

Developmental Psychology

PSY-200

Prerequisite: PSY 101 or PSY 102

This course meets a requirement for the dual-degree program in nursing with Agnes Scott and Emory University

<i>Instructor Information</i>	<i>Course Information</i>
Janelle S. Peifer jpeifer@agnesscott.edu Office: Bullock Science Center 118 E 404.471.5362	Fall 2017 Bullock Science Center 112W TR - 8.30-9.45a Office Hours: TR - 10.00-11.30a

From womb to tomb, this course will critically examine the journey of human development across the lifespan. Student will explore a broad swath of biological, psychological, and social perspectives on the major milestones and stages present in childhood, adolescence, and adulthood. Using a case study model, the course will encourage students to translate key developmental theories and research to practical applications in their professional and personal lives.

Readings

Please purchase a copy of the required text:

- Feldman, R.S. (2016). *Development Across the Lifespan* - 8th edition. Pearson. (ISBN-10: 0134225899)

The majority of the other readings are accessible via Moodle or through Agnes Scott's library databases.

Communication and Questions

If you have a question about the course, first reference this syllabus. If after reviewing the syllabus you still have questions or would like to talk further, feel free to contact me to schedule online office hours. I ask that you err towards reaching out earlier than later in the semester if any concerns arise. If you are unavailable during my set office hours, e-mail me to find another time. I strive to respond to e-mail messages within 48 hours.

Course-Related Discussion Group Text

Members of the class will establish a course-related discussion group text to facilitate communications about the course among students. Be respectful of your fellow students when you use this resource and refrain from discussing topics unrelated to the class.

Accessibility and Accommodations

We will seek to build an inclusive classroom environment together. I will work with Agnes Scott's Office of Student Disability Services (OSDS) to accommodate students' learning needs provide accommodations to students registered with OSDS.

Kelly Deasy - Office of Academic Advising (kdeasy@agnesscott.edu; p. 404.471.6174)
To find more information about establishing accommodations, visit:
<http://www.agnesscott.edu/academicadvising/disability-services.html>.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories. For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through Agnes' Title IX Coordinators: Karen Gilbert (kgilbert@agnesscott.edu, 404.471.6435) and/or Kristian Contreras (kcontreras@agnesscott.edu, 404.471.6394).

Psychology Departmental Learning Objectives

Students will understand and apply psychological principles to personal, social, and organizational issues—Learning Goal 4 of the American Psychological Association Guidelines for the Undergraduate Psychology Major (2006)

- Every student will write a final paper or take a comprehensive final exam
- Every student will write at least one paper (in addition to a final paper, if assigned) during the semester
- Every student will write a total of at least 10 pages for all papers assigned in the course, which includes a final paper, if assigned
- Every student will participate in an oral presentation for at least 10 minutes
- Every student will be exposed to recent research findings
- Every student will have additional reading materials besides the main book(s) assigned for the course

Credits and Workload

To meet the requirements of this four credit course, you will spend: 1) three hours in the classroom each week and 2) at least three additional hours per week on readings and other course assignments.

Submitting Assignments

For each assignment, please review the submission guidelines closely--be sure to label and format your document as described on the assignment description and/or rubric. If you submit materials incorrectly (e.g., slipping under my office door), they will not be accepted or graded. Assignments will be docked a letter grade for each day submitted after the deadline (including weekends) except with written medical or emergency excuse.

Tardiness, Attendance, and Make-Up Policy

You may miss two classes without penalty. If you arrive more than 5 minutes late to class, that will count as an absence. Each absence over two will impact your final participation and attendance grades. If an extraordinary

situation (e.g., hospitalization, death of a family member) arises that requires your absence or prevents the submission of an assignment - you *must* communicate with me, by e-mail, as soon as possible to develop a plan.

Assignments and Grade Breakdown

Reference Moodle for detailed descriptions of and rubrics for each assignment. Brief assignment descriptions are included on the next page. You can track your grade below.

Grading Scale

A: 93 – 100	A-: 90 – 92	B+: 87 – 89	B: 83 – 86
B-: 80 – 82	C+: 77 – 79	C: 73 – 76	C-: 70 – 72
D+: 67 – 69	D: 63 – 66	D-: 60 – 62	F: ≤ 59

