course, posed power point presentations, exam reviews and research articles.

Audio/visuals such as videos and sound clips, in addition to slide presentations will be posted to blackboard under additional materials.

All written assignments are required to follow APA formatting in accordance with the APA manual 6<sup>th</sup> edition.

There will be 5 exams. Exams dates are all given to you in advance on the weekly calendar at the end of this syllabus. You may also find a printable copy of the weekly calendar alone under “files” in Canvas. The student must arrange with their proctoring facility to take the exam on the specified date. There will be no make up exams, so please make arrangements at the beginning of the semester with your place of work and families according to the exam dates. If there is an emergency, the student may take the make up essay exam upon presentation of hospital paperwork. An **unplanned visit** to the hospital is the only excused absence from a test. The hospital visit must pertain to the student not family members, such as mother, father, aunts, uncles, or their own children.

## **Outcomes of competencies**

1. Civic Engagement – is assessed through class discussions, student interaction, personal portfolio writings, presentations, quizzes and exams
  - a. Civic knowledge is engaged by using current global and national debates/issues in lectures for class discussion of psychological

concepts; i.e., Gun control in America how each side of the issue relates to hindsight bias and confirmation bias.

- b. Civic Identity is reflected upon when students consider the development of self concept, self esteem and other psychological concepts throughout the course by comparing and contrasting across their own lifespans and the lifespans of others they know.
  - c. Diversity in civic life is considered throughout the course by examining all psychological concepts and theories across cultures.
  - d. Ethical reasoning and civic responsibility is examined in particular when learning about scientific research and the rights of participants whether they are human or animal. In addition to discussion of the importance of research for human development.
  - e. Social justice is considered in detail when the material on moral development is considered.
2. Communication – assessed through oral presentations via video, class discussion via discussion board as well as written assignments (portfolio).
- a. Students will be required to present academic research articles by clearly defining the purpose of the publication to an audience of their peers.
  - b. Students will use appropriate content to illustrate the main points of the article such as power points containing charts, illustrations, figures, graphs and tables.
  - c. Students will practice organizing main ideas clearly in oral and written assignments; i.e., written portfolios, research article presentations and class discussions.
  - d. Students will be expected to use proper American English, grammar and mechanics at a college level when speaking or writing.
3. Critical Thinking – is assessed and required throughout the course for all assignments and exams.
- a. Students will be required to identify and evaluate relevant and diverse points of view throughout discussion of the textbook, digesting research articles and findings, presenting their understanding of concepts and theories in research and exams.
  - b. Exams will be comprehensive. The material on the test will be scenarios illustrating the psychological concepts and students must contemplate the information demonstrating a working knowledge of the material.
  - c. Individual oral presentations will be evaluated on the ability of the student to identify the view points of the authors as well as form their own view points and defend why they have those view points.
  - d. Students will be expected to develop a sense of questioning their own preconceived notions prior to the course and identify how they have changed after examining recent research in psychology.

- e. In written portfolios students are encouraged to apply the concepts learned in the course to a personal experience in their own life. Students should be able to express how the personal example illustrated the concept.
  - f. Students are encouraged to question traditionally accepted concepts and beliefs, considering the sources and postulating possible variables that may not yet have been discovered. This is a consistent contemplation throughout psychology courses.
4. Professional readiness – students are required to work with others and practice professional courtesies as well as dealing professionally with various situations that may be encountered in the workplace.
- a. Professional communication is required through oral presentations through posted videos.
  - b. Students are required to respect others and agree upon rules of engagement in the virtual classroom that consider the good of the group and not the individual.
  - c. Assignments such as virtual projects and at home activities require the student to engage in virtual and social interaction. They learn how to deal with all levels of motivation and keeping themselves and others on task to achieve a common goal.
  - d. Students are required to dress professionally when they are presenting.
  - e. Students learn the ethics of treating others equally and yet considering diversity.
5. Quantitative literacy – is assessed through interpretation of quantitative information throughout the course when considering the results of scientific research.
- a. Students are taught to analyze scientific research and decide whether the results are valid.
  - b. Students demonstrate knowledge of the difference between correlation and causation through exams and presentations.
  - c. Students learn to calculate descriptive and inferential statistics through class activities of conducting experiments in class.
  - d. Students learn to represent data with charts and graphs through oral presentations.
6. Scientific literacy – students are required to recognize and understand scientific concepts, processes and applications to pursue scientific knowledge, particularly in the area of Developmental Psychology.
- a. Early in the course lectures and class participation activities include using the scientific method.
  - b. Students will analyze research data both in writing assignments and virtual presentations in the virtual classroom.

