

**Troy University College of Education
Fort Walton Beach, FL**

**PSY 2210
DEVELOPMENTAL PSYCHOLOGY
SYLLABUS**

**Term 3 2013
January 7 – March 10**

Instructor: Dr. Lindsey Harkabus, Assistant Professor of Psychology

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Office Hours: I am available by e-mail at any time. I will respond to your emails within 48 hours. I have office hours on Mondays from 12-5 and Tuesdays from 8-1 Central Standard Time.

Class Day/Time: Mondays, 5:00 – 10:00 p.m.

Class Location: Fort Walton Beach Campus

INSTRUCTOR EDUCATION

PhD in Applied Social Psychology
Colorado State University, Fort Collins

MS in Applied Social Psychology
Colorado State University, Fort Collins

BS in Psychology
Texas State University, San Marcos

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

Belsky, J. (2010). *Experiencing the lifespan*. New York: Worth Publishing
Publisher: Worth Publishers
ISBN: 978-1-4292-1950-1

NOTE: ALL STUDENTS TAKING THIS COURSE MUST PURCHASE LIVETEXT – BASIC LEVEL (APPROX \$98).

The textbook provider for Troy Global Campus is MBS Direct. The web site for textbook purchases is <http://bookstore.mbsdirect.net/troy.htm>.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.

LATE REGISTRATION

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in

the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd/eArmyU representative, or Military Education officer to discuss their options.

Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

PREREQUISITES

None

FLEXIBILITY STATEMENT: The instructor reserves the right to make minor changes to this syllabus. Students will be notified of any change in advance of its occurrence.

STUDENT EXPECTATION STATEMENT

Students are expected to read the required material before the next class and to participate in class discussions, follow directions for their assignments and turn them in on time, be prepared for exams when they are scheduled, and check their Troy email on a regular basis.

CATALOG COURSE DESCRIPTION

A study of human development across the life-span with emphasis on psychosocial, physical, emotional, and cognitive changes.

GOALS AND OBJECTIVES OF THE COURSE

- 1) Compare the roles of nature and nurture in development.
- 2) Describe the scientific, research-based foundations of life-span development.
- 3) Explain the influence of sociocultural context on development
- 4) Explain the relative importance of individual differences in development.
- 5) Describe the developmental sequences in physical, socioemotional, and cognitive areas, and their interactions during each period of development.
- 6) Identify and describe applied examples of development.
- 7) Explain different research methods used by psychologists and evaluate the appropriateness of conclusions derived from psychological research.
- 8) Demonstrate effective writing skills and application of APA style.

CONTENT

The purpose of this course is to introduce students to developmental theories and current research findings in developmental psychology regarding the physical, cognitive, and psychosocial factors that influence child development. Throughout this course, students will have opportunities to connect the course material to current societal and educational issues. In addition, this course will aim to promote students' critical thinking skills through the analytical examination of research methodology and professional publications.

MODALITIES OF INSTRUCTION

This is a VTC course that will be delivered from the Fort Walton Beach, FL global campus. Students will experience lecture, group discussion, online delivery of videos, powerpoint presentations, assignment submissions, and examinations.

COURSE REQUIREMENTS

Discussion Leader: There will be one required day for each student to participate as the discussion leader. This is a graduate level course and students are expected to facilitate at least one hour of class discussion. Using handouts, powerpoint presentations, and/or other techniques and technology is optional – it is up to you how you spend your hour (be creative). (50 points total)

NYT Writing Assignment: **First** you will choose a topic in developmental psychology that interests you. Find, read, and write about one article in a recent (published within the current term or semester) issue of the *New York Times* (NYT) newspaper. Write a summary of your article (at least 100 words), explain how it is an applied example of developmental psychology (at least 100 words), and share this information (along with a copy of your article or a direct link to it) with the class on our Blackboard course site in the NYT Discussion Board Forum located in the Discussion Board area. (First part is worth 10 points) **Second** you will write a 2-3 page paper (a minimum of 500 words), save it in MS-Word, and submit it via LiveText. This paper will include the work you posted on the NYT Discussion Forum. In addition, use your textbook as another source of information. See assignment sheet for additional details. (Second part is worth 15 points; total of 25 points)

Finding Relevance Assignment: You will choose a theory or topic in Developmental Psychology and using information from your textbook, and at least one other professional source, describe the topic using appropriate citations and references. Think about what you've learned, and add your own input. See assignment sheet for additional details. (Total of 10 points).

