

**PSYCHOLOGY 215-DEVELOPMENTAL PSYCHOLOGY**  
**WINTER 23**  
**COURSE SYLLABUS**

**INSTRUCTOR:**

- **Coty Richardson, Ph.D.**
- E-Mail: [coty.richardson@linnbenton.edu](mailto:coty.richardson@linnbenton.edu)

*\*E-Mail is the best way to communicate with me, identify your full name, course you are attending & course time\**

**OFFICE HOURS:**

- By Appointment via Zoom or Phone, please e-mail me if you would like to set-up a time to meet virtually

**CLASS TIME/LOCATION**

- Monday/Wednesday 12:00-1:20 pm (Virtual/Zoom)

**REQUIRED MATERIALS:**

- Berk, L.E. (2023). *Exploring Lifespan Development (Fourth Edition)* Sage
- Access to Moodle and Zoom

**COURSE DESCRIPTION:**

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.

**COURSE LEARNING OUTCOMES:**

As a result of successfully completing this course, you will:

- 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.

**HOW DOES THIS ONLINE CLASS WORK?**

- Each week, you'll join the class via Zoom and listen to lecture accompanied by a slide presentation with visual, video, and interactive group components.
- Simply engage in the class (either during the scheduled times via Zoom or recorded sessions) complete the in-class activities and complete your weekly tasks.
- Be interactive in discussions and group activities both online and during Zoom lectures.
- Online courses take the place of three hours of lectures and outside class assignments required in a traditional face-to-face class.
- Expect to devote about **10 hours per week on online interactions and other class assignments**. Set aside specific time each week to work on this class.
- This is a **hybrid class and will involve BOTH a virtual lecture and online activities** found in your Moodle course

**HOW TO BEGIN THE COURSE:**

- Complete the following activities by Sunday of Week 1 at 11:59 pm. **It IS your responsibility to withdraw from the class by the last day to Add/Drop (1/17) for financial aid purposes or to avoid being charged for the class:**
  - Enter the [Moodle](#) course shell, read your syllabus, and read the course "Introduction"
  - Complete Week One Assignments
    - Attend the Zoom Lecture on Monday/Wednesday (12:00-1:20), the link is in Moodle
    - Chapter Readings
    - Week One Discussions: Introductions
      - Post an introduction of your yourself in the "Introduction" forum
    - Week One Learning Worksheet
    - Week One Knowledge Check

## INSTRUCTOR RESPONSIBILITIES:

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

- Post your current week's content and assignments.
- Provide feedback in a timely manner.
- Be available to support your learning.
- Present the course material for learning.
- Hold you accountable.

## STUDENT RESPONSIBILITIES:

- Be present in the course by participating in lectures, discussions, and group activities.
- Critically read/analyze assigned information
- Use your LBCC email account to communicate with me, to ask questions, or clarify as needed
- Effective/timely participation in class assignments, activities, quizzes, and exams.
- Be respectful of others

## 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 your own learning.
- **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.
- **Effective time-management is essential** in online classes. Treat it as a scheduled course, and schedule specific days and times to devote to tasks and assignments due each week.
- The assignments, exams and weekly forums 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 carefully read course materials and still have a question, please get in touch with me!

## MOODLE:

All of your course work will be submitted via Moodle. You must be able to upload assignments and take exams on Moodle. It is an expectation for this course that you will use Moodle independently and seek help from the [student helpdesk](#) or [eLearning center](#) if you have questions related to using Moodle.

**Class Slides** are uploaded to Moodle before each Zoom class. These slides do not replace lecture notes. They contain only a brief outline of lecture - not all information covered in class. Moreover, to keep the class flowing naturally, I can only make a guess about how much and what we'll cover in class each day, so the posted slides might not align exactly with the slides you see in class. Rather, the slides are intended as an in-class tool to facilitate group process and to make your note taking easier. It will be very helpful if you print these slides and have them ready when class begins. This will allow you to take more efficient notes.

**COURSE REQUIREMENTS:** Posted Quizzes, Slide Presentation, and Assignments 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:

***Attendance/Participation:*** Although this is a hybrid class with both online and scheduled lecture components, I highly encourage you to actively participate in discussions and lectures. You will earn participation points throughout the week by meeting the weekly discussion requirements. I will randomly select five class dates for participation points.