- c. Students will conduct experiments, gather the data, analyze and present it. Hypotheses are formed and tested by the students on students.
- d. Students are required to select a research article and present it virtually identifying the background research, methods, results and discussion.
- e. Students are required to use APA format when referencing and writing materials.

The course is intended to provide understanding of the covered material. Students will have the opportunity to apply their understanding of the material through technology and assignments. Students will consider both classic theories and recent research in the field of Psychology.

### **Topics to be covered**

- Development prenatally
- Development in infancy
- Development in early childhood
- Development in middle childhood
- Development in adolescence
- Development in early adulthood
- Development in midlife
- Development in old age
- Death and dying

### **Methods of Evaluating Student Achievement**

#### **Grading Policy & Scale**

This course will be graded on a 10-point scale:

90 – 100 = A

80 – 89 = B

70 - 79 = C

60 - 69 =D

59% or less = F

It is the student's responsibility to be acquainted with the grading policies of ESCC, which can be found in the College Catalog and Student Handbook, pages 34 – 36.

Exams 1-4 will be worth 15% (One exam will be a virtual presentation)

Final Exam will be worth 10%

Portfolio 10%

Research Article – 10%

## Virtual Presentation – 10%

Students will be responsible for monitoring their grades. A zero indicates that the assignment was not received. Proper grammar and structure are expected on all writing correspondence including emails.

### **Virtual Presentations**

1. Project – Select one of the Piagetian concepts to demonstrate with children in at least three of the stages (i.e. three different ages). You must make a video of the demonstration. You must use the attached rubric to guide your presentation. You will be graded with the rubric provided.
2. Research Article – Select one of the articles on parenting style and present it using the attached rubric as a guide. You must make a powerpoint presentation. To receive full credit you must view two other student's powerpoints and make comments on theirs. You will be graded using the attached rubric. If thoughtful comments are not made on two other student's presentations, you will receive a zero for this assignment.

### **Portfolio**

Each chapter that you read is important. You are expected to compare and consider the information in the chapters to your own life and the people that you know in your world. This practice elicits long-term memory of the material and enhances understanding of the material. Therefore you will be expected to write one paragraph selecting one concept or theory in the chapter that particularly stood out to you. You will describe the concept and how it relates to your life or the world around you specifically. As always, use APA formatting when writing. This means properly citing the textbook and chapter at the end of the paragraph according to your APA journal. Make sure that the citation conforms to the APA style of referencing starting on page 198 in your blue APA handbook. The form for your portfolio is found on Canvas under files.

### **Late Assignments**

Due dates are provided in advance and announced in class. You are responsible to give yourself enough time to complete the assignments. Late submissions will not be accepted. Excuses such as “my computer broke or my Internet was down” will not be permitted. Leaving assignments until the last minute and then having a technical problem will be your responsibility and no additional time will be granted. Emergency excuses will not be accepted as well, because again you know the assignments in advance and leaving them until the last minute will not be reason for extra time.

If for some uncontrollable reason you are out of town, you must arrange to turn the assignment in early. If it is a test you will miss, you must arrange to make it up at least 24 hours before the exam date. All make up exams, that are approved in advance, will be all essay.

If school is canceled due to weather, etc., on a day assignments are due, assignments are still due that day. If school is canceled on a day a test was scheduled, the exam will be given the next day of class the school opens. Expect the exam, do not call or write to ask.

