

PSYCHOLOGY 215N: DEVELOPMENTAL PSYCHOLOGY (CRN 11679/4 credits)
TR 1:00-2:40 (GRV 110)
Winter 2014

PROFESSOR: Dr. Andria Woodell

OFFICE: Modoc 214

OFFICE HOURS: Monday/Wednesday 1:00-3:00; Thursday 9:00-10:00

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TEXT AND MATERIALS:

Required:

- Feldman, Robert S. (2014). Development Across the Lifespan: 7th edition.
ISBN: 9780205940073
- Virtual Child/Life Software:
 - Comes free with new texts
 - Used Books: You can buy access to both programs for \$30 by going directly to the virtual life login. <http://www.myvirtuallife.com/#/login>
- Assigned articles and quizzes posted on Blackboard
- 1 small three ringed notebook or folder. Bring to class daily!

Optional:

Outline of notes available on Blackboard

COURSE DESCRIPTION: Lifespan development is the comprehensive study of human development over the lifespan from prenatal through late adult development. This course focuses on physical, cognitive, and psychosocial changes that occur throughout the human life cycle and emphasizes an interactionist approach to explaining developmental processes and outcomes. Although this course is open to all students, this is an introductory course designed to address the developmental outcomes for nursing students who have taken no previous psychology courses. Students who have had multiple psychology courses are recommended to take 215 without the N prefix. Either course will satisfy the nursing developmental psychology requirement.

This course satisfies the AAOT Social Science and Cultural Literacy requirements.

Social Science Outcome:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Cultural Literacy Outcome:

- Identify and analyze complex practices, values, and beliefs and the cultural and historically meanings of difference.

Course Outcomes:

- Articulate the philosophical bases for the major approaches to psychological inquiry (e.g., behavioral, cognitive, social, physiological) as they relate to developmental psychology.

- Label and explain the different types of empirical methodology used in the investigation of the developmental processes that contribute to behavior throughout the lifespan.
- Analyze the interactions of genetics, prenatal conditions, perinatal events, parenting styles, societal practices and cultural approaches as they influence an individual's phenotype, both behavioral and physical.
- Describe the developmental stages, including cognitive, social and physical, that occur during infancy, middle childhood, adolescence and adulthood. Compare the major theoretical explanations for the importance of each time period in determining later behavior, with consideration of plasticity versus stability.
- Identify the different sources of stressors related to life changes typically encountered and analyze the potential effects of adjustment strategies for the physical and psychological health of young, middle and older adults. Discuss these issues in terms of impact on behavior as well.
- Synthesize and critically evaluate information from various sources, including text, lecture, visual media, original research articles and review articles as they apply to developmental processes. Be able to critically analyze developmental principles through formal writing and in-class discussion.

General Course Information

Class Conduct: You are adult learners paying for college courses. You are expected to be respectful of your professor and of other students by avoiding disruptive behaviors such as texting, talking, surfing the web, wearing heavy perfumes (some students have allergies), or eating noisy/aromatic food (it makes others hungry—including the instructor). Please set phones to silent and if you must take a call, sit next to a door and quietly leave the classroom. If you have to leave early, please let me know at the beginning of class and sit near a door so you can exit with minimum disturbance. Students who leave early without notifying me will lose all participation points for that class day.

Like most institutions, COCC maintains a “Student Rights & Responsibilities” statement which guides students as to their responsibilities (e.g., academic honesty, adherence to campus policies), but also ensures them of their rights (e.g, protection of private information, right to participate in student government). The full document can be found by going to COCC’s home page, clicking on “Current Students”, “Student Life” and on “Policies”. If a student’s behavior becomes excessively distracting and interferes with the learning environment, you will be asked to leave.

Email Policy: I do not check email after 6 p.m. during the weekdays. I do not check email over the weekend. Plan accordingly and do not panic if I do not get back to you during these time periods. I will answer emails as promptly as possible when I am at school.

