PSYC 2423 Developmental Psychology
Spring 2018

Instructor: Dr. Barney D. Williams
Section # and CRN: Z01 24225
Office Location: Juvenile Justice Building, 221
Office Phone: 936-261-5222
Email Address: bdwilliams@pvamu.edu
Office Hours: Monday and Wednesday – 1:00 p.m. – 3:00 p.m.
Tuesday and Thursday – 1:00 P.M. – 3:30 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

Recommended Texts: None

Student Learning Outcomes:

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

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Baby Budget</td>
<td>25 pts</td>
<td>25</td>
</tr>
<tr>
<td>2) Living Inside the Body – Reflective Paper</td>
<td>15 pts</td>
<td>15</td>
</tr>
<tr>
<td>3) Developmental Stage Matrix</td>
<td>20 pts</td>
<td>20</td>
</tr>
<tr>
<td>4) Adolescence Reflective Paper</td>
<td>20 pts</td>
<td>20</td>
</tr>
<tr>
<td>5) Movie – Reflection Paper</td>
<td>20 pts</td>
<td>20</td>
</tr>
<tr>
<td>6) Exam 1</td>
<td>50 pts</td>
<td>50</td>
</tr>
<tr>
<td>7) Exam 2</td>
<td>50 pts</td>
<td>50</td>
</tr>
<tr>
<td>8) Exam 3</td>
<td>50 pts</td>
<td>50</td>
</tr>
<tr>
<td>9) Final</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>10) Extra Credit</td>
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</tbody>
</table>

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

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

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 eCourse, 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.

**Research Credit**

You will be required to participate in research through Prairie View’s online research participant pool, SONA. You are required to participate in 4 research credits’ worth of psychology studies. The purpose of this requirement is to provide students opportunities to participate in research projects that help students understand the theories and principles described in their classes. This participation is a graded assignment and will be worth 10% of your final grade. Sign up for research credits online at the link available on eCourses or go to [http://pvamu.sona-systems.com/](http://pvamu.sona-systems.com/). On eCourses, students also will find documents to assist them with navigating the online system and research requirement.

If a student is younger than 18 years old, they will not be allowed to participate if they are without parental consent and probably will need to complete the alternative assignment (described below).

**GET THESE 4 CREDITS FINISHED EARLY!** I cannot stress this enough. Do NOT wait until the last minute because there may be too few experiments offering credits! Don’t take the risk.

Some important notes about research participation:

1. It is essential that students sign up only for studies for which they are eligible. There are a variety of experiments from which to choose. Students should deliberately pick ones that sound interesting to them and that fit their schedules. It is not acceptable to miss a class due to participation in an experiment.

2. When students sign up for a study, they should be sure to take note of this important information:
   a. The researcher’s name and phone number or e-mail address;
   b. The building, room number, date, and time of the experiment

3. Students will be given a receipt for participation (called a Credit Slip). This receipt should be kept safely! If there is any discrepancy regarding research participation between the student’s records and the department’s records, it is the student’s responsibility to reconcile the matter with proof of study participation, i.e., the Credit Slip. Evidence of students’ research participation should also be posted on SONA; however, students should contact the researcher who serves as the PI of the study if they did not receive credit after participating in the study for 48 hours.

**Research Alternative (Method B – Article summaries)**

If students do not wish to participate in research, they can complete an alternative assignment. On eCourses, there is a list of articles. Reading one article and writing a 1 page summary of the article is worth 1 research credit. Students can read as many articles/write papers according to credits needed. (For example, if a student only wanted to write papers, s/he would need to submit 4 papers to fulfill the 4 credit requirement). Students can choose whichever articles seem most interesting to them. Papers can be submitted hard copy or e-mailed them to me. If students e-mail their papers to me, please type “Research Requirement Paper” in the subject line. More information about the papers (including paper guidelines and how to access articles) can be found on our eCourses site in the “Research Requirement” folder.

**DEADLINE FOR RESEARCH PARTICIPATION/RESEARCH ALTERNATIVE IS , April 20th BY 11:59 P.M.**
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: (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.