### **Exams**

You will be given five exams. Each exam will be on the previous chapters you just read leading up to that exam with the exception of the final exam. The final exam will be cumulative. All exams will be multiple choice. Each exam will be worth 100 points.

The exams will all be timed. Once you start the exam you will be given 75 minutes to complete the exam. You will not be permitted to use notes or your book. All exams will be proctored (except for the virtual presentation which is due online). You must come to your campus or authorized proctor site to take the exams. Exams are offered on the specified dates on your weekly calendar.

Arrange to be available ahead. You have the entire exam schedule in front of you from the beginning of the course.

### **Attendance Policy**

Attendance is mandatory. ESCC's policy is that punctual and regular attendance is expected. In addition ESCC's policy is that instructors are not obligated to give make-up tests or review material missed in class. It is the student's responsibility to know the policies of individual instructors.

If a student does not attend at least one class meeting by the Last-Day-to-Withdraw-with-Refund date, the student will be administratively deleted by the registrar. ANYONE missing more than three class periods will be DROPPED from the course. A missed class is defined by not completing the practice quiz by the due date. Three missed practice quizzes equal three absences and you will be DROPPED from the course. Online courses require self discipline.

### **Practice quizzes**

Practice quizzes are for your own benefit. They are not calculated into your final grade. They count only for ATTENDANCE purposes. I am assigning them to help you self discipline yourself to prepare for the exams. They are short and easy to take.

## **Ways to be successful**

- \*Read your syllabus
- \*Print your weekly calendar and keep it handy for reference
- \*Plan ahead and do not procrastinate
- \*Read the chapters each week
- \*Complete all practice quizzes
- \*You must stay focused and keep a steady pace.
- \*Spend at least 5 hours per week committing the material to memory

## **Disabilities**

Eastern Shore Community College (ESCC) provides reasonable accommodations to make education accessible to students with disabilities. The lead counselor serves as Disability Services Coordinator (DSC) and assists students with disabilities by assessing their particular strengths and needs and providing support to help them achieve their academic goals. The purpose of establishing necessary accommodations is to provide students with documented disabilities equal access to the programs, opportunities, and benefits of the College. Students with disabilities are encouraged to consult with the DSC before enrolling, but are able to request services at any time during their academic career at ESCC.

The provision of reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation that includes:

- A diagnostic statement identifying the disability, date of most recent diagnostic evaluation, and the date of the original diagnosis;
- A description of the diagnostic criteria or diagnostic test(s) used;
- A description of the current functional impact of the disability;
- Treatments, medications, assistive devices, and services currently prescribed or in use;
- Detailed and specific recommendations for college-level academic accommodations; and
- The credentials of the diagnosing professional(s).

The College reserves the right to request an updated evaluation should the documentation provided be more than three years old. Individual Educational Plans (IEP's) and 504 Plans are not considered sufficient documentation. Students desiring accommodations in the college setting should contact the Vice President of Academic and Student Affairs at 757.789.1748.

## **ESCC's Policy on Academic Misconduct**

ESCC students are expected to maintain high standards of honor in their academic work. All forms of academic misconduct, including cheating and plagiarism, are prohibited.

Cheating may be generally defined as the giving or receiving of any help in fulfilling course requirements used to determine the grade except as prescribed by the instructor. Cheating can be done in many ways and it is not possible to name every situation which constitutes cheating. However, the following conduct is considered to be unacceptable:

- Copying from another student's examination or test or using unauthorized materials during an examination or test without the express permission of the instructor or the proctor.
- Buying, selling (including offering to buy or sell), bribing, or stealing an assignment or examination or content thereof.
- Taking an examination for another person, or posing as another student in a course or when taking an examination.
- Collaborating with other students in the completion of homework or other assignments for which the student receives a grade or credit unless such collaboration has the express permission of the instructor.
- Giving false reasons for missing tests or assignments.

It is the student's responsibility to read and be acquainted with ESCC's full policy found in the College Catalog and Student Handbook, pages 139-141.

