PSYC 2423 Developmental Psychology
Fall 2018

Instructor:	Dr. Barney D. Williams
Section # and CRN:	Z01 13779
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Office Hours:	Monday and Wednesday – 11:00 a.m. – 12:00 p.m. & 1:00 p.m. – 4:00 p.m.
	Friday – 11:00 a.m. – 12:00 p.m.
Mode of Instruction:	Online
Course Location:	Online
Class Days & Times:	Online
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:	PSYC 1113: General Psychology
Co-requisites:	None
Required Texts:	Feldman, R.S (2014). *Discovering the Life Span* (3rd Edition). New Jersey: Pearson. 10: 0205233880 ISBN: 13: 978-0205233885.
Recommended Texts:	None

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Innovation, inquiry, and analysis, evaluation and synthesis of information	2	Critical Thinking
2	Effective development, interpretation and expression of ideas through written, oral and visual communication	1	Communication
3	Manipulation and analysis of numerical data or observable facts resulting in informed conclusions	1	Empirical and Quantitative Skills
4	Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	6	Social Responsibility
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate	1	Teamwork
6	Cite research correctly according to MLA format, both in the text and in the bibliography.	1	Personal Responsibility

Major Course Requirements

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

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Baby Budget	25 pts	25
2) Living Inside the Body – Reflective Paper	15 pts	15
3) Developmental Stage Matrix	20 pts	20
4) Adolescence Reflective Paper	20 pts	20
5) Movie – Reflection Paper	20 pts	20
6) Exam 1	50 pts	50
7) Exam 2	50 pts	50
8) Exam 3	50 pts	50
9) Final	100 pts	100
10) Extra Credit	N/A	
Total:		**350**

Grading Criteria and Conversion:
A = 350 – 315 = 90%
B = 314 – 280 = 80%
C = 279 – 245 = 70%
D = 244 – 210 = 60%
F = 209 or below

Detailed Description of Major Assignments:
Assignment Title or Grade Requirement

Assignment	Points	Description	Percentage
1) Baby Budget	25pts	Cost of first baby budget	10%
2) Inside the Body – Paper	15pts	Reflection Paper	5%
3) Developmental Stage Matrix	20pts	Developmental stages matrix	10%
4) Adolescence Paper	15pts	2 -paper writing about adolescence years	5%
5) Movie – Paper	20pts	Reflection Paper	10%
5) Exam 1	50pts	Chapters (1 -3) Intro to Life Span; Prenatal, Birth, Newborn and Infancy	20%
6) Exam 2	50pts	Chapters (4 - 6) Preschool, Middle School, Adolescence	20%
7) Exam 3	50pts	Chapters (7 – 10) Early, Middle, Late Adulthood & Death and Dying	20%
8) Final	100pts	All above chapters & Death and Dying	30%

Course Procedures or Additional Instructor Policies
Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Homework: Students will be required to complete all assignments by the due date. Late assignments will not be accepted without a valid excuse.

Exams: There will be three (3) exams and a final exam, consisting of short answers and multiple choice questions. Exams will consist of materials covered on eEcourse, slides, readings, slides, handouts and movies. All exams have a possible total score of 50 points. The final exam will focus primarily on all materials covered throughout the summer. 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.

The grading rubric for the Reflection Paper – Living Inside the Body:
Content: (10 pts)
- Write a one - page reaction paper on what you learned (things that you did not know regarding baby living inside the body; ex: anything regarding development from 0 – 9 months).
- Make a title page (review APA template included with assignment).

Organization and Development: (2.5 pts)
- The paper is clear and organized; major points are supported by details and examples.
- The paper provides relevant and sufficient background on the topic.
- The paper is logical, flows, and reviews the major points.

Mechanics and Format: (2.5 pts)
- The assignment is presentable and functional.
- Rules of grammar, usage, and punctuation are followed; spelling is correct.
- The paper – including the title page, running head, page numbering, no reference page – is consistent with APA guidelines

The grading rubric for the Reflection Paper – Adolescence Years
Content: (10 pts)
- Write a two - page paper on your adolescent years (12-20).
- The paper can be on (puberty, dating, friendships, family, dealing with parents, parent's divorce, high school graduation, first couple of years in college, etc). Include Erikson's developmental stages in your paper.

Organization and Development: (2.5 pts)
- The paper is clear and organized; major points are supported by details and examples.
- The paper provides relevant and sufficient background on the topic.
- The paper is logical, flows, and reviews the major points.

Mechanics and Format: (2.5 pts)
- The assignment is presentable and functional.
- Rules of grammar, usage, and punctuation are followed; spelling is correct.
- The paper – including the title page, running head, page numbering, no reference page – is consistent with APA guidelines.

