**Syllabus: Introduction to Developmental Psychology (PSY 215)**

**Winter Term 2023 CRN 31661**

**Instructor:** Laura Jones, Ph.D.

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***\**** *When you email me, identify your full name, CRN of the course you are attending and course time****.***

**Class Meets:** Our class meets face to face on Thursdays in 210 N Santiam Hall from 11:30-12:50

# Course Description

Explores physical, psychological, emotional, and social development from birth to end of life. Topics include historical foundations, research methodology, and prominent theories/research of each developmental sequence across the lifespan.

# Course Outcomes:

* Describe major facts and theories from the domain of developmental psychology.
* Apply relevant psychological phenomena to everyday relationships and situations.
* Combine and synthesize developmental concepts and theories to draw reasonable conclusions, develop intelligent skepticism, and critically analyze information.
* Develop insight into the self and others' behavior and mental processes as applicable throughout the lifespan.

# When and where do we meet?

This class is a ‘hybrid.’ You will view a prerecorded lecture presentation available on Moodle before we meet face to face once per week (Thursdays 11:30-12:50). In our class meeting, we cover additional course material and do interactive small group work to practice and strengthen comprehension of the concepts. This is an open classroom time and an opportunity to interact with me and other students. View your recorded lecture and do your assigned reading before we meet - the activities we engage in depend on you having done so. And your classmates are depending on you. There is information in the class that will be covered in the Knowledge Checks so not attending will compromise your performance in the class.

**How to avoid getting dropped.** You must access Moodle before 9am on Friday, 9/30. If you miss the deadlines for any tasks Week 1, I will contact you and we can discuss whether this course is a good fit for you. The last day you can drop this class is on 10/3.

**Precautions for COVID-19 and other contagious viruses.** Our class size is capped at 30. I will be wearing a mask because I am caring for my mom and grandchildren. You decide whether or not you will wear a mask. If you are concerned about close proximity to others, please contact me Week 1 of the term (before our first class) and we can discuss possible solutions.

# Required Materials: 2 Texts

1. Berk, L.E. (2017). *Exploring Lifespan Development (Fourth Edition)* Boston: Pearson

* Through DDA, the eBook is delivered through our Moodle course shell beginning Day 1 of the term. You were charged for the book through a tuition fee. If you’d prefer to buy a paper copy on your own, you are given the opportunity to ‘opt out’ of the eBook before the add/drop deadline (2nd Monday of the term). Access to the eBook will continue beyond the term through VitalSource bookshelf. You must use this (4th) edition to be successful in this class. The text Exploring Lifespan Development has a lot of material. It contains excellent research-based information. If it were up to me, you would read the whole text and I recommend it. With that said, I understand that you need to prioritize your reading. Each week, The *Topics of Focus* on Moodle will help you focus on material that is most prominent in the *Knowledge Checks.*

1. Gawande, A. (2014). *Being Mortal.* *Illness, Medicine and What Matters in the End* (*any edition*). New York: Henry Holt and Company.

* Available at the LBCC bookstore, online or at any major bookseller. Any edition of this text is fine. While you’ll use both texts to provide informational support for your class project, the second text, Being Mortal: Illness, Medicine and What Matters in the End will be an important source. We will hold a ‘book club’ discussion forum each week during which you’ll discuss topics related to the text, in addition to a discussion of book chapters, so it is important to complete your weekly assigned reading before you post your forum response (see Course Calendar at the end of this syllabus). Your *Knowledge Check* will not include material from the Gawande text.

**What you can do to be successful in this class**

I have collected data over several terms and students who have been successful in the class do the following things (in sequential order):

1. **Visit Moodle site each Monday and open the *Weekly Checklist* and *Topics of Focus.*** The *Weekly Checklist* gives you an overview of your assigned text reading, additional readings, and activities due. The *Topics of Focus* guides you to areas of focus in lecture, class, & text reading to prepare for your weekly *Knowledge Check.*

2**. Create specific weekly tasks for yourself related to your** [***Class Project***](https://docs.google.com/document/d/1IbK2rR4rkdCqKStmIX2fMfl0VaWHvAYo/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true)***.*** Your*Class Project* will ask you to create a layout for an end-of-life residential setting with an associated rationale for your plan. Much of what you write in the *Weekly Forum Assignment* can be repurposed in your *Class Project* so finding a way to organize material from your text notes and forum responses early in the term will save you considerable time when you put your project together toward the end of the term.

3. **Open your *Forum Assignment* and read it.** This *Weekly Forum Assignment* is based on discussions from your class texts, with a focus on end-of-life topics.