In this course anyone found committing plagiarism will be assigned a grade of "F" for the specific assignment or exam. There will be no exceptions.

### **Closing and Emergency Procedures**

Whenever it appears that the College may be closed due to inclement weather, faculty, staff, and students should listen to radio stations WESR (103.3 FM), or television stations WTKR (Norfolk), WAVY (Norfolk), WVEC (Norfolk), or WBOC (Salisbury) to receive information about the status of the College: Calls will not be made to individuals. Students should assume that the College is open, absent an announcement to the contrary. Students may register for ESCC Alert and receive urgent text messages and emails in emergency situations such as weather-related closures. Registration is easy and free.

### **ESCC Alert**

ESCC Alert is one of the many notification tools that the college will use to alert students, faculty and staff of an emergency situation and of closings and delays due to inclement weather. ESCC Alert allows the College to send urgent text messages and e-mails to those who are registered in the system. This is a voluntary system, so if you would like to receive these messages, you must register. It is simple and easy to sign up, and you may register multiple devices and e-mail addresses. There is no fee to register for sign up by texting keyword ESCC to 411911 or by going online to <https://alert.es.edu/index.php?CCheck=1>

## **Weekly Calendar**

A weekly calendar is available on blackboard. The following chapters will be studied in the following order.

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 8
- Chapter 9
- Chapter 10
- Chapter 11
- Chapter 12
- Chapter 13
- Chapter 14
- Chapter 15

## **Rubric for virtual presentation (Piaget)**

<b>Requirement</b>	<b>Comments</b>	<b>Score</b>
Student identified one area of Piaget's stages to demonstrate virtually to our class.		5
Student spoke clearly and enthusiastically making eye contact with camera.		5
Student used at least 3 children of different ages.		5
Student correctly demonstrated the developmental concept or stage by describing what was expected at each age according to Piaget.		5

Student summarized clearly what was demonstrated in the video.		5
Creativity/Effort		5
<b>Total</b>		30 points

**Rubric for power point presentation of Research Article**

<b>Requirement</b>	<b>Comments</b>	<b>Score</b>
Students identified one scholarly research article and presented it with power point with at least one slide for each part of the research article as listed in assignment instructions.		5
Student had a slide clearly summarizing Ainsworth theory of Parenting Styles		5
Student had one slide that clearly summarized the background research that lead to the study.		5
Student had one slide that clearly identified the subjects/participants in the study, the dependent and independent variables, the location of the study and the experimental design or method of research.		5
Presentation contained one slide that clearly summarized the results.		5
Student gave personal opinion of the findings and stated whether the research article was a good article, why or why not.		5
<b>Total</b>		30 points

## Developmental Psychology

### Course Calendar Fall 2019 online Instructor: Dr. Julie Nash

**Disclaimer**

The University or instructor reserves the right to amend any dates, assignments, or other planned features of the proposed schedule given below. Any schedule changes will be announced in class. Students are expected to be aware of these changes, and it is the responsibility of absent students to obtain this information.

WEEK	DATES	TOPICS	ASSIGNMENTS	DUE DATE	WEIGHT
Week 1	Aug 19-24	Course syllabus and classroom etiquette.  Chapter 1 (Introduction)	-Chapter 1 -Practice quiz chapter 1 -Discussion Board (DB) - Introduction	- Practice Quiz – Aug 24 DB post – Aug 22 DB responses to classmates posts due Aug 24th	<b>Portfolios are not accepted late.</b>
Week 2	Aug 26-31	<b>Chapter 2</b> (Prenatal Dev., Pregnancy and birth)	Read Chapter 2 Practice quiz chapter 2	<b>PQ – Aug 31<sup>st</sup></b> <b>Portfolio 2–Aug 31<sup>st</sup></b>	
Week 3	Sept. 2 -7	<b>Chapter 3 (infancy and toddlerhood)</b>	<b>Practice quiz Chapter 3</b>	<b>PQ – Sept 7</b> <b>Portfolio 3 – Sept. 7</b>	
Week 4	Sept 9 - 14	<b>Chapter 4 (infancy and toddlerhood)</b>  <b>Exam 1</b>	<b>Exam 1 (Chapters 1, and 2)</b> Read Chapter 4 Chose article on attachment and make power point presentation.	<b>Exam 1 – Sept 12</b> <b>Portfolio 4 – Sept 14</b>	<b>Exam = 15%</b>
Week 5	Sept. 16-21	<b>Chapter 5 (early childhood)</b>	Read Chapter 5 Practice quiz 5	<b>PQ – Sept 21</b> <b>Powerpoint presentation due Sept. 19</b> <b>Comments on classmates presentations Sept. 21<sup>st</sup></b> <b>Portfolio 5 – Sept. 21</b>	Powerpoint presentation = 10%
Week	Sept. 23 - 28	<b>Chapter 6</b>	<b>Read Chapter 6</b>	<b>PQ – Sept. 28</b>	