Grades or other important concerns will not be discussed via email to avoid any miscommunication. I will not discuss grades until a student has read their feedback on an assignment FIRST and has specific questions. I have a zero tolerance policy for aggressive or threatening emails.

Please feel free to send on interesting links you come across. Students are my best resource for current information! I may not be able to look at it right away, but I will get to it eventually and I may even use it as an example or discussion launcher in class.

Attendance Policy/Makeup Policy

You are not required to attend class; however, if you miss class you will be missing points and notes. **I do not supply notes or PowerPoint to students—please do not ask.** It is your

responsibility to get the notes from another classmate or fill out the skeleton outlines found on Blackboard. It is also your responsibility to make up any missed points.

There are no makeups for: Quizzes, Extra Credit, In-Class Activities, Projects or other assignments.

Makeup for participation points: You can earn participation points by attending class daily. If a student misses a normal lecture day, you have the option to make up these points by completing one of the other activities outlined in the engagement notebook. These must be completed by the required deadline. No late submissions are accepted.

Makeup for exams: If you miss an exam, you must notify me BEFORE the test is taken that day (via voicemail, email, etc).

- **First missed exam:** the exam will be given to Testing and Tutoring in the basement of the library. You will have until the next class period to complete your exam. If the exam is not completed at this point, then the grade converts to a 0. You are responsible for your grade! If you are unable to complete the exam in the designated time frame, contact me immediately. If you contact me AFTER the make-up deadline has passed, the grade will remain a 0.
- **If you miss more than one exam and you have excused absences:** the exams will be given to Testing and Tutoring on the morning of **Friday, March 14th**. You have until Testing and Tutoring closes to complete **all** makeup exams or the scores will convert to 0. The exams will be generated by a test bank and they will cover material strictly from the book. The study guides may or may not be beneficial. There are no make-ups for the make-up exams!
- Failure to notify me *before* the test is taken will require documentation for your absence. You must contact me with the documentation before the next class period or the grade is an automatic 0. You will receive an automatic 15% reduction on your exam grade if you provide documentation. No documentation results in a 0. As with the excuse absence policy, you must take the exam by date arranged with professor or the grade becomes a 0.
- **Rescheduling finals:** students who need to reschedule a final are required to submit a petition form (available in the Social Science dept or online) for approval by myself, the dept chair, and the dean of instruction. Not all petitions will be approved. Petitions will be accepted up to a week before your designated final. If you do not follow this policy, you will not be allowed to reschedule.

Campus Policies

- **Americans with Disabilities Statement:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact COCC Disability Office in Boyle Education Center to discuss special needs, 383-7583.
- **COCC Non-Discrimination Policy:** Central Oregon Community College is an affirmative action, equal opportunity institution. It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having

questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 383-7236.

- **Student Insurance:** Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage.
- **Academic Honesty:** Cheating will not be tolerated in this course. If students have cheated on an exam or project, the assignment will be scored a 0. In addition, plagiarized papers will not be graded. If cheating is suspected but definitive proof is not available, I reserve the right to re-administer any examination or assignment in question.
<http://studentlife.cocc.edu/Resources/Policies/Right/default.aspx>
- **Children:** Students are not allowed to bring children to class or leave children outside the classroom in accordance with COCC policies. Material is not always age-appropriate and some students find them distracting. If you are interested in COCC becoming a more family-friendly campus, please contact your ASCOCC representative and let your voice be heard!
- **Counseling: Finally, I am not a clinical psychology and am in no means trained in therapy!** I am happy to help students on advising issues, methods of insuring success in the classroom, and other class-related topics. However, it would be unethical for me to counsel students in more social realms of their lives. COCC, in partnership with a partnership with St. Charles Medical Center, provides free limited counseling to any credit or ABE student. Counselors are available in the CAP Center 20 hours a week to provide brief counseling, which is a solutions-based approach (we do not provide long term therapy but can provide students with referrals). All counseling sessions are confidential between the counselor and the student. Students can make an appointment through the CAP Center (7200). More information is located on the web at cap.cocc.edu under Personal Counseling.

