

| <b>Syllabus for – Online class, Psych 11</b>   |                            |   |
|--|----------------------------|---|
| <b>Semester &amp; Year</b>   | Spring, 2016               |   |
| <b>Course ID and Section #</b>   | Psych 11 V9965             |   |
| <b>Instructor's Name</b>   | Heidi Morgan               |   |
| <b>Day/Time</b>  | 1/16/16-5/13/16            |   |
| <b>Location</b>  | Online: CANVAS             |   |
| <b>Number of Credits/Units</b>   | 3.0                        |   |
| <b>Contact Information</b>   | <i>Office location</i>     | Office location and hours: all communication online.<br>Phone: 707- 995-7916 (please use inbox in CANVAS first, then instructor email: heidi-morgan@redwoods.edu, phone last, thanks) |
|  | <i>Office hours</i>        | Can contact instructor anytime in CANVAS. Instructor generally will respond within 48 hours.  |
|  | <i>Phone number</i>        | 707 995-7916 (please no texting)  |
|  | <i>Email address</i>       | heidi-morgan@redwoods.edu   |
| <b>Textbook Information</b>  | <i>Title &amp; Edition</i> | Exploring Lifespan Development, 2 <sup>nd</sup> edition   |
|  | <i>Author</i>              | Berk, L.  |
|  | <i>ISBN</i>                | 9780205748594   |
| <b>Course Description</b>  |                            |   |
| A course covering the scientific study of human development across the lifespan. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in lifespan development. Topics include biological, cognitive, and psycho-social processes in the context of prenatal, infant, child, adolescent, and adult development.  |                            |   |
| <b>Student Learning Outcomes:</b>  |                            |   |
| (1) Analyze how biological, psychological, and social processes affect human development. (2) Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development. (3) Analyze and/or apply developmental research in writing. (4) Identify and describe classic and contemporary theories and research in lifespan psychology. (5) Identify and describe the techniques and methods used by developmental psychologists to study human development. (6) Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. |                            |   |
| <b>Special Accommodations</b>  |                            |   |
| College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact <a href="#">Disabled Students Programs and Services</a> . Students may make requests for alternative media by contacting DSPS at 707-476-4280.                           |                            |   |
| <b>Academic Support</b>  |                            |   |
| Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a> , for eligible students, with advising, assistance, tutoring, and   |                            |   |

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more.

### **Academic Honesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Emergency Procedures for the Eureka campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an

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emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

### **Lifespan Development Psych 11 – Section V9226 Spring, 2016**

**Instructor:** Heidi Morgan, Ed.D.

**Email:** [heidi-morgan@redwoods.edu](mailto:heidi-morgan@redwoods.edu)

**Office Hours:** Online office hours: You may write to me in the inbox in the course (preferable) or college email and I will respond within 48 hours to email messages. I will generally be available for virtual office hours on Wednesdays: 7-8:00pm **Phone:** 707-995-7916 (please no texting) **Class Website:** <https://redwoods.instructure.com>

**CANVAS online assistance for students:** <http://www.redwoods.edu/online/online.aspx>

**Computer Skills:** Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

**Computer Requirements:** Most computers and internet providers are adequate, however I find google chrome to work well. If you are having difficulty with the CANVAS program, you may want to download a different browser. I would recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 15 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. Please avoid using only portable devices such as cell phones for completing the work in this class. You will need to have access to computer with a fast-paced connection for this course. It is your responsibility to meet the class deadlines.

**Student Success and Commitment:** Time management is a key to success in online classes. Please make sure to read the syllabus carefully and write down all assignment deadlines (quizzes, discussions, paper, etc.) Your commitment will require at least as much time as you dedicate to a traditional class. A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read online lectures and textbook chapters, participate in online activities and watch online videos, participate in online discussions, complete

weekly quizzes, and submit a written exam final paper. Conscientiousness, attention to details, and skills in reading and writing are critical for success.

**Instructor Commitment:** I dedicate as much or more time to this class compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 48 hours. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and emails/messages to students who fall behind. Please check the Announcements link frequently as this is where I will post important information about the course including any changes. If you run into tech problems with taking your quiz, you must notify me at least 2 days prior to the deadline to have it reset, so please take your quizzes early!

