

Introduction to Developmental Psychology

PSY 215 Winter 2015

Sec 01 (31661)

TR 10-11:20am

RCH-216

Sec 02 (30557)

TR 1-2:20pm

IA-231

Instructor: Kristin Gonzalez

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Office Hours: MW 1- 2pm, TR 2:30- 3:30pm

Phone: (541) 917-4549

Required Textbook

Exploring Lifespan Development 3rd Edition (2014). Laura E Berk. Print ISBN-13 978-0-205-95738-5 or eText ISBN-13 9780205958962 [you need the current edition]

LBCC Course Description

(3 credits) Explores physical, psychological, emotional, and social development from birth to death. Topics include: historical foundations; research methodology; and prominent theories/research of each developmental sequence across the lifespan.

Prerequisites

While there are no required prerequisites for this course, the following are **HIGHLY RECOMMENDED**:

- Placement at or above the RD 115 Advanced College Reading and Learning Strategies level.
- Placement at or above the WR 115 Introduction to College Writing level.
- Successful completion of PSY 201 is recommended but not required for this course.

Course Learning Objectives

- **Demonstrate basic knowledge** of major facts and theories from the domain of developmental psychology (e.g., What is Bandura's social learning theory?).
- **Apply this knowledge** to events and situations in everyday life (e.g., How does Bandura's theory explain why children can be influenced by violent media?).
- **Combine and synthesize** this knowledge to draw conclusions (e.g., Based on the results of several research studies, what conclusions can be drawn about the relationship between aggression and exposure to violent media?) and to critically analyze information (e.g., Is the claim in this news story consistent with what I know about psychological processes? What additional information would help me decide?).
- **Personal development.** Ideally, contact with developmental psychological knowledge should: (a) increase your understanding and tolerance of the behavior of other people; (b) create a better understanding of forces that have influenced the person you are and the decisions you have made in the past, are making today, and will make in the future (c) stimulate your curiosity to explain why people become who they are (d) develop intelligent skepticism about accepting unwarranted "truths" -statements made in the media.

Course Learning Outcomes

- Critically analyze the relationships between humans and the natural world.
- Recognize and articulate the interplay between social and/or natural forces and individuals.
- Use analytical and scientific thinking to draw reasonable conclusions.
- Synthesize diverse perspectives and express them in a coherent and applicable manner.

Course Format

This course implements the "flipped classroom" pedagogical approach to learning. I do not lecture the book to you in class. You will be held accountable for reading the textbook outside of class and reviewing book specific lecture materials via Moodle that delivers basic information concerning lifespan development. Lectures will consist of *clarification* of text material and non-text material that corresponds with the lecture topic. You will occasionally be given research articles to read outside of class to enrich your knowledge of current psychological methodology and perspectives or asked to participate in online learning exercises via Moodle. Science is a self-correcting process, so it is imperative that you be able to tell fact from selective fact from plain old fiction. To help apply

your understanding of psychological theory you will be writing papers demonstrating your ability to incorporate theory into everyday life. You are required to log into Moodle to obtain important class materials (e.g., syllabi, articles, etc.) and engage in various other course related tasks.

Course Requirements

Exams (42% of grade)

There will be 2 closed book, in-class exams, each worth 21% of your overall grade. I will provide the examination materials, but bring your own pen or pencil. All chapters from the book, unique lecture material, discussion topics, research articles, and whatever else comes up during class will be fair game on the exams. While I do not promise to give a formal review, if you come to class, you will not go into an exam not knowing what is expected of you.

Scheduled Exam Dates: *Midterm:* Thursday 2/5 *Final:* Tuesday 3/17 (see schedule for time)

My Life Soundtrack (48% of grade)

You are required to turn in a series of 3 writing assignments (16% each) throughout the term; each is part of your *My Life Soundtrack*. You are not being graded on scholarly work and precise use of APA style; instead I want you to focus on the application of class materials to your own life. It is my experience that when I can apply class material to my own life, it means something to me and I understand what my professor is lecturing about. I hope this assignment can do the same for you. A handout will be provided that explains the assignment in more detail.

Paper Due Dates: *Paper 1:* Sunday 1/25 *Paper 2:* Sunday 2/15 *Paper 3:* Sunday 3/8

Participation (10%)

The success of this class is contingent upon your participation; therefore, you need to show up to class. You will either sign in each class or hand in an in-class activity to serve as proof of participation. You get 2 absences without penalty. Each subsequent absence will result in a 1% reduction to your final grade maxing out at 10%. You do not have to notify me when you are absent or provide me with an explanation. Use your absences wisely!

