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

[**Online Asynchronous**](https://docs.google.com/document/d/1UQuyaOMat1cYxj-Ev-mOc_LeWPnYpey-8vy39MgMVsQ/edit) **Fall Term 2023 CRN 26537**

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

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***\**** *When you email me, identify your full name, course you are attending and course registration number (CRN – see above)****.***

# 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.

# Office Hours

Mondays and Tuesdays [by appointment](https://calendar.app.google/GzGLTbU8yjybBGXZ6) via Zoom.

# When and where do we meet?

No specified class times. This is an ["online asynchronous" class, meaning that you do not participate in live class sessions.](https://docs.google.com/document/d/1UQuyaOMat1cYxj-Ev-mOc_LeWPnYpey-8vy39MgMVsQ/edit) Though you have due dates for weekly assignments, you engage in the prerecorded weekly recorded slide presentation at a time convenient to you. Create your own schedule to complete the lecture presentation, Knowledge Checks, readings, and assignments by the weekly deadlines.

# How to avoid getting dropped.

# You must access our Moodle site before 9am on Friday, 9/29 to remain in the class. If you miss 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 10/2.

### **Course Access**

Moodle. *All LBCC students have a Moodle account. Access with Single Sign-On ID and password.* [*How to get started with Moodle*](https://www.linnbenton.edu/staff-resources/college-services/information-services/services/elearning/current-elearning-students.php)*.* LBCC will enroll you in the Moodle site for this course during the 1st week of classes. You will access the syllabus, your grades, Knowledge Checks, and the assignment activities on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [eLearning center](https://www.linnbenton.edu/staff-resources/faculty/learning-innovation-center/eLearning/support_services.php) if you have questions related to using Moodle. For information on how to use Moodle, check out this site. Alternatively, you can [visit the Student Helpdesk](https://www.linnbenton.edu/student-services/library-tutoring-testing/library/help-desk.php).

# 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 are the assignment due dates?**

See course calendar in this syllabus for an outline of the course, including point earners and due dates.

# 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 the 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. **View the prerecorded lecture** located in the *Slide Presentation Lecture and associated readings* folder. Again, pay special attention and take notes on the material highlighted in the key areas of focus for the week. Each lecture is about 45-120 minutes, so if you plan to view it in at least 2 sittings, you will ensure that you are focused enough to truly take in the information.

6. **Take your Knowledge Check.** Take the Knowledge Check *after* viewing the prerecorded lecture and doing your text reading (due Mondays by 9am).

7. **Read a groupmate’s assignment response and reply** (due Mondays by 9am).

# More tools for Success in this Course

In an online course, the teacher is a **resource** in the learning process, while you, the student, takes 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 and upload your assignments.The assignments and Knowledge Checks are ways for me to gauge your understanding of the teaching/learning process in which you are participating. I am here to help.  I will respond to your assignments with feedback.   If you have read the course materials and still have a question, use the **Question-and-Answer Forum** right away.

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

Online courses take the place of almost 3 hours of lectures and outside class assignments required in a traditional face-to-face class.  Expect to devote about 9-12 hours per week on the online interactions and other class assignments.  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 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 fall behind. I may allow a late assignment if you communicate your need for an extension in advance of the deadline.

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through [**Accessibility Resources**](https://www.linnbenton.edu/student-services/accessibility/) and would like to use your accommodations in the class, please visit my office hours or email me as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services or call (541) 917-4789.

**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 final grade in this class will be determined by your performance on the following:

**Academic Honesty**

As a college student you will be held to the highest standards regarding academic integrity. Academic dishonesty includes: cheating (the intentional use of unauthorized materials, information, or study aids); fabrication (falsification or invention of any information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); and plagiarism (intentionally or knowingly representing the words or ideas of another person as one's own) or using artificial intelligence (A.I.) such as ChatGPT, Claude, etc. ​​Intellectual honesty is vital to an academic community and for fair evaluation of your work. All work submitted in this course must be your own. Use of A.I. tools, including ChatGPT, are permitted in this course, but only to help brainstorm assignments or to revise existing work you have written. Using A.I. to complete assignments on your behalf is considered plagiarism. Also, be aware of the accuracy or quality of A.I. generated content may not meet the standards of this course, even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing.

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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. |
| [***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. |
| [***Discussion Forum Activity***](https://docs.google.com/document/d/1bTpSNbXtYZi8_c0O2yWavQ8yqLbFKPtX/edit)*:* 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 integrate 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.  **CONFIDENTIALITY:** You may choose to share personal anecdotes about people you know. Protect the confidentiality of others. Refer to them by first initial only (e.g., “T” rather than Thomas). You may also refer to “my sister”, “my uncle”, “my neighbor” or “my friend”. |

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| **Summary of Course Requirements (Point Earners)** | | | | |
| **Point Earner** | **Summary** | **Max points per unit** | **Units** | **Max Total** | |
| **Forum Discussion**  **Activity** | A response to forum questions with information to back your perspective and a citation and reference (if relevant). 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). | Number of items 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.). Items reflect 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**

*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  9/25 | Berk: 1  Gawande: 1 | ***Thursday, 9/28***  Weekly  forum response | **10/2**  Knowledge Check (Berk 1)  Weekly Forum (reply to classmate) |
| 2  10/2 | Berk: 2 & 3  Gawande: 2 & 3 | ***Thursday, 10/5***  Weekly  forum response | ***10/9***  Knowledge Check (Berk 2 & 3) & related course material  Weekly Forum (reply to classmate) |
| 3  10/9 | Berk: 4, 5  Gawande: 4 & 5 | ***Thursday, 10/12***  Weekly  forum response | ***10/16***  Knowledge Check (Berk 4 & 5) & related course material  Weekly Forum (reply to classmate) |
| 4  10/16 | Berk: 6, 7  Gawande: 6 | ***Thursday 10/19***  Weekly  forum response | ***10/23***  Knowledge Check (Berk 6 & 7) & related course material  Weekly Forum (reply to classmate) |
| 5  10/23 | Berk: 7, 8  Gawande: 7 | ***Thursday 10/26***  Weekly  forum response | ***10/30***  Knowledge Check (Berk 7 & 8) & related course material  Weekly Forum (reply to classmate) |
| 6  10/30 | Berk: 9, 10  Gawande: 8  Berk: 17\* | ***Thursday 11/2***  Weekly  forum response | ***11/6***  Knowledge Check (Berk 9 and 10) & related course material  Weekly Forum (reply to classmate) |
| 7  11/6 | Berk: 11, 12  Gawande: Epilogue    Berk: 18\* | ***Thursday 11/9***  Weekly  forum response | ***11/13***  Knowledge Check (Berk 11 & 12) & related course material  Weekly Forum (reply to classmate) |
| 8  11/13 | Berk: 13, 14    Berk 19\* | ***Thursday 11/16***  Weekly  forum response | ***11/20***  Knowledge Check (Berk 13 & 14) & related course material  Weekly Forum (reply to classmate)  **Project due** |
| 9  11/20 | Berk: 15, 16 | ***Thursday 11/23***  Weekly  forum response | ***11/27***  Knowledge Check (Berk 15 & 16) & related course material  Weekly Forum (reply to classmate) |
| 10  11/27 | Berk: 17-19 | ***Thursday 11/30***  Weekly  forum response | ***12/4***  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 11/13 if you want this option. There is a link to the form on our Moodle site to make your request. If you have taken all Knowledge Checks, and don’t wish to retake one, this is a ‘free’ week. Retake/makeup due by 5pm on 12/5.* | | |

*\*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.*