Required Technology

COCC email account: This is my primary means of contact with my students, particularly in emergencies. Check regularly or have it connected with your primary email account so you do not miss any important announcements. "I do not check my email" is not considered a valid excuse for you not knowing about class events.

Virtual Child/Life: Details on how to login to this program are listed on the assignment worksheet

Blackboard: Quizzes, study guides and other important documents are located on Blackboard. To be successful, it is VITAL that you are familiar with Blackboard. If you have never used Blackboard, it is easy to learn. Please speak with me after class so I can give you a quick tutorial.

Login: Student 820#

Initial Password: First and last initials capped + birth date. (e.g., John Smith = JS111295)

If you are unable gain access, contact me immediately or email the cyberadvisor at cyberadvisor@cocc.edu.

COURSE REQUIREMENTS

Not all grades are created equal. Assignments in this class are weighted. Some activities have more impact on your grade than others. Please note the weight of each assignment below. Your current grade

will be posted in Blackboard. It is a student's responsibility to be aware of their performance in the course. See assignment handout for a more in-depth description of each activity.

<u>Possible Points Earned</u>	<u>Grades</u>
<ul style="list-style-type: none"> • Engagement notebooks: 45 <ul style="list-style-type: none"> ○ Fulfills course outcome 6 • Background Quizzes (Policy Quiz/How to Read Journal/Major Reading Quiz): 50 <ul style="list-style-type: none"> ○ No drops. All mandatory. ○ Fulfills course outcome 1,2 and 6 • 4 Article Quizzes: 40 <ul style="list-style-type: none"> ○ Lowest score out of the 5 quizzes dropped. ○ Fulfills course outcome 6 • Written Assignment: 55 <ul style="list-style-type: none"> ○ Fulfills ss outcomes and course outcomes 3,5,6 • 2 Major Exams: 105 each <ul style="list-style-type: none"> ○ Fulfills all outcomes • 1 Cumulative Final: 135 <ul style="list-style-type: none"> ○ Fulfills all outcomes 	<ul style="list-style-type: none"> A 90%-100% B 80%-89% C 70%-79% D 60%-69% F <59%

Note: I am a stickler for deadlines and rules. I do not make a case by case evaluation of grades. It is up to the student to contact me early in the term if they are concerned about their performance so we can discuss how you can improve or ways to work around your life obstacles. If you wait until the week before finals, there will be little I can do for you at that time.

Common Questions/Tips for Success

Where do I find instructions for my assignments? Read the overview of assignments, project instructions or the engagement portfolio instructions on Blackboard.

How do I know when assignments are due? Read the calendar.

How do I study? This is completely up to you. Attending class regularly is a start. I suggest printing off the skeleton outlines on Blackboard and bring to class to take notes. Use the study guides on Blackboard to determine what you should focus on for the exam. Potential chapters and topics are also listed on the calendar. Reading this information ahead of time is helpful for building a foundation. Make friends. Form study groups. Develop time management skills. Put in more than one hour for an exam. The weekly goal sheets are handy tools for helping you organize your time.

Oh no! I missed a deadline for an assignment! What do I do? Complete extra credit.

Oh no! I am *insert unexpected emergency* and it is test day!!! Do not panic. Email me immediately and read the makeup policy.

I emailed you. Why are you not responding? I have probably been in classes/meetings for most of the day or you emailed outside my listed times. However, if I haven't responded to you personally or via email after two days, please remind me.

We just turned in our assignments yesterday. Why isn't it graded? It takes up to a week to grade written assignments.

It sounds like you handed back the assignments, but I don't have a grade. What do I do?

Contact me immediately. I return all assignments back at once. If you are missing a grade, it means that I missed it will working on the papers.

Where is the extra credit? There is a folder in blackboard labeled Extra Credit. The articles are listed along with the worksheet. There is also a link to the lectures.