#	Assignment	Due Date	Poss. Pts.	Actual Pts.	Submission Details
	<i>Total</i>				
1	Weekly Engagement Activity (4; 50 pts each)	--	200		Submit to Moodle. Print and bring to class.
2	Test 1 (Part 1: Beginning and Part 2: Infancy: Forming the Foundations of Life)	R, 9/14	100		Complete on Moodle.
3	Test 2 (Part 3: The Preschool Years and Part 4: The Middle Childhood Years)	R, 10/3	100		Complete on Moodle.
4	Developmental Topic Paper	T, 10/17	100		Complete on Moodle. Print and bring to class.
5	Test 3 (Part 5: Adolescence and Part 6: Early Adulthood)	R, 10/26	100		Complete on Moodle.
6	Developmental Period Presentation (Groups of 3)	R, 11/9	100		Upload YouTube video link to Moodle. Present in class.
7	Test 4 (Part 7: Middle Adulthood and Part 8: Late Adulthood)	T, 11/28	100		10 pages; upload to Moodle.
8	Final Assignment	M, 12/11	200		Complete on Moodle.
--	Attendance		50		
--	Participation		50		
--	Developmental Topics Extra Credit (up to 5, 10 points each)		50		Send a 1 paragraph write-up of a piece of media, news, or event that you attended related to the developmental topics discussed in class.
--	Daily Quiz Extra Credit (up to 5, 10 points each)		50		Submit quiz question on Google Drive (5 pts). Quiz worth 5 points.
--	Total		1100		--

Course Schedule¹

Please note: all assignments MUST be completed by their indicated deadlines or they will not be accepted.

No.	Day	Topic	Assignments Due
1	R, 8/24	Course Orientation + Introduction to Development	<i>Readings:</i> Chapter 1 and Chapter 2 <i>Assignment(s):</i> None. *set-up GroupMe for class
2	T, 8/29	Birth and the Newborn Infant	<i>Readings:</i> Chapter 3; Does Co-Sleeping Make Your Baby Sleep Longer <i>Assignment(s):</i> 1a - Part 1: Weekly Engagement Activity (Course Expectations + Syllabus Quiz)
3	R, 8/31	Physical Development in Infancy	<i>Readings:</i> Chapter 4; Bed-Sharing (Blair, Sidebotham, Pease, & Fleming, 2014); Mother Infant Bed Share (Ward, 2015) (Moodle) <i>Assignment(s):</i> None.
4	T, 9/5	Cognitive Development in Infancy	<i>Readings:</i> Chapter 5 <i>Assignment(s):</i> None.
5	R, 9/7	Social and Personality Development in Infancy Bringing it Together/Applied Developmental Parts 1 and 2: <i>Toddler Observation</i>	<i>Readings:</i> Chapter 6; Milestone Chart (13 to 18 months) <i>Assignment(s):</i> 1a - Part 2: Weekly Engagement Activity (Pop Science Mythbusters 1)
6	R, 9/14	Test 1	<i>Readings:</i> None. <i>Assignment(s):</i> 2: Test 1 (Part 1: Beginning + Part 2: Infancy: Forming the Foundations of Life)
7	T, 9/19	Physical and Cognitive Development in the Preschool Years	<i>Readings:</i> Chapter 7 <i>Assignments:</i> None.
8	R, 9/21	Social and Personality Development in the Preschool Years	<i>Readings:</i> Chapter 8; Dear Gay Community ; In the Best Interest of the Silenced Child (Hosking & Ripper, 2012) (Moodle) <i>Assignment(s):</i> None.
9	T, 9/26	Physical and Cognitive Development in Middle Childhood	<i>Readings:</i> Chapter 9

¹ I will do my best to keep the electronic version of our syllabus up-to-date and follow it in our class sessions, but may make changes.

			<i>Assignment(s)</i> : 1b: Weekly Engagement Activity (Parts 3 and 4)
10	R, 9/28	Social and Personality Development in Middle Childhood	<i>Readings</i> : Chapter 10; Is video game violence bad? <i>Assignment(s)</i> : None.
11	T, 10/3	Test 2	<i>Readings</i> : None. <i>Assignment(s)</i> : 3: Test 2 (Part 3: The Preschool + Part 4: The Middle Childhood Years)
12	R, 10/5	Physical and Cognitive Development in Adolescence	<i>Readings</i> : Chapter 11; NIH Alcohol Alert (Moodle) <i>Assignment(s)</i> : None.
13	T, 10/10	Social and Personality Development in Adolescence Guest Lecture: Amy Sade Salter (Ethnic Identity + Mentoring)	<i>Readings</i> : Chapter 12; Parental Supervised Drinking (Moodle) <i>Assignment(s)</i> : None.
Thursday, October 12th - Fall Break - No Classes			
14	T, 10/17	Physical and Cognitive Development in Early Adulthood	<i>Readings</i> : Chapter 13 <i>Assignment(s)</i> : 4: Developmental Topic Paper <i>In Class</i> : Daily Quiz 1
15	R, 10/19	Social and Personality Development in Early Adulthood Bringing it Together: Part 5 and 6/Applied Developmental	<i>Readings</i> : Chapter 14 <i>Assignment(s)</i> : 1c: Weekly Engagement Activity (Part 5 and 6) <i>In Class</i> : Daily Quiz 2
16	T, 10/24	Physical and Cognitive and Social and Personality Development in Middle Adulthood	<i>Readings</i> : Chapter 15 <i>Assignment(s)</i> : None. <i>In Class</i> : Daily Quiz 3
17	R, 10/26	Test 3	<i>Readings</i> : None. <i>Assignment(s)</i> : 5: Test 3 (Part 5: Adolescence and Part 6: Early Adulthood) - Online
18	T, 10/31	Physical and Cognitive Development in Late Adulthood	<i>Readings</i> : Chapter 16 <i>Assignment(s)</i> : None. <i>In Class</i> : Daily Quiz 4

