

| Syllabus for Psych 11, Lifespan Development – Online Course   |                            |   |
|---|----------------------------|---|
| <b>Semester &amp; Year</b>  | Spring, 2017               |   |
| <b>Course ID and Section #</b>  | Psych 11 V2541             |   |
| <b>Instructor's Name</b>  | Heidi Morgan               |   |
| <b>Day/Time</b>   | online                     |   |
| <b>Location</b>   | online                     |   |
| <b>Number of Credits/Units</b>  | 3                          |   |
| <b>Contact Information</b>  | <i>Office location</i>     | online  |
|   | <i>Office hours</i>        | Anytime online  |
|   | <i>Phone number</i>        | n/a   |
|   | <i>Email address</i>       | Heidi-morgan@redwoods.edu                               |
| <b>Textbook Information</b>   | <i>Title &amp; Edition</i> | Exploring Lifespan Development, 3 <sup>rd</sup> edition |
|   | <i>Author</i>              | Berk, Laura   |
|   | <i>ISBN</i>                | 9780205957385   |
| <b>Course Description</b>   |                            |   |
| <p>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.</p>  |                            |   |
| <b>Student Learning Outcomes</b>  |                            |   |
| <ol style="list-style-type: none"> <li>1 Analyze how biological, psychological, and social processes affect human development.</li> <li>2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development.</li> <li>3 Analyze and/or apply developmental research in writing.</li> <li>4 Identify and describe classic and contemporary theories and research in lifespan psychology.</li> <li>5 Identify and describe the techniques and methods used by developmental psychologists to study human development.</li> <li>6 Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.</li> </ol> |                            |   |
| <b>Special Accommodations</b>   |                            |   |
| <p>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.</p>  |                            |   |

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### Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. 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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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 emergency on campus you can receive an alert through your personal email and/or phones at

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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.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

### College of the Redwoods, Online Course

### Psychology 11 Syllabus

### Lifespan Development

**Spring, 2017 2/21-5/4/17 Please note: Short course, fast paced!**

**Dr. Heidi Morgan, Instructor**

Contact information:

All contact with the instructor will be within the online course mail (inbox). Please only use the college email if you have already tried contacting the instructor inside the course and have not received a response: [heidi-morgan@redwoods.edu](mailto:heidi-morgan@redwoods.edu) I generally will respond within 48 hours.

### Course Description:

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

### Required Materials:

- Textbook:
- Exploring Lifespan Development (w/out MyDevLab) Edition: 3rd

**Author:** Berk

**ISBN:** 9780205957385

**Copyright Year:** 2014

**Publisher:** Allyn & Bacon, Incorporated

- May rent or buy or check to see if there is an ebook
- (pricing/purchase information provided by College bookstore. If you purchase a book from an online source, make sure to ask for next day air as you have an assignment the first week and there are no late assignments)

**Internet Access:** You must have high speed internet access to view any videos that are recommended for this course. It is not recommended to take quizzes using any portable devices such as an iphone or tablet.

**Student Learning Outcomes:** The Psychology department supports the following SLO's demonstrated by your scores on quizzes/assignments in the class and/or Discussion responses:

- 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.

### **Course requirements and Steps to be Successful in this course:**

**LOGIN:** Review the online orientation information available on the Orientation and Canvas login site so you understand how to use Canvas. Feel free to use the Help key for assistance.

**Syllabus:** After you login to the class, read and print out this syllabus and write down all quiz deadlines in your calendar. There are no late quizzes accepted for any reason so it is important that you write down deadlines and take your quizzes early.

**Communication:** Go to the announcements link and your inbox and email and read any messages from the instructor. I will be posting important information about the class in either announcements or inbox links and expect students to check in at least once a week. If you have questions, you should write to me in the inbox link.

**Discussion Board:** Go to the Discussion board and find the first posting titled, "Introduction" and introduce yourself to the class. This shows that you are participating in the class and should be completed within the first few days of class (ideally the first day of class). This is where all of your class discussions will take place. There will be 6 questions. Questions will be open for 1 week. In order to earn full points, you must respond to the original question the at least 3 days before the deadline and to two other students by the end of the week. Each question is valued at 14 points.: 10 for the original response and 4 (2 pts each) for a response to two other students. Please review grading rubric in Discussion link for specific instructions. Very brief responses will not receive credit. There are no "make-ups" for missed discussions.

**Important notice!!** If you do not login to the class and introduce yourself by the first week, you may be dropped from the class as a "no show." If you plan on dropping the course, however, it

is the student's responsibility to complete the appropriate steps with admissions and records. Failure to officially drop the course with admissions could result in a failing grade in the class. If you wish to take the class pass/no pass you must submit this request with admissions at the beginning of the course.

**Textbook:** You must have a textbook to successfully complete this course. After you write down the quiz deadlines in your calendar, be sure to read the corresponding chapters in your text and Learning Modules before taking your quizzes. The information for purchasing the textbook is listed on this syllabus and on webadvisor. The textbook is available in the college bookstore. If you choose to order the textbook through a different online source, such as Amazon or others, be sure to ask for next day air shipping as you will need the book for the first quiz. While you may use older editions, I recommend the current edition as quiz questions were developed from that edition and there may be slight variations. To save \$\$, you might also check to see if you can rent the book or order an online version through the college bookstore or the publisher (Pearson publishing).