6		<b>(Middle Childhood) Practice quiz 6 Portfolio 6 – Sept. 28</b> <b>Work on Piagetian virtual presentation</b>			
Week 7	Sept. 30 – Oct. 5	<b>Chapter 8 (physical development in Adolescence)</b>	<b>Exam 2 (Chapters 3 and 4)</b> <b>Read Chapter 8</b>	<b>Exam 2 – Oct. 3rd</b> <b>Portfolio 7 – Oct. 5th</b>	Exam 2– 15%
Week 8	Oct. 7-12	<b>Chapter 9 (adolescence cont.)</b>	Read Chapter 9 Practice quizzes 8 and 9	PQs – 8&9 Oct. 12 Portfolio 9 – Oct. 12	
Week 9	Oct. 14-19	<b>Chapters 10 (Early Adulthood)</b>	<b>Exam 3 (Chapters 5 &amp;6)</b>	<b>Exam 3 – Oct. 12</b> Portfolio 10 – Oct. 12	Exam 3 – 15%

WEEK	DATES	CLASS READING	ASSIGNMENTS	DUE DATE	WEIGHT
Week 10	Oct. 21 - 26	Chapter 11 (Early Adulthood)	<b>PQ's – 10 &amp; 11</b>	<b>-PQ's Oct. 26th</b> <b>-Piagetian presentation Oct. 24</b> <b>-Comments to class mates presentations Oct. 26th</b> <b>-port. 11 Oct. 26th</b>	<b>Piagetian presentation – 10%</b>
Week 11	Oct. 28 – Nov. 2	Read Chapter 12 (Midlife)	PQ – 12	<b>PQ Nov. 2nd</b> <b>Portfolio 12 – Nov. 2nd</b>	
Week 12	Nov. 4 – Nov. 9	<b>Chapter 13 (late adulthood)</b>	<b>Exam 4 (chapters 8,9, 10 &amp; 11)</b>	<b>Exam 4 – Nov. 7th</b>	Exam 4 – 15%
Week 13	Nov. 11-16	<b>Chapter 14 (late adulthood cont.)</b>	<b>PQ – 13</b>	<b>PQ – Nov. 16th</b> <b>Port. 13- Nov. 16th</b>	
Week 14	Nov. 18-23rd	Chapter 15 (death and dying)	<b>PQ - 14</b>	PQ – Nov. 23rd Port. 14 – Nov. 23rd	
Week 15	Nov. 25-30	<b>Chapter 15 Thanksgiving</b>		<b>Port. 15 – Nov. 30th</b> <b>PQ 15 – Nov. 30th</b>	<b>Portfolio - 10%</b>

		<b>week</b>			
Week 16	Dec. 2 – 6 <sup>th</sup>	<b>Chapter 15</b>	<b>No more portfolios will be accepted</b>		
Week 17	Dec. 9-13	<b>Final Exam</b>	<b>Final Exam (cumulative)</b>	<b>Final Exam – Dec. 11<sup>th</sup></b>	<b>Exam – 10%</b>

**DISCLAIMER**

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. Faculty and students will adhere to all college policies.