19	R, 11/2	Social and Personality Development in Late Adulthood	<i>Readings:</i> Chapter 18 <i>Assignment(s):</i> None. <i>In Class:</i> Daily Quiz 5
20	T, 11/7	No In-Person Class - Workday (Presidential Interviews) Death and Dying	<i>Readings:</i> Chapter 17 <i>Assignment(s):</i> 1d: Weekly Engagement Activity (Part 7 and 8)
20	R, 11/9	Presentation Day A	<i>Readings:</i> None <i>Assignment(s):</i> 6: Developmental Period Presentation
21	T, 11/14	Presentation Day B	<i>Readings:</i> None <i>Assignment(s):</i> None.
22	R, 11/16	Presentation Day C	<i>Readings:</i> None <i>Assignment(s):</i> None.
23	T, 11/21	Presentation Day D	<i>Readings:</i> None <i>Assignment(s):</i> None.
Thursday, November 23rd - Thanksgiving Break - No Classes			
24	T, 11/28	Test 4 - Take Home	<i>Readings:</i> None <i>Assignment(s):</i> 7: Test 4 (Part 7: Middle Adulthood and Part 8: Late Adulthood)
25	R, 11/30	Developmental Reflection + Wrap-Up - Evaluations	<i>Readings:</i> None <i>Assignment(s):</i> None.
Reading Day: Tuesday, December 5th Exams: Wednesday, December 6th - Monday, December 11th Final Assignment: Due: Monday, December 11th			

Course Expectations and Policies

At the beginning of our course, you will digitally sign a copy of the commitment below -- keep one for your reference. These expectations on policies form the foundation of a bidirectional relationship that we both agree to from the beginning of our work together.

	<i>Your Commitment</i>	<i>My Commitment</i>
<i>Honesty and Integrity</i>	Abide by Agnes Scott policies and uphold standards of honor and integrity in all course-related activities.	Model morality and ethical behaviors. Provide clear expectations about policies related to academic integrity.
<i>Responsible E-Mail Use</i>	Check your e-mail on a regular basis (minimum: ~ every 3 days). Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct title and name (e.g., "Dear Dr. Peifer,"), 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.	Strive to respond in 48 hours to e-mail messages. Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct name, 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.
<i>Proactivity and Communication</i>	Reach out early and often if you have a concern, will not attend class, or will be tardy. Be proactive in addressing issues early in the semester, come to office hours, and share your feedback, needs, or thoughts throughout the semester.	Be available and accessible during class, office hours, and by e-mail. Be responsive, non-reactive, and non-judgmental when you share information. Keep privacy and provide accommodations when needed.
<i>Respect and Openness</i>	Treat peers in class with respect. Work towards inclusive communication, thought, and behavior to create a safe environment for all students. Demonstrate respect for the employees who maintain the space - feel free to eat in class, but ensure that you collect trash and clean up after yourself.	Approach students respectfully. Be self-reflective and humble. Identify when classroom becomes unsafe and respond in a warm, patient way.
<i>Attentiveness to Detail</i>	Review syllabus, assignments, and course-related materials carefully. Submit materials and comport yourself in a way that aligns with the articulated expectations.	Provide and share clearly written guidelines and expectations. Keep students accountable to syllabus, assignment descriptions and rubrics. Be well-organized.

Course Evaluations and Feedback

Your feedback is vital to me as your professor, future students, and the College as a whole. I ask that all students complete evaluations and course surveys. I truly appreciate your time and effort and I will review all feedback provided with care and attention.

Student Resources

I encourage you to take advantage of the various resources available to support your development and success:

- Academic Advising: <http://www.agnesscott.edu/academicadvising>
- The Writing Center: http://writing_center.agnesscott.edu
- The Speaking Center: http://speaking_center.agnesscott.edu
- Counseling and Psychological Services: <http://www.agnesscott.edu/wellnesscenter/caps/index.html>
- McCain Library: <http://library.agnesscott.edu>
- Educational Technology Center: <http://www.agnesscott.edu/its/educational-technology>
- Wellness Center: <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- Academic Catalog: <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- Academic Calendar: <http://www.agnesscott.edu/registrar/academic-calendar.html>
- Registrar: <http://www.agnesscott.edu/registrar/>
- Student Handbook: <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

Statement on Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.

- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.)

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work: *I pledge that I have neither given nor received any unauthorized aid on this assignment.*