**Required Text/Resources:** The class requires the textbook Exploring Lifespan Development, 2<sup>nd</sup> edition, by Laura E. Berk (2010/11), Allyn & Bacon publishing

The **text** (ISBN-13: 978-0-205-74859-4) is available used, or rented from a commercial vendor such as the College of the Redwoods Bookstore, Amazon.com, or Chegg.com. Approximate cost for the text ranges from \$175 to less than \$30, depending on where you buy it. Approximate cost for the text rentals are around \$45 or less. Be sure to order early and have the textbook by the start of class. You may check with the publisher or bookstore to see if there is an **electronic version of the textbook** (ebook) available or check CourseSmart. <http://www.coursesmart.com/0205214363>.

**Additional student study materials:** In your textbook, and also on the Pearson publisher's website, there is a link titled, "My Development lab," for this textbook. Students may purchase this study guide tool, which includes flash cards, practice tests, videos and other support materials. There is a charge from the publisher of \$66.00(approximately) for this guide, so I do not require it for this course. You are more than welcome to purchase the study guide if you wish. There is also a study guide listed at (approximately) \$23.00, again not required for this course, but may be helpful.

Please have access to the text by the first week of class as assignments begin immediately and are due by the end of the week. A copy of the text may be available on two-hour reserve at the LRC on the Eureka campus.

## **Course Content**

**Class Discussions (126 pts possible):** There will be 11 Discussion Questions based on your readings in the textbook or supplemental information. You will receive up to a maximum of 14 points for postings and responses to other peoples' postings (see scoring below). Questions will be open on Sunday am and close on Saturday pm. To achieve full points, students must post by Thursday pm at the latest, and respond to at least two other students. Late postings will lose points. See more detailed instructions in the Discussion Board under "Discussion Rubric." ***This is an important and required part of the class.*** The lowest two scores will be dropped. There are no make-up discussions.

**Primary Post -- 10 points possible --Your primary reply post must:**

- **Respond to all sub-parts of the question** – 5 pts
- **Be posted before 11:59 pm Thursday**, 2 pts; **Friday**, 1 pt; (lose 2 pts if post on Sat.)
- **Meet a minimum word count** of 300-350 words ( at least 3 substantive paragraph,- 2 pts;
- **Demonstrate college-level writing** with correct grammar, spelling, punctuation, and complete sentences – 1 pt.

**Classmate Reply Postings** -- 4 points possible (2 pts for each response) – Each of your **two reply posts** must:

- **React thoughtfully** to the content of a classmate’s primary post. **Reply primarily** to your classmate’s post, not your personal experiences, and ask them a question.
- **Meet** the 100 word minimum length: (one substantive paragraph) (1 pt).
- **Use** correct grammar, spelling, punctuation, and complete sentences. (1pt).

**Chapter Quizzes (280pts possible):** Each chapter will have a quiz consisting of 20 timed multiple- choice items (each worth 1 pt.) based on the week's readings from the textbook. Some weeks will cover more than one chapter. Be sure to review the quiz deadlines and modules. Quizzes are available beginning Sundays the week the chapters are presented and until the deadlines on Saturday at 11:59 pm. Quiz scores are available immediately and correct answers are available after the deadline. You should prepare as you would in a face-to-face class. You are limited to a total of 60 minutes for each quiz. While technically an open-book quiz, you will not have time to search and find all of the answers in the textbook. Use the index to look up concepts to save time. The lowest two chapter quiz scores will be dropped from your final grade. Please try to take your quizzes at least two days before the deadline to avoid missing them. If you have any tech problems, you must notify me at least two days before the deadline. If you have questions about your quiz scores, please write to me in the class inbox, not in the test link, I do not check those, thanks. There are no makeup-quizzes.

**Developmental Research and Theories Final Exam: (30 pts).** This will be a multiple-choice exam covering research theories and topics outlined in the student learning outcomes.

**Developmental Application Paper (50 pts).** This will be a 3-5 page paper applying developmental theories to your life\*. Information on this project will be available in a separate handout within the course assignments link.