***Weekly Discussions:*** Experiential activities linked to the current week's topic. Each week you will post in the weekly discussion forum. Participation points are earned by **posting your reply to the discussion question and then replying to two classmates**. You must post your discussion response by 11:59 on Thursday and your peer responses by 11:59 on Sunday of each week. Be sure to read the task at the beginning of the week so that you have time to complete it before the deadline for your response. **Your post should reflect integration of learned material to support your perspective.** This information can come from course lecture content, your reading, the posted video/reading, and/or credible outside information.

**Knowledge Check/Quizzes:** There will be open book quizzes on the **Moodle** site for this course. Item types include true/false, multiple choice, and matching. You have 25 minutes to complete these quizzes each worth 15 points. Quizzes cover your Exploring Lifespan Development text only.

**Weekly Assignments/Research Topics:** One of the main objectives of this course is to learn how to be a wise consumer of psychological research. These assignments will give you practice evaluating and critiquing published research and/or thinking critically about concepts learned in class and how you can apply it to your own life.

**Final Project:** There will be one final project for this course. As you move through the course you will complete weekly knowledge checks and learning worksheets to check your learning and ability to apply developmental psychology concepts. The final project will be a demonstration of your overall understanding of lifespan development.

**Important Note:** All course materials cannot be accepted after 5pm on Tuesday of Finals Week. I shut down Moodle and all associated activities for grading noon on Thursday of finals week.

## **CLASS POLICIES.**

**Preparedness:** Please come to class prepared to discuss the reading assignments. In addition, if you have missed class, you should check the Moodle site for handouts or class activities that may be due.

**Attendance Policy:** All lectures will be delivered via Zoom. They will also be recorded, but it is highly recommended that you participate during class - it increases engagement and the likelihood that you'll understand the material. If you are unable to attend lecture, please let me know ahead of time. **You will get out of the class, what you put in.**

**Courtesy and Classroom Decorum:** Since lecture will be delivered via ZOOM, please use the digital technologies in a way that is not harmful, hurtful, or distracting. I reserve the right to prevent disruption to the learning environment, such as moderating discussion posts and muting individuals on Zoom if necessary. Please be respectful, courteous, accountable, tolerant, kind, and thoughtful to others in class.

**Cheating/Plagiarism:** Using someone else's work as your own or using information or ideas without proper citation (which is called plagiarism) can lead to your failing the assignment, test, or class. Bibliographies and in-text citations are required whenever you use outside sources, including internet sources. Please adhere to APA formatting.

## **COLLEGE POLICIES**

**Students with Disabilities:** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

**Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

**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 17th.**

**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.**

## Summary of Course Requirements

<b>Requirement</b>	<b>Summary</b>	<b>Points Possible per unit</b>	<b>Units</b>	<b>Total</b>
<b>Weekly Learning Worksheets</b>	Experiential activities linked to the current week's topic	10	7	70
<b>Participation</b>	Random in-class activities	10	5	50
<b>Weekly Discussions</b>	Online discussion questions and 2 peer responses (Due Thur/Sun)	15	10	150
<b>Knowledge Checks</b>	Chapter quizzes (Due Sun)	15	9	135
<b>Final Project</b>	Overview of Lifespan Development	100	1	100
<b>Total Possible Points</b>				<b>505</b>