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.
Semester Calendar

**Week One: 01/16**
**Topic Description**
Introduction to Life Span Development
**Readings:** Chapter 1 – An Orientation to Life Span Development
**Assignment (s):** Baby Budget (due – 01/28)

**Week Two: 01/22**
**Topic Description**
Prenatal Development, Birth, & the Newborn
**Readings:** Chapter 2 - Prenatal Development, Birth, & the Newborn
**Assignment (s):** Video – Living Inside the Body – (Reflective Paper – due 01/28)
Developmental Matrix – (due 04/15)

**Week Three: 01/29**
**Topic Description**
Physical, Cognitive, Social & Personality Development in Infancy
**Readings:** Chapter 3 Physical & Cognitive Development in Infancy
Chapter 3 Social Development in Infancy
**Assignment (s):** Test 1 – (Chapters 1 & 2, movie) – (02/02)

**Week Four: 02/05**
**Topic Description**
Physical, Cognitive, Social & Personality Development in Preschool Years
**Readings:** Chapter 4 Physical & Cognitive Development in Preschool
Chapter 4 Physical, Cognitive and Social Development in Preschool
**Assignment (s):**

**Week Five: 02/12**
**Topic Description**
Physical, Cognitive, Social & Personality Development in Middle School
**Readings:** Chapter 5 Physical & Cognitive Development in Middle School
Chapter 5 Social Development in Middle School
**Assignment (s):** None

**Week Six: 02/19**
**Topic Description**
Physical, Cognitive, Social & Personality Development in Adolescence
**Readings:** Chapter 6 Physical & Cognitive Development in Adolescence
Chapter 6 Social Development in Adolescence
**Assignment (s):** Reflective Adolescence Paper (due 02/25)
Test 2 – (Chapters 3 – 6) – 02/23

**Week Seven: 02/26**
**Topic Description**
Movie (TBA)
**Readings:** None
**Assignment (s):** Movie

**Week Eight: 03/05**
**Topic Description**
Physical, Cognitive, Social & Personality Development in Early Adulthood
**Readings:** Chapter 7 Physical & Cognitive Development in Early Adulthood
Chapter 7 Social Development in Early Adulthood
**Assignment (s):** None
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Description</th>
<th>Readings</th>
<th>Assignment (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine</td>
<td>03/12</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Nine</td>
<td>03/19</td>
<td>Physical, Cognitive, Social &amp; Personality Development in Middle Adulthood</td>
<td>Chapter 8 Physical &amp; Cognitive Development in Middle Adulthood</td>
<td>None</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 8 Social Development in Middle Adulthood</td>
<td></td>
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<tr>
<td>Ten</td>
<td>03/26</td>
<td>Physical, Cognitive, Social &amp; Personality Development in Late Adulthood</td>
<td>Chapter 9 Physical &amp; Cognitive Development in Late Adulthood</td>
<td>Test 3 – (Chapters – 7, 8, and 9) – Thursday, March 29, 2018</td>
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<td></td>
<td>Chapter 9 Social Development in Late Adulthood</td>
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<tr>
<td>Eleven</td>
<td>04/02</td>
<td>Death and Dying</td>
<td>Chapter 10 Death and Dying</td>
<td>None</td>
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<tr>
<td>Twelve</td>
<td>04/09</td>
<td>Movie – The Bucket List</td>
<td></td>
<td>Development Stage Matrix – due 04/15</td>
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<tr>
<td>Thirteen</td>
<td>04/16</td>
<td>Movie</td>
<td></td>
<td>None</td>
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<tr>
<td>Fourteen</td>
<td>04/23</td>
<td>Movie</td>
<td></td>
<td>Reflective Paper – due 04/22 / Test 4 (all chapters, videos and movies) – 04/27</td>
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<tr>
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<td></td>
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<tr>
<td>Fourteen</td>
<td>04/30</td>
<td>Review</td>
<td></td>
<td>None</td>
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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 accomplished 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.