

Course Syllabus

1. **Course Title and Number: Developmental Psychology Psy 2100-80**
2. **Department Secretary's** Telephone Number and Email Address:
720-2148, browne24@wpunj.edu
3. **Semester offered:** Winter 2012
4. **Faculty: Dr. Torsney**
Phone: 720-3395 **Email is the best way to contact me**
Email: torsneyk@wpunj.edu
Office: Office: 2032 Science—email me for an appointment
5. **Required Text:** Barbara M. Newman, Philip R. Newman. *Development Through Life: A Psychosocial Approach*, 11th Edition, Wadsworth Publishing, Copyright 2012, ISBN-10: 1111344663 ISBN-13: 9781111344665.

You can also get the Ebook or eChapters

http://www.cengage.com/search/productOverview.do?N=16&Ntk=P_EPI&Ntt=8250046181384596992147694181356677949

Additional readings will be posted in your Course Documents section of the Blackboard site,

Some Recommended Reading:

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders*, DSM-IV-TR (4th ed.) Washington, DC: Author.
- Atchley, R.C. (1994). *The social forces and aging: An introduction to social gerontology*. Belmont, CA: Wadsworth Publishing.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ; Prentice-Hall.
- Birren, J. (Ed) (1996). *Encyclopedia of gerontology*. San Diego, CA: Academic Press.
- Birren, J.E. & Bengtson, V.L. (Eds.). (1988). *Emergent theories of aging*. New York: Springer.

- Birren, J., Sloan, R., & Cohen, G. (Eds.) (1992). *Handbook of mental health and aging*, 2nd ed. San Diego, CA: Academic Press.
- Blireszner, R. & Hilkevitch Bedford, V. (Eds.). (1995). *Handbook of aging and the family*. Westport, CT: Greenwood Press.
- Butler, R., Lewis, M., & Sunderland, T. (1998). *Aging and mental health*. Boston: Allyn & Bacon.
- Erikson, E. (1963). *Childhood and Society* (2nd ed). New York: Norton.
- Field, D (Guest Ed.) (1991). Special issue: Personality and aging. *Journal of Gerontology: Psychological Sciences*, 46 (6).
- Gilligan, C. (1982/1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Horne, A. & Kiselica, M. (Eds.). (1999). *Handbook of counseling boys and adolescent males*. Thousand Oaks, CA: Sage.
- Kagan, J. (1984). *The Nature of the Child*. New York; Basic Books.
- Kohlberg, L. (1976). Moral stages and moralization: The cognitive-developmental approach to socialization. In T. Lickona (Ed.), *Moral development and behavior*. New York: Holt, Rinehart & Winston.
- Maddox, G. (Ed.) (1995). *The encyclopedia of aging*, 2nd ed. New York: Springer.
- Piaget, J. (1952b). *The Origins of Intelligence in Children*. New York: international Universities Press.
- Schaie, K.W. (1995). *Intellectual development in adulthood: The Seattle Longitudinal Study*. New York; Cambridge University Press.
- Simpson, J.A. & Rholes, W. (1998). *Attachment theory and close relationships*. New York; Guilford.
- Sperling, M. et al. (Eds.) (1994). *Attachment in adults in clinical and developmental perspectives*. New York: Guilford.
- Troll, L. (Ed.). (1987). *Family issues in current gerontology*. New York: Springer.

Relevant Web Sites:

Blackboard website
bb.wpunj.edu

Text site (has very useful study aids)
<http://www.wadsworth.com>

Administration on Aging
<http://www.aoa.dhhs.gov>

Developmental Psychology Links <http://www.socialpsychology.org/develop.htm>

Early Childhood Educator's and Family Web Corner
<http://users.sgi.net/~cokids>

Internet Mental Health
<http://www.mentalhealth.com>

National Institute on Aging <http://www.nih.gov/nia/>

Relevant journals

Child Development
Developmental Psychology
Journal of Aging and Human Development
Journal of Gerontology
Journal of Marriage and the Family
Journal of Youth and Adolescence
The Gerontologist

6. Course Objectives:

This course examines human development from social, developmental, cognitive, and biological perspectives. It also explores the origins of behavior and influences on thought, emotion, and behavior throughout the lifespan. The prerequisite for the course is Psy 110, General Psychology. Students will learn basic concepts of development through life and will understand theories relating to human development during the lifespan. Finally, students will be able to identify characteristics of normal and pathological development during various stages of life.