## COURSE CALENDAR

Week	Topic	Weekly Tasks	<i>Assignments Due (Date Listed Below)</i>
<b>1</b> <b>1/9</b>	Course Introduction Foundations of Development (Readings: Chapter 1&2)	<i>1/9-1/15</i> ✓ Zoom Lecture ✓ Introductions ✓ Knowledge Check ✓ Weekly Discussion	<input type="checkbox"/> Moodle: Introduce yourself in the "Introduction" section <input type="checkbox"/> Reading: Chapter 1&2 <input type="checkbox"/> Discussion: Introductions due 1/12 peer responses due 1/15 <input type="checkbox"/> Knowledge Check due 1/15 <input type="checkbox"/> <b>Research Methods Learning Worksheet due 1/15</b>
<b>2</b> <b>1/16</b>	Infancy and Toddlerhood (Readings: Chapter 3 &4)  <b>*NO 1/16 LECTURE*</b>	<i>1/16-1/22</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 3&4 <input type="checkbox"/> Initial discussion response due 1/19 peer responses due 1/22 <input type="checkbox"/> Knowledge Check due 1/22 <input type="checkbox"/> <b>Foundations of Development Worksheet due 1/22</b>
<b>3</b> <b>1/23</b>	Emotional and Cognitive Development: Infancy and Toddlerhood (Readings: Chapter 5&6)	<i>1/23-1/29</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 5&6 <input type="checkbox"/> Initial discussion response due 1/26 peer responses due 1/29 <input type="checkbox"/> Knowledge Check Due by 1/29 <input type="checkbox"/> <b>Cognitive and Emotional Development in Infancy/Toddlerhood Research Topic Review due 1/29</b>
<b>4</b> <b>1/30</b>	Early Childhood (Readings: Chapter 7&8)	<i>1/30-2/5</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 7&8 <input type="checkbox"/> Initial discussion response due 2/2 peer responses due 2/5 <input type="checkbox"/> Knowledge Check Due by 2/5 <input type="checkbox"/> <b>Early Childhood Development Worksheet due 2/5</b>
<b>5</b> <b>2/6</b>	Middle Childhood (Readings: Chapter 9&10)	<i>2/6-2/12</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 9&10 <input type="checkbox"/> Initial discussion response due 2/9 peer responses due 2/12 <input type="checkbox"/> Knowledge Check Due by 2/12 <input type="checkbox"/> <b>Emotional and Cognitive Development in Middle Childhood Worksheet due 2/12</b>
<b>6</b> <b>2/13</b>	Adolescence (Readings: Chapter 11&12)	<i>2/13-2/19</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input checked="" type="checkbox"/> Reading: Chapter 11&12 <input checked="" type="checkbox"/> Initial discussion response due 2/16 peer responses due 2/19 <input checked="" type="checkbox"/> Knowledge Check Due by 11/13 <input checked="" type="checkbox"/> <b>Adolescence Development Worksheet due 2/19</b>
<b>7</b> <b>2/20</b>	Early Adulthood (Readings: Chapter 13&14)	<i>2/20-2/26</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 13&14 <input type="checkbox"/> Initial discussion response due 2/23 peer responses due 2/26 <input type="checkbox"/> Knowledge Check Due by 3/5 <input type="checkbox"/> <b>Early Adulthood Development Worksheet due 2/26</b>
<b>8</b> <b>2/27</b>	Course Catch Up/Introduction of Final Project  <b>*NO M/W LECTURE*</b>	<i>2/27-3/5</i> ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: None <input type="checkbox"/> Initial discussion response due 3/2 peer responses due 3/5 <input type="checkbox"/> <b>Development of Research Question Assignment due 3/5</b>
<b>9</b> <b>3/6</b>	Middle Adulthood (Readings: Chapter 15&16)	<i>3/6-3/12</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 15&16 <input type="checkbox"/> Initial discussion response due 3/9 peer responses due 3/12 <input type="checkbox"/> Knowledge Check Due by 3/12 <input type="checkbox"/> <b>Middle Adulthood Development Worksheet due 3/12</b>
<b>10</b> <b>3/13</b>	Late Adulthood (Readings: Chapter 17&18) Course Wrap-Up	<i>3/13-3/19</i> ✓ Zoom Lecture ✓ Knowledge Check ✓ Weekly Discussion ✓ Weekly Assignment	<input type="checkbox"/> Reading: Chapter 17&18 <input type="checkbox"/> Initial discussion response due 3/16 peer responses due 3/19 <input type="checkbox"/> Knowledge Check Due by 3/19 <input type="checkbox"/> <b>Late Adulthood Development Worksheet due 3/19</b>
<b>11</b>	<b><i>Final Project Due by 5pm on Tuesday 3/21</i></b>		

**Accessibility Resources** aids students who have documented disabilities by:

- Reviewing documentation to confirm eligibility
- Planning reasonable accommodations
- Coordinating services in the classroom
- Providing support i.e. assistive technology, and accommodations
- Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, Accessibility Resources is here to support you: Contact Center for Accessibility Resources Voice: 541-917-4789 Email: [cfar@linnbenton.edu](mailto:cfar@linnbenton.edu)