

Course Title: Developmental Psychology

Course Prefix: **PSYC**

Course No.: **2423**

Section No.:

Department of | **Psychology**

College of | **Juvenile Justice and
Psychology**

Instructor Name:

Office Location:

Office Phone:

Fax:

936-261-5251

Email Address:

U.S. Postal Service Address:

Prairie View A&M University

P.O. Box | 519

Mail Stop | 2600

Prairie View, TX 77446

Office Hours: |

Virtual Office Hours: |

Course Location: |

Class Meeting Days & Times: |

Catalog Description: | This course surveys the content, theories and methods used by developmental psychologists to study child and adolescent development. Topics covered will include conception, genetics, prenatal developmental and physical, motor, perceptual and social development from infancy to early adolescence. Theories of social and cognitive development will be covered.

Prerequisites: | **PSYS 1113: General Psychology**

Co-requisites: | **None**

Required Text: | **Feldman, R.S (2008). *Discovering the Life Span* (1st Edition). New Jersey: Prentice Hall.**

Recommended Text/Readings: | **None**

Access to Learning Resources:

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The goal of this course is to present a comprehensive overview of contemporary developmental psychology. Developmental psychology involves the study of constancy and change throughout the entire lifespan, from conception to death. This course will cover the relevant history, theories, research and methods of developmental psychology as well as examine the areas of physical-motor, cognitive, social, and personality development. Topics covered will include conception, genetics, prenatal development and physical, motor, perceptual and social development from infancy to early adolescence. Theories of social and cognitive development will also be covered.

Learning Outcomes

At the end of this course, the student will

- 1 | Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
- 2 | Be able to demonstrate an understanding of different stages of development through the lifespan.

- 3 Identify and apply developmental concepts to everyday life.
- 4 Demonstrate improved critical thinking and communication skills.
- 5 Identify major theorists that contribute to the field of developmental psychology.

Course Objectives	How is it included?	How is it assessed
1) Critical Thinking <i>creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</i>	Students will write one reflective paper applying concepts and theories in developmental psychology to personal development from birth through adolescence.	A common reflective writing rubric will be utilized.
2) Communication <i>effective development, interpretation and expression of ideas through written, oral and visual communication</i>	Students will construct a 3-generational family genogram and write a family narrative using ideas/concepts discussed in class.	A common rubric evaluating the proficiency of the student's ability to communicate about their family system.
3) Empirical and Quantitative Skills <i>manipulation and analysis of numerical data or observable facts resulting in informed conclusions</i>	Students will critique an article from a peer reviewed journal in the area of developmental psychology using APA style.	A common article critique rubric will be utilized.
4) Social Responsibility <i>intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</i>	Students will complete a "Baby Budget: How much does the first year cost?" assignment to facilitate understanding of the complicity of childbearing, reflect on community services available in the community, as well as those that he/she can assist in providing for the community.	A common rubric will be utilized to assess student's discipline knowledge and sense of community development.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Participation: All students will be evaluated based on daily attendance and participation in classroom discussions and activities. The participation grade will be based, not only on spontaneous comments and questions, but also on your ability to discuss assigned readings. Class participation grades are not determined by the number of contributions you make in class but by the quality and relevance to the discussion. Thus, it is important that you have read the materials before class.

Homework: Students will be required to complete assignments on 1st Year Baby Budget, Prenatal Exercise and essay on Adolescence. **The common core rubric will be used to evaluate papers and presentations to assess critical thinking skills, how thoroughly and effectively the student is able to communicate their findings, social responsibility and empirical and quantitative skills.** Late assignments will not be accepted without a valid excuse.

Exams: There will be two tests and two exams, a midterm and a final, consisting of short answers and multiple choice questions. Exams will consist of materials covered during class lectures, textbook readings, handouts and

discussions. The final exam will focus primarily on materials covered after the midterm. Both exams have a possible total score of 100 points. Bonus questions may be provided on an exam that will yield extra credit points to be added to the average of the student's total class grade or to the particular exam. Make-up exams will be given for emergency purposes only. In the event that a student is given the opportunity (at the instructor's discretion) to make-up an assignment or exam, points will be deducted based on each class day missed from the original due date of that assignment or examination.

Family Narrative and Brief Genogram (50 points): Write a family narrative using ideas/concepts discussed in class. Also construct a three-generational genogram of your own family (make it as complete as possible). Students must write a three page narrative describing their family genogram. **The common core rubric will be used to evaluate family narrative to assess critical thinking skills, how thoroughly and effectively the student is able to communicate their findings, social responsibility and empirical and quantitative skills.**

Grading Matrix

Instrument	Value (points or percentages)	Total
Homework: 1 st Year Baby Budget	25	25
Homework: Prenatal Exercise	10	10
Adolescence Paper	15	15
Tests	2 tests at 50 points each	100
Mid Term	100	100
Final Exam	100	100
Class Participation/Attendance	50	50
Family Narrative	50	50
Total:		450

Grade Determination:

A = 90-100%;
 B = 80-89%;
 C = 70-79%;
 D = 60-69%;
 F = 59-below

Submission of Assignments: All assignments are to be submitted at the beginning of class unless otherwise stated by the instructor.