The grading rubric for the Reflection Paper – Movie- Bucket List
Content: (10 pts)
- Write a two-page reaction paper on what you learned. Incorporate the Elizabeth Kubler Ross – 5 Stages of Grief. Use the APA format for writing your paper (title page, running head and page numbering, no reference section).

Organization and Development: (5 pts)
- The paper is clear and organized; major points are supported by details and examples.
- The paper provides relevant and sufficient background on the topic.
- The paper is logical, flows, and reviews the major points.

Mechanics and Format: (5 pts)
- The assignment is presentable and functional.
- Rules of grammar, usage, and punctuation are followed; spelling is correct.
- The paper – including the title page, running head, page numbering, no reference page – is consistent with APA guidelines.

Week One: 8/27   **Introduction to Life Span Development**
Topic Description
Readings: Chapter 1 – An Orientation to Life Span Development
Assignment (s):   Baby Budget (due – 09/09)

Week Two: 9/03   **Prenatal Development, Birth, & the Newborn**
Topic **Description**
Readings: Chapter 2 - Prenatal Development, Birth, & the Newborn
Assignment (s):   Video – Living Inside the Body – (Reflective Paper – due 09/09 by 11:55 p.m.)
       Developmental Matrix **(start here - due 11/18)**

Week Three: 9/10   **Physical, Cognitive, Social & Personality Development in Infancy**
Topic Description
Readings: Chapter 3 Physical & Cognitive Development in Infancy
       Chapter 3 Social Development in Infancy
Assignment (s):   **Test 1** – (Chapters 1 & 2) – **(09/14)**

Week Four: 9/17   **Physical, Cognitive, Social & Personality Development in Preschool Years**
Topic Description
Readings: Chapter 4 Physical & Cognitive Development in Preschool
       Chapter 4 Physical, Cognitive and Social Development in Preschool
Assignment (s):   None

Week Five: 9/24   **Physical, Cognitive, Social & Personality Development in Middle School**
Topic Description
Readings: Chapter 5 Physical & Cognitive Development in Middle School
       Chapter 5 Social Development in Middle School
Assignment (s):   None

Week Six: 10/01   **Physical, Cognitive, Social & Personality Development in Adolescence**
Topic Description
Readings: Chapter 6 Physical & Cognitive Development in Adolescence
       Chapter 6 Social Development in Adolescence
Assignment (s):   Reflective Adolescence Paper (**due 10/07**)
       Test 2 – (Chapters 3 – 6) – (**10/05**)

Week Seven: 10/08   **Movie (TBA)**
Topic Description
Readings: None
Assignment (s):   Movie – Assignment Paper

Week Eight: 10/15   **Physical, Cognitive, Social & Personality Development in Early Adulthood**
Topic Description
Readings: Chapter 7 Physical & Cognitive Development in Early Adulthood
       Chapter 7 Social Development in Early Adulthood
Assignment (s):   None

Week Nine: 10/22   **Physical, Cognitive, Social & Personality Development in Middle Adulthood**
Topic Description
Readings: Chapter 8 Physical 7 Cognitive Development in Middle Adulthood
                               Chapter 8 Social Development in Middle Adulthood
Assignment (s):   None

Week Ten: 10/29   **Physical, Cognitive, Social & Personality Development in Late Adulthood**
Topic Description
Readings: Chapter 9 Physical & Cognitive Development in Late Adulthood
                               Chapter 9 Social Development in Late Adulthood
Assignment (s):   **Test 3** – (Chapters – 7, 8, and 9) – (**11/02**)

Week Eleven: 10/05   **Death and Dying**
Topic Description
Readings: Chapter 10 Death and Dying
Assignment (s):   None

Week Twelve: 11/12   **Movie**
Topic Description
Readings: None
Assignment (s):   Development Stage Matrix – due (**11/19)**

Week Thirteen:11/19   **Movie (cont.)**
Topic Description
Readings: None
Assignment (s):   Reflection Paper – due (**11/25**)

Week Fourteen:11/26   **Movie (cont.)**
Topic Description
Readings: None
Assignment (s):   Review for final

Week Fifteen:12/03
Topic Description
Readings: None
Assignment (s):   Final Exam – (all chapters, video and movie) – (**12/03)**

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

Center for Academic Support
The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

COMPASS
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

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.

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.

TECHNICAL CONSIDERATIONS

Minimum **Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups

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 (or a program convertible to 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 as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

*Technical Support***:**
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

***Communication Expectations and Standards*:**
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplish by the use of the discussion board. 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.