Please go to the **Modules Link** for weekly instructions, lectures, videos and assignments. Make sure to write down all Quiz and Discussion deadlines. No late Quizzes or Discussions, no exceptions, sorry, so please take them a couple days early. **Remember, for full points, complete your Discussion posts by Thursdays, even though the final deadline is Saturday, so the class can have a useful discussion.**

| Week | Topic | Quiz & DQ Deadlines |
|------|-------|---------------------|
|------|-------|---------------------|

|    |  |         |
|----|--|---------|
| 1  | Ch. 1: Theory & Research   | 1/23/16 |
| 2  | Ch. 2: Biological Foundations<br>DQ #1   | 1/30/16 |
| 3  | Ch. 3: Prenatal Development<br>DQ #2   | 2/6/16  |
| 4  | Ch. 4: Physical. Development. Infant<br>DQ #3  | 2/13/16 |
| 5  | Ch. 5: Phys. Dev. Infant & Ch 6: Emotional<br>Dev. Infant DQ #4  | 2/20/16 |
| 6  | Ch. 7: Phys. Dev. Early Childhood<br>DQ #5   | 2/27/16 |
| 7  | Ch. 8: Emotional Dev. Early Child<br>DQ #6   | 3/5/16  |
| 8  | Ch. 9: Physical. Dev. Middle. Child<br>No DQ this week.  | 3/12/16 |
| 9  | Ch. 10: Emotional Dev. Middle. Child<br>DQ #7  | 3/26/15 |
| 10 | Ch. 11: Physical. Dev. Adolescence<br>DQ #8  | 4/2/16  |
| 11 | Ch. 12: Emotional Dev. Adolescence<br>Developmental Application paper Due<br>(see assignment link instructions, no DQ) | 4/9/16  |
| 12 | Ch. 13: Physical. Dev. Early Adult & Ch. 14:<br>Emotional Dev. Early Adult<br>DQ #9                                    | 4/16/16 |
| 13 | Ch. 15: Physical. Dev. Mid Adult<br>DQ #10   | 4/23/16 |

|    |  |   |
|----|--|---|
| 14 | Ch. 16: Emotional Dev. Mid Adult<br>No DQ  | 4/30/16   |
| 15 | Ch. 17: Physical. Dev. Late Adult<br>DQ #11  | 5/7/16  |
| 16 | Ch. 18: Emotional Dev. Late Adult & Ch 19:<br>Death, Dying, Bereavement<br>and<br>Final Exam | 5/12/15 (note 2<br>days earlier than<br>previous tests) |
|    |  |   |

**Grading Criteria and Makeup policy:** Please note, there are no makeup assignments for any reasons. However, your two lowest quizzes and Discussions will be dropped and not included in the grading structure.

| Assignment         | Points possible |
|--------------------|-----------------|
| Quizzes (14x20)    | 280             |
| Discussions (9x14) | 126             |
| Research Paper     | 50              |
| Final Exam         | 30              |
| Total              | 486             |

436-486=A

386-435=B

336-385=C

286-335=D

Below 285= F

**Code of Conduct/Academic Integrity:** Please familiarize yourself with the Student Code of Conduct Standards in the college catalogue under campus policies and regulations. It is required that do your own work. All papers, postings, and exams must be completed by you without assistance. Do not use any source except the textbook or instructor's lectures in your discussion posts without proper citation. Please be respectful to your classmates. Be kind and considerate in all of your postings and responses to the discussion forum.

**Students with Disabilities:** This class is designed to accommodate students with disabilities. Please contact me directly with specific concerns. For more information go to the DSPS website at

<http://redwoods.edu/district/dsps/>

*Notes: I will make every effort to follow the standards and schedule of this syllabus, however there may be times when changes are necessary. I will inform the class through the announcement board and/or class email of any changes. Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10<sup>th</sup> week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal. \*Writing about your life might be problematic. If you are a minor, for example, and you write about child abuse, I may be obligated to report to Child Welfare Services. For purposes of the paper, you are free to eliminate any life experiences that may be uncomfortable or painful to discuss. Please take care of yourself. Please contact me directly with any concerns or questions.*