Extra Credit

Before each exam, there will be an extra credit assignment associated with the covered course materials that you may submit via Moodle. Successful completion of the extra credit assignment will add up to 5 bonus points to your total exam grade. Participation is completely optional. There are no make-ups for missed extra credit opportunities.

Grading

Your grade will be a reflection of the quality of work and effort you put into the course. I do not grade on a curve nor strive to have a normal distribution. I sincerely want you to be successful. Despite my hedonistic tendencies, I cannot give you an A because of your awesomeness. Instead, you will have to earn your grade!

Course Grades will be calculated as follows:

Midterm	21%	A= 90-100%
Final	21%	B= 89-80%
Paper 1	16%	C= 79-70%
Paper 2	16%	D= 69-60%
Paper 3	16%	F= ≤ 59%
Participation	10%	
Total Percentage	100%	

Moodle

You are required to use Moodle for this course. This technology has many advantages that will both expedite and enhance your learning experience. If you are not familiar with this technology, it is your responsibility to gain proficiency in order to obtain course materials, submit assignments, and view your grades.

Email

All emails must be sent from your LBCC email account, not your personal/ social email account. You may email me with basic questions or concerns related to the course. You do not need to email me when you miss class unless you are going to miss an exam due to a documented emergency. I will not respond to general "What did I

miss?" questions or questions concerning information and changes discussed in-class. If there is consequential information discussed in class, I will update or post it on Moodle. Do not email me assignments. Send all emails to gonzalk@linnbenton.edu and in the subject line put PSY215, your section number, and any other description. I typically check email Monday- Friday twice a day (am/pm) before 5pm. I do not check email on weekends or holidays. My goal is to reply quickly, but allow up to 2 business days for a response. I encourage and prefer for you to stop by my office (SSH 115) so I can give you an instant response and answer any follow-up/ clarification questions. Do not instant message me on Moodle. Even if it shows I am online, my chat function is turned off and messages forward to my email.

Course Policies

Attendance/Class Participation

Regular and punctual class attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

Make-Ups

There are no make-ups or late assignments accepted for this course. There are no make-up exams except for documented emergencies, school sanctioned travel, or religious holidays. In case of documented emergencies, email me within 24 hours of the missed exam to arrange for a make-up time and location. Otherwise, arrangements should be made prior to the exam date.

Instructor Forms

Please bring any forms or paperwork that requires grade calculations, evaluations, or my signature to me during office hours. I will not fill them out during class. I also ask that you fill out all sections of the form that is not for the instructor ahead of time (e.g., student name, course name, meeting times, etc.).

Exam Policies

All mobile devices should be put away on silent mode during exams. Please use the restroom or take care of any personal business before the exam. Once given, you will not be permitted to leave except for emergency situations. It is also my policy that no exams will be given out after the first person to complete the exam exits the classroom. As always, it is in your best interest to be prepared and on time.

Classroom Behavior

I encourage you to actively participate in class and share your relevant comments, questions, and ideas. However, it is my expectation that you behave as a respectful adult both inside the classroom and online. There is a **ZERO TOLERANCE** policy in my classroom; language and behaviors that are disrespectful of others based on race, ethnicity, sexual orientation, age, gender, religion, ability, class, or size will not be tolerated. This statement serves as your warning. If you engage in this type of behavior, you will be asked to leave my classroom immediately. My goal is for the classroom to be a dynamic learning environment where everyone feels respected and valued as a contributor. In order for this to happen effectively, I also ask that students abide by the following:

- Arrive on-time and be attentive throughout the entire class.
- Do not work on other course work during class.
- No reading newspapers, magazines, or crossword puzzles.
- No sleeping or putting your head on the desk during class.
- Do not begin packing up your belongings before class is dismissed.
- No talking or private conversations during lecture or when someone else is speaking.
- All mobile devices should be put away on slide mode during class. [see Electronic Devices]
- No coming and going from the classroom unless absolutely necessary.

Electronic Devices

I ask that all mobile devices be put away on silent mode during class. In case of an urgent phone call, I ask that you leave the classroom quietly before answering. Do not text or use your devices recreationally during class. It is rude and clearly indicates that you are not focused on the course and learning. You are not allowed to record lectures unless you provide me with your approved accommodations letter. I do not mind if you use electronic

devices for note taking as long as you are staying on task and not instant messaging, using email, writing papers, surfing the web, etc. Again, this falls into the rude category and is distracting to others.