How do I turn in extra credit? Submit it with the engagement portfolio. See instructions on Blackboard.

I have done well on my exams, but I failed to turn in my assignments. My grade is low. This is unfair. Actually, it isn't. Your quizzes, efolder, project and other activities are about 35% of your grade. You take too many 0s on these projects, your grade will suffer.

Ack! This test/assignment/class is hard! Yes. This is college. It is supposed to be challenging. I have had many students and they have survived. Please do not argue about the test when you submit it or argue about assignments until you see the feedback. At that point, we can discuss where you can improve. If your grade begins to dramatically slide in a more negative direction, see me immediately for suggestions.

I am frustrated, conflicted, drunk or emotional! STEP AWAY FROM THE COMPUTER. SHUT OFF YOUR PHONE. Never email professors, friends, family, bosses or anyone when you are feeling this way. Wait until you are calmer or talk to the individual directly to clear up any misperceptions. You may regret your choice the next day and it is forever in cyberspace.

I am completely lost. Set up a time to visit me during my office hours so we can get you back on track.

TENTATIVE LECTURE SCHEDULE: PSY 215

This is a list of text information we will be elaborating on in class. There are items on the study guide that you will need to learn that will not be addressed in lecture. Refer to the book.

DATE	READING	TOPICS COVERED IN CLASS	ASSIGNMENTS DUE
1-7	Ch1	Introduction/History/Issues	<ul style="list-style-type: none"> All Background Quizzes Available
1-9	Ch2	Prenatal Development/Pregnancy	
1-14		Miracle of Life Video	
1-16	Ch 5,7	Cognitive Development: Piaget (Infancy-Early Childhood)	<ul style="list-style-type: none"> ALL background Quizzes Due <p>Article Quiz 1 Available: Toy Stories: The Psychology of Toys</p>
1-21	Ch 5,7	Cognitive Development: Info processing (I-EC)	
1-23	Ch 6,8	Temperament/attachment	
1-28	Ch 8	Parenting	
1-30	<ul style="list-style-type: none"> EXAM 1: Use study guides to prepare (Bring pencils and fully loaded brain.) Article Quiz 1 Due Engagement Portfolio Due <p>Article Quiz 2 available: Intergenerational Studies of Parenting and the Transfer of Risk from Parent to Child</p>		
2-4	Ch 7	Sex and Gender	
2-6	Ch 9,10	Middle Childhood Cognitive Development: Achievement/Self-Esteem	
2-11	Ch 11	Adolescence and Sexuality	<ul style="list-style-type: none"> Article Quiz 2 Due <p>Article Quiz 3 available: How U.S. Children and Adolescents Spend Time: What It Does (and Doesn't) Tell Us About Their Development</p>
2-13	Ch 11, 12	Teenage Cognition and Social World	
2-18		Video: Teen Dreams	
2-20	<ul style="list-style-type: none"> EXAM 2: Use study guides to prepare (Bring pencils and fully loaded brain.) Virtual Child Due Article Quiz 3 Due <p>Article Quiz 4 available: Social Support, Physiological Processes, and Health</p>		
2-25	Ch 13, 15,17	Adulthood: Lifestyle Choices and Physical/Mental Health	
2-27	Ch 13,15, 17	Stress and coping—Resiliency	<ul style="list-style-type: none"> Article Quiz 4 Due. <p>Article Quiz 5 Available: The</p>

			Effects of Choice and Enhanced Personal Responsibility for the Aged: A Field Experiment in an Institutional Setting
3-4	Ch 11/14/16	Identity Development and Rewarding Careers	
3-6	Ch 14/16	Love and relationships	
3-11	Ch 16/18	Changing roles and aging well	
3-13		Wrap up	<ul style="list-style-type: none"> • Article Quiz 5 Due • Engagement Portfolio Due
<p>FINAL: TUESDAY, MARCH 18th 1:00-3:00</p> <p>Use study guides to prepare</p> <p>Bring pencils and fully loaded brain!</p>			