In-Class Assignments: There will be four in-class assignments during the term (5 points each; 20 points total). Students must be present to get credit for these activities and will not be able to make them up for any reason.

Optional Writing Assignment: Students may write a brief written report in APA format on a topic assigned during class (10 points max). The assignment will be due at the time of the final exam. It will not be accepted late or by email. However, it may be turned in early.

METHOD OF EVALUATION AND ASSIGNMENT OF GRADES

Grades will be based on the total points for being a discussion leader (50 points), the NY Times assignment (25 points), the Finding Relevance Assignment (10 points), the four in-class assignments (20 points), and if applicable, the optional writing assignment.

105 Points Possible

94 - 105	A	90 - 100%
84 - 93	B	80 - 89%
73 - 83	C	70 - 79%
63 - 72	D	60 - 69%
≤ 62	F	59% and below
	FA	F due to lack of attendance

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the

ATTENDANCE POLICY

Students are expected to attend all classes for the duration of each class meeting. Missing three or more classes will result in an FA grade (attendance F) in the course.

MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

If I have not heard from you **by the deadline dates for assignments or exams**, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" is not an acceptable excuse.

****There will be a 10% point deduction on any makeup exam, regardless of the reason for the makeup. You cannot earn an A on a makeup exam.***

INCOMPLETE GRADE POLICY

This incomplete grade policy replaces all other incomplete grade policies as of August 1, 2006. The instructor may report an Incomplete (grade of I) for a student whose progress in a course has been satisfactory (e.g., the student is passing the course), but who is unable to complete the course grading requirements because of documented circumstances beyond his/her control at the discretion of the faculty person.

ACADEMIC MISCONDUCT

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct. Students who engage in academic misconduct will receive a grade of "F" for the course. Your work may be submitted to an on-line plagiarism detection service. Cheating, plagiarism, or knowingly furnishing false information to the University constitutes academic misconduct, and disciplinary procedures specified in the *Student Handbook* will be followed.

Plagiarism Policy

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these

matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in PSY 2210 are as follows: Plagiarism will result in a grade of zero for the assignment.

STUDENT EMAIL ACCOUNTS

The University provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

LIBRARY SUPPORT

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the University College Library Web site, which is for all University College and eTroy students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by Troy Library staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University's home page, www.troy.edu .

AMERICANS WITH DISABILITIES ACT

Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

FACULTY EVALUATION: In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

College of Education Psychology Program

As a department of faculty and students dedicated to the *Knowledge, Skills, Values, that are the Learning Goals for Undergraduate Psychology Majors, posited by American Psychology Association (APA)**, we strive to help students reach the following learning goals and develop the values associated with the science and application of psychology.

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings, and historical trends in psychology.
2. Student will understand and apply basic research methods in psychology.
3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
4. Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

6. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
 7. Students will be able to communicate effectively in a variety of formats
 8. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
 9. Students will develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
 10. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits, in a variety of settings.
- Retrieved April 2011 from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>; PDF document available for download.

Schedule of Classes		
Week	Date	Topic
1	Mon, 01/07	Introduction & Chapter 1: The People & the Field
2	Mon, 01/14	Chapter 2: Prenatal Development, Pregnancy & Birth Chapter 3: Infancy: Physical & Cognitive Development / Chapter 4: Infancy: Socioemotional Development
3	Mon, 01/21	<i>Holiday – No Class</i> Find your New York Times article!!!
4	Mon, 01/28	Childhood: Chapter 5: Physical & Cognitive / Chapter 6: Socioemotional Development/ Chapter 7: Settings for Development Home & School
5	Mon, 02/04	Childhood: Chapter 5: Physical & Cognitive / Chapter 6: Socioemotional Development/ Chapter 7: Settings for Development Home & School Adolescence: Chapter 8: Physical Development / Chapter 9: Cognitive & Socioemotional Development *NYT Assignment Part 1 (100 word summary) Due*
6	Mon, 02/011	Adolescence: Chapter 8: Physical Development / Chapter 9: Cognitive & Socioemotional Development *NYT Assignment Part 2 (2-3 pg paper) Due*
7	Mon, 02/18	Early & Middle Adulthood: Chapter 10: Constructing an Adult Life / Chapter 11: Relationships & Roles / Chapter 12: Midlife
8	Mon, 02/25	Later Life: Chapter 13: Cognitive & Socioemotional Development / Chapter 14: The Physical Challenges of Old Age / Chapter 15: Death & Dying **Finding Relevance Assignment Due**
9	Mon, 03/04	Wanna do dinner? Final get-together?