4. **Do your assigned weekly text reading**, taking notes over material highlighted in the *Topics of Focus.* Many students say that taking notes directly into the *Topics of Focus* document is an efficient way to prepare for the *Knowledge Checks.*

5. **Attend class on Thursdays.** I will divide the curriculum between your prerecorded lecture and face to face time in class.In class, you will learn new material and engage in interactive activities with your classmates to help you learn the concepts & boost your performance in the *Knowledge Checks.*

6. **Take your Knowledge Check.** Take the Knowledge Check *after* attending the Thursday class.

**More tools for Success in this Course**

In a hybrid course, the teacher is a **resource** in the learning process, while you take a more active role in the process.  If you are new to online learning, be aware that you will need to take the initiative to read all documents and materials thoroughly for your own understanding. Self-direction and self-discipline are critical. It is up to you to keep track of deadlines and complete the weekly tasks.The weekly activities are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help.   If you have carefully read course materials and still have a question, use **Question-and-Answer Forum** right away.

**How much time should I expect to spend on this course?**

Hybrid courses take the place of almost lectures and outside class assignments required in a traditional face-to-face class.  Expect to devote about 9-12 hours per week the class.  Set aside specific time each week to work on this class.

**Instructor Responsibilities**

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion and learning. I will:

* Post your current week’s content and assignments.
* Be available to support your learning when requested.
* Be present to teach the class.
* Hold you accountable.

**Student Responsibilities**

* Critically read/analyze assigned information
* Use your LBCC email account to communicate with me and always identify the course CRN when you email me
* Effective/timely participation in class activities.

**Grades** are figured on a straight percentage based on the total number of points possible: A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or below

**Late Assignments**

On-time assignments are an essential element of college success. Please talk to me if you are having difficulty meeting course deadlines and we can work on a solution so that you don’t get behind. I may allow a late assignment if you communicate your need for an extension in advance of the deadline.

**Accessibility Resources**

Contact me during the first week of class if:

1. You have a documented disability and need accommodations.

2. Your instructor needs to know medical information about you.

3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations but have not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.

**Cheating/Plagiarism**

Using someone else’s work as your own or using information without proper citation (plagiarism) can lead to your failing the activity, test, or class. References and in text citations are required when you use outside sources, including internet sources (unless otherwise indicated). Do not directly reproduce material from another source in your weekly assignment or assessment (even if you cite it!). Provide material written in your own words with your original ideas.

**Course Requirements**

Knowledge Checks and forum assignments are available on Monday and must be completed/ submitted on Moodle by the due dates (see Course Calendar). Your coursework is submitted/conducted online via Moodle. Your final grade in this class will be determined by your performance on the following:

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| ***Point Earners*** |
| ***Knowledge Checks.*** *10 open book Knowledge Checks are taken on Moodle. Knowledge Checks*assess your understanding of the course material (see summary of course requirements for more information) and are cumulative\*   * *A cumulative exam is one that tests a student on all of the material since the beginning of the term. The main focus of this type of test is to ensure that students have understood and retained the information they have learned throughout the duration of the course.* |
| [***Project***](https://docs.google.com/document/d/1IbK2rR4rkdCqKStmIX2fMfl0VaWHvAYo/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true)***:*** This project will draw on your reading of the text Being Mortal: Medicine and What Matters in the End and the Berk text (you will need to read chapters 17-19 in the Berk text ahead of your project due date – see course calendar) and our related class discussions via the forum. Late projects are not accepted. |
| [***Discussion Forum Activity***](https://docs.google.com/document/d/1bTpSNbXtYZi8_c0O2yWavQ8yqLbFKPtX/edit)*:* You will participate in discussion forums about topics related to the text, Being Mortal (Gawande) and, later in the term, your Berk text.   For full credit, you will respond and reply to at least 1 other classmate’s post. Your post should reflect integration of scientific text based or other credible information to support your perspective. This information can come from course lecture content and/or your reading, and/or the posted video/reading, and/or outside information. It is important to [cite your source and provide a reference](https://docs.google.com/document/d/1S7Uucgb3K5DYPUSqt6cuwGoS8CPQyh2q0h_zcZ03xg8/edit).  **Posts without supportive information a citation, and a reference will lose ‘quality’ points.**  Response = 4 pts.  \*For ‘quality’ points, support your perspective with specific information from either of the texts. You can also bring in credible outside sources. Any supportive information must have a citation and a reference  Replied to classmate=3 pts.  Quality will affect score!  Post sufficient = add up to 3 quality pts. |