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. ***All documents should conform to requirements outlined in the APA Publication Style Manual, 6th edition.***

Exam Policy: Exams should be taken as scheduled. No make-up examinations will be allowed except under documented emergencies. (See Student Handbook)

Late Assignments: Complete all required assignments and exams as scheduled. All papers are due no later than 5:00 pm on the due date. **Late assignments will NOT be accepted** unless otherwise determined by the instructor.

Attendance: Attend class and be on time. The sign-in sheet will be passed around the first fifteen minutes of class. Once the sign-up sheet is picked up, you will not be able to sign the roll. If you miss a class, you are responsible/accountable for finding out and retrieving what materials were covered. Please refer to the Student Handbook concerning university policy on excessive absenteeism and tardiness.

Classroom Conduct: Be respectful of others! Maintain appropriate behavior during discussions. Cell phones, pagers any other distracting devices must be turned **OFF** during class. If used during class, it will be confiscated and returned at the end of class.

All students are required to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul language or abusive language will not be tolerated.

In order to maximize your learning experience and ensure successful completion of this course, the following steps are recommended:

1. Participate in all class discussions and activities.
2. Read all the assigned chapters in the textbook and any assigned articles in a timely manner. We will not discuss all of the textbook readings in class. If you have questions, bring them up in class or arrange to see the instructor outside of class.
3. Discuss **ANY SIGNIFICANT CONCERNS/QUESTIONS** with the instructor **IMMEDIATELY**.
4. Keep copies of all paperwork, including the syllabus, handouts and all assignments.

16 WEEK CALENDAR

Week One 01/15: Chapter (s): Assignment(s):	Course Introduction/Syllabus Review/Introduction Introduction Homework: <i>First year cost to raise a child handout (due 01/31)</i> Homework: <i>Prenatal exercise (due 01/29)</i>
Week Two 01/22: Chapter(s): Assignment:	Developmental Theories/Introduction to Life Span Introduction None
Week Three 01/29: Chapter(s): Assignment(s):	Prenatal Developmental, Birth, & the Newborn/Review for Test Chapter 1 Discussion – First year cost to raise a child (01/31)
Week Four 02/05: Chapter(s): Assignment(s):	Physical, Cognitive, Social & Personality Development in Infancy Chapter 2 Test 1 (Introduction and chapters 1 & 2) (02/07)
Week Five 02/12: Chapter(s): Assignment(s)	Physical, Cognitive, Social and Personality Development in Preschool Years Chapter 3 None
Week Six 02/19: Chapter(s): Assignment(s):	Physical, Cognitive, Social & Personality Development in Middle School Chapter 4 None
Week Seven 02/26: Chapter (s): Assignment	Physical, Cognitive, Social & Personality Development in Adolescence Chapter 5 Assignment: <i>Reflective Writing Assignment Adolescence Years (due 03/05)</i>
Week Eight 03/05: Chapter(s) Assignment(s)	Film (TBA) None Mid Term Exam (Chapters: Introduction to chapter 5) (03/07) <i>Reflective Writing Assignment Adolescence Years due (03/05)</i>

Week Nine 03/12:**SPRING BREAK****Week Ten 03/19:**

Chapter(s)
Assignment(s)

Physical, Cognitive, Social & Personality Development in Early Adulthood
Chapter 6
None

Week Eleven 03/26:

Chapter(s):
Assignment(s):

Physical, Cognitive, Social & Personality Development in Middle Adulthood
Chapter 7
None

Week Twelve 04/02:

Chapter(s)
Assignment(s)

Physical, Cognitive, Social & Personality Development in Late Adulthood
Chapter 8
None

Week Thirteen 4/09:

Chapter(s):
Assignment(s):

Death and Dying/ Review for Test II (Chapters 6 – 9) (04/11)
Chapter 9
Class Activity: *Life Value and Goals*

Week Fourteen 04/16:

Chapter(s):
Assignment(s):

Review for Test II (Chapters 6 – 9) (04/16)/Film (TBA)
None
None

Week Fifteen 04/23:

Chapter(s):
Assignment(s):

Film cont. (TBA)
None
Class Activity

Week Sixteen 04/30:

Chapter(s):
Assignment(s)

Review for Final
None
Class Activity

Final Exam 05/07:

(TBA)

University Rules and Procedures

Disability Statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook):

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class; (2) the inability of other students to profit from the instructional program; or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process:

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send an email anytime that is convenient to you, but I will check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following **my receipt** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirements:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussions. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.