**Modules:** After you have completed all of the above, you are ready to go to the Modules link. Here you will find the Course instructions, Outline, Objectives, Chapter Summaries, Video and webLinks, and other important class information or activities. Make sure to read course instructions. It is very important that you log into this section as it comprises the "in class" part of the course. Make sure you review all information in the Learning Modules.

You are expected to spend at least 3 hours per week reviewing in class materials and participating in Discussions and quizzes. Most 3 unit college classes require 2 hours for every hour in class of outside study time. Therefore, you should plan on spending at least 9 hours a week on this course. Chapter Modules should be completed before taking each chapter quiz. Make sure to review quiz deadlines to stay on track. Short term classes will require more time per week.

**Assessments/Quizzes:** There are 15 chapter quizzes worth 20 pts each and a final exam covering chapters 18 and 19, worth 40 pts. There is also a brief quiz on the Student Learning Outcomes during finals week. Don't forget to complete this quiz. After you have completed reading your textbook chapters and Learning Modules assignments, you should be ready to take your chapter quiz. Do not take the quiz before reading the chapter. Go to the Quiz link. Quizzes are open for one week and you have 2 hours to take them. (This provides more than 2x the "in class" time generally allowed for tests to accommodate all students) They are worth 20 points each. Make sure you are using a computer with a fast connection. Do not take quizzes with portable devices such as a phone as you may have technical problems. I recommend taking quizzes early in case you run into any technical problems. I can reset your quiz if you write to me at least 2 days early, but if you wait until the last day, I will not be able to help you. Many students wait until the last day to take a quiz and then find they have some computer problems and are unable to take their quiz. Sadly, there are no late quizzes accepted for any reason (including sickness, hospitalization, computer problems, family illness, death (heaven forbid) etc.), so take them early. **There is no extra credit, but your two lowest or missed quizzes are dropped.**

**Make-up policy:** There are no make-up or late exams for any reason, so please do not ask. You can earn up to 84 points (14 pts for each question) for your Discussion responses. If you are concerned about your grade, make sure to complete your Quizzes and Discussions early to avoid missing points.

**Midterm Research Paper:** Students will research developmental stages and apply them to an analysis of their own developmental stages. Detailed instructions in the assignment link.

### **Special Accommodations/Disability Resources:**

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 [Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

**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 generally 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.

### **Grading Criteria:**

13 Chapter Quizzes @ 20 pts each: **260** pts possible (two lowest scores dropped)

Midterm Developmental Research Paper: **40**

Final Exam (on Ch. 18 & 19): **40**

Student Learning Outcomes Quiz: **10** pts

6 Discussion Questions @14 pts each: **84**

Total possible points: **434** pts

Grading as follows:

384-434 = A

334-383 = B

284-333 = C

244-283 = D

Below 243=F

### **Course Outline**

**Please go to the Modules Link for detailed information and assignments. Make sure to write down all Quiz and Discussion deadlines. No late quizzes, no exceptions, sorry, so take them a couple days early. Two lowest quizzes are dropped.**



| <b>Class</b> | <b>Topic</b>  | <b>Quiz Deadline</b> |
|--------------|---|----------------------|
| 1            | Ch. 1: Theory & Research  | 03/1/17              |
| 2            | Ch. 2: Biological Foundations   | 03/8/17              |
| 3            | Ch. 3: Prenatal Dev.  | 03/8/17              |
| 4            | Ch. 4: Phys. Dev. Infant  | 03/22/17             |
| 5            | Ch. 5: Phys. Dev. Infant & Ch 6: Emotional Dev. Infant                              | 03/22/17             |
| 6            | Ch. 7: Phys. Dev. Early Childhood   | 03/29/17             |
| 7            | Ch. 8: Emotional Dev. Early Child   | 03/29/17             |
| 8            | Ch. 9: Phys. Dev. Mid. Child  | 04/5/17              |
| 9            | Ch. 10: Emotional Dev. Mid. Child   | 04/5/17              |
| 10           | Ch. 11: Phys. Dev. Adolescence  | 04/12/17             |
| 11           | Ch. 12: Emotional Dev. Adolescence  | 04/12/17             |
| 12           | Ch. 13: Phys. Dev. Early Adult & Ch. 14: Emotional Dev. Early Adult                 | 04/19/17             |
| 13           | Ch. 15: Phys. Dev. Mid Adult  | 04/19/17             |
| 14           | Ch. 16: Emotional Dev. Mid Adult  | 04/26/17             |
| 15           | Ch. 17: Phys. Dev. Late Adult   | 04/26/17             |
| 16           | Ch. 18: Emotional Dev. Late Adult & Ch. 19: Death, Dying, Bereavement<br>Final Quiz | 05/03/17             |
| 17           | SLO Quiz (Student Learning Outcomes)  | 05/03/17             |
|              |   |                      |

**Midterm Paper Due: 4/4/17**

Discussion Question #1 closes on 03/07 (opening on 02/28).

Discussion Question #2 closes on 03/28 (opening on 03/21).

Discussion Question #3 closes on 04/04 (opening on 03/28).

Discussion Question #4 closes on 04/11 (opening on 04/04).

Discussion Question #5 closes on 04/18 (opening on 04/11).

Discussion Question #6 closes on 04/25 (opening on 04/18).

**Congratulations! I hope you enjoyed the course. Please note: All Lecture notes in the learning modules are from Instructional Resources, Exploring Lifespan Development, 3rd edition, by Laura Berk.**