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| **Summary of Course Requirements (Point Earners)** | | | | |
| **Point Earner** | **Summary** | **Max points per unit** | **Units** | **Max Total** | |
| **Forum Discussion**  **Activity** | Weekly response and reply to a class member’s post. | 10 | 10 | 100 | |
| **Project\*** | [See guidelines and grading rubric](https://docs.google.com/document/d/1IbK2rR4rkdCqKStmIX2fMfl0VaWHvAYo/edit?usp=sharing&ouid=118000335862117971344&rtpof=true&sd=true) | 75 | 1 | 75 | |
| **Weekly Knowledge Checks** over the text reading, and related class material (recorded lecture and class meeting). | Item # varies. Item types include multiple choice (1 pt.), multiple choice with more than 1 option (2 pts.), matching (3 pts.) and true/false (1 pt.). Assesses knowledge gained up to the current week (cumulative) with more emphasis on the current week. | 25 | 10 | 250 | |
| **Total Possible Points** 425 | | | | | |

\* *Read the final Berk chapters (17-19) before your project is due; you’ll draw from this material for your project. Your knowledge of Berk chapters 17-19 will be featured on your Week 10 Knowledge Check.*

**Final grading period**

I shut down Moodle and all associated activities for grading noon on Thursday, Week 11. *No course materials can be accepted after 5pm on Tuesday finals week under any circumstances.* Be sure to check your gradebook between 5 pm on Tuesday and noon on Thursday during finals week.

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| Course calendar | | | |
| Week | **Reading Chapters** | **Due each Thursday before 9 am** (date below) | *Point earners* ***due each Monday before 9 am***  *(Dates below)* |
| 1  1/9 | Berk: 1  Gawande: 1 | ***Thursday, 1/12***  Weekly  forum response | **1/16**  Knowledge Check (Berk 1)  Weekly Forum (reply to classmate) |
| 2  1/16 | Berk: 2 & 3  Gawande: 2 & 3 | ***Thursday, 1/19***  Weekly  forum response | ***1/23***  Knowledge Check (Berk 2 & 3) & related course material  Weekly Forum (reply to classmate) |
| 3  1/23 | Berk: 4, 5  Gawande: 4 & 5 | ***Thursday, 1/26***  Weekly  forum response | ***1/30***  Knowledge Check (Berk 4 & 5) & related course material  Weekly Forum (reply to classmate) |
| 4  1/30 | Berk: 6, 7  Gawande: 6 | ***Thursday 2/2***  Weekly  forum response | ***2/6***  Knowledge Check (Berk 6 & 7) & related course material  Weekly Forum (reply to classmate) |
| 5  2/6 | Berk: 7, 8  Gawande: 7 | ***Thursday 2/9***  Weekly  forum response | ***2/13***  Knowledge Check (Berk 7 & 8) & related course material  Weekly Forum (reply to classmate) |
| 6  2/13 | Berk: 9, 10  Gawande: 8  Berk: 17\* | ***Thursday 2/16***  Weekly  forum response | ***2/20***  Knowledge Check (Berk 9 and 10) & related course material  Weekly Forum (reply to classmate) |
| 7  2/20 | Berk: 11, 12  Gawande: Epilogue    Berk: 18\* | ***Thursday 2/23***  Weekly  forum response | ***2/27***  Knowledge Check (Berk 11 & 12) & related course material  Weekly Forum (reply to classmate) |
| 8  2/27 | Berk: 13, 14    Berk 19\* | ***Thursday 3/2***  Weekly  forum response | ***3/6***  Knowledge Check (Berk 13 & 14) & related course material  Weekly Forum (reply to classmate)  **Project due** |
| 9  3/6 | Berk: 15, 16 | ***Thursday 3/9***  Weekly  forum response | ***3/13***  Knowledge Check (Berk 15 & 16) & related course material  Weekly Forum (reply to classmate) |
| 10  3/13 | Berk: 17-19 | ***Thursday 3/16***  Weekly  forum response | ***3/20***  Knowledge Check (Berk 17-19) & related course material  Weekly Forum (reply to classmate) |
| 11 | *Option to retake or make up one missed Knowledge Check (you must note your preference before 9am on Monday 3/13 if you want this option. Please wait for my email with a link to the form to make your request. If you have taken all Knowledge Checks, and don’t wish to retake one, this is a ‘free’ week.* | | |

*\*These are suggested dates. Read the Berk chapters focused on older adulthood and end of life as early as possible in the term to help you prepare for your class project. You’ll be tested on the material (chapters 17-19) Week 10.*