Food, Snacks, and Drinks

You are permitted to bring drinks into the classroom as long as they are in a closed container. Please make sure to clean up after yourself. Do not bring food or snacks to eat during class as this may be disruptive to others.

Changes in Syllabus:

I reserve the right to make changes to the syllabus that are in the best interest of the course. It is your responsibility to keep updated if you are absent. You may retrieve a copy of the updated syllabus at any time on Moodle.

College Policies

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Students with Disabilities: Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

Non-Discrimination Policy: LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws (for further information <http://po.linnbenton.edu/BPsandARs/>) Board Policy P1015.

Drop Policy: If you wish to drop this course for a full refund and without it appearing on your transcript, you must do so by **Monday, January 12, 2015**. The last day to officially withdraw from this course (a 'W' appears on the transcript) is **Sunday, February 22, 2015**.

Incomplete Grades: You **may** be eligible for an 'Incomplete' grade if you have finished **90%** of the class work. If you have an 'Incomplete,' all coursework must be finished by the end of the next term. I can only award an 'A', 'B', 'C', 'D', or 'F' grade. **You must contact me before the end of the term with proper documentation to receive an Incomplete.**

Academic Integrity: Students at Linn-Benton Community College are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty or cheating. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college or copying college software.

Further, academic dishonesty may involve the misuse of electronic devices. Cell phones or other similar wireless electronic devices must not be used during any test, quiz or other student assessment without the prior approval of the instructor/supervising staff member.

An instructor may also issue an “F” for a paper, assignment, test or course. (see Administrative Rule No. C602) Further, an instructor may initiate a complaint through the dispute resolution process as outlined in this document. Students violating the standards of student conduct may be subject to sanctions as outlined in this document.

In very simple terms: IF YOU THINK WHAT YOU ARE DOING COULD BE SHADY, IT PROBABLY IS, SO DON’T DO IT. Do not cheat, do not pass someone else’s work off as your own, if you need to use someone else’s words to express yourself, make sure you give them credit for it.

Introduction to Developmental Psychology Winter 2015 Course Schedule

Day	Date	Topic	Chapter	Other	
T	1/6	Welcome	1- History, Theory, & Research Strategy 2- Biological & Environmental Foundations 3- Prenatal Dev, Birth, & the Newborn Baby 4- Physical Dev in Infancy & Toddlerhood 5- Cognitive Dev in Infancy & Toddlerhood 6- Emotional & Social Dev in Infancy & Toddlerhood 7- Physical & Cognitive Dev in Early Childhood 8- Emotional & Social Dev in Early Childhood 9- Physical & Cognitive Dev in Middle Childhood 10- Emotional & Social Dev in Middle Childhood	Paper 1 Due Sunday 1/25 by 11:59 PM	
R	1/8	What is change?			
T	1/13	Methods Review			
R	1/15	A tour through the in-utero universe & All About BABIES!			
T	1/20				
R	1/22				
T	1/27	The impact of childhood: Our physical selves, friends, family, and figuring out where we belong.		Paper 2 Due Sunday 2/15 by 11:59 PM	
R	1/29				
T	2/3				
R	2/5	Midterm			
T	2/10	So you’re an adult... Now what?! The need to belong, attachment, who we are, who we are to others, and how it all influences life choices.	11- Physical & Cognitive Dev in Adolescence 12- Emotional & Social Dev in Adolescence 13- Physical & Cognitive Dev in Early Adulthood 14- Emotional & Social Dev in Early Adulthood 15- Physical & Cognitive Dev in Middle Adulthood 16- Emotional & Social Dev in Middle Adulthood 17- Physical & Cognitive Dev in Late Adulthood 18- Emotional & Social Dev in Late Adulthood 19- Death, Dying, & Bereavement		
R	2/12				
T	2/17				
R	2/19				
T	2/24				
R	2/26			Communication	Paper 3 Due Sunday 3/8 by 11:59 PM
T	3/3			Endings: A variety special.	
R	3/5				
T	3/10	A lifetime of sex			
R	3/12				
T	3/17	Final Exam Section 1- 9:30-11:20am; Section 2- 2:30-4:20pm			

*****This schedule is subject to change.**