*Many students have told me that online courses are much more difficult than traditional courses. A student may miss a class or two during a regular class and not fall too far behind, but in an online course, a student cannot fall behind.

In this course, late assignments will not be accepted. You are responsible for reading the syllabus and knowing the dates of assignments, tests and quizzes. If you do not take the quiz or test by the deadline, you will earn a 0. If you have any difficulties, you have to let

me know immediately. I want to help you and I want to be fair to the class, so you are responsible to letting me know if you have to submit an assignment, quiz or test early.

You must read the syllabus, read your email every day, consult the Blackboard course site every Wednesday morning for the announcement for the week, and check the Bb site throughout the week.

7. Student Learning Outcomes

Since developmental psychology is about how we all develop throughout the lifespan, I think that you will find the course to be very interesting and helpful to your daily life.

Students will be able to:

- a. Effectively express themselves in written and oral form.
- b. Demonstrate the ability to think critically.
- c. Locate and use relevant information.
- d. Comprehend the implication of experimental research, including limitations in interpreting research results.
- e. Demonstrate the ability to integrate knowledge and ideas in a coherent and meaningful manner.
- f. Appreciate different theoretical perspectives.

8. Procedure for this course

I will post assignments, readings, quizzes, and tests on your Bb site each Monday. Please look at the Announcement section, your Course Documents, and the other Bb sections (e.g. Discussion Boards, Links etc.) section each Wednesday.

You have until 11:55pm on the Wednesday of that week to make posts and some assignments are due on different days in the winter. **The dates for the essays, quizzes and tests are in bold in the syllabus.** You are responsible for knowing the deadlines in this syllabus. I will post grading rubrics and examples of work to help you. There is a Discussion Board folder which contains checklists that you should use to make sure that your post is complete. **There is also an example of a good post and your posts should be extremely thorough and insightful.**

The posts should be at least 2 paragraphs with at least 2 thoughtful sentences in each paragraph. Each week's discussion board is worth 1 point, for a total of 15 points for the semester

You will also **need to submit 5 Essays** based on questions in the Assignments section. Each Assignment will say, Essay Question 1,2, etc. You need to submit the 5 Essays in **Microsoft Word format** in the Assignments on the dates indicated in the syllabus.

When you open a test or quiz, do not press “Reload”. During the semester, each student will only have one opportunity to have a quiz or test refreshed. If the test or quiz freezes, it is your responsibility to contact Bb help at the website, bb.wpunj.edu, to resolve the issue so that it does not happen again.

In addition, you will have 2 hours and 15 minutes to complete the tests (there are 2 tests). If you go over the time limit for the exam by more than 2 minutes, 5 points per minute will be deducted from your exam. It is not fair to the class if one person takes more time for an exam than others. You are responsible for ensuring that you complete the exam before the time limit of 2 hours. You cannot take the exam with another student, as taking exams or quizzes or completing coursework without the approval of the instructor is a violation of academic integrity and can be cause of failure of the course.

You cannot procrastinate in an online course, so do the work as soon as possible. You may also experience problems with your computer or Bb and late assignments cannot be accepted, so you need to start the assignment early and contact the Help Staff at bb.wpunj.edu if you encounter difficulties.

There is also a Class Cyber Lounge for you to use to discuss any subjects with your classmates. For all the Discussion Boards, I have enclosed a link about Netiquette and how to be sensitive to others in your posts. Sometimes, posts can come across as harsh because there is no visual cue to tell you that the person is joking or smiling, so please check that link and make sure that you are following those guidelines. Blatantly crude, abusive or harassing posts are not acceptable.

I have included a Class Discussion section so that you can post any questions you have on this board. Please don't email me your questions (unless they are urgent), but post them on this board. Other students may answer your question or you may find the answer in this section.

If you email me, I may be able to get back to you quickly or it may take me a little time to respond to you, depending on the volume of emails I have gotten that week. If you have an urgent concern, please mark your email as urgent. If you have a problem with a test or exam freezing, please email me ASAP, so I can reset it.

I will not comment on every post and you will not receive a letter grade for your posts. You will either get full credit for the post or not, depending on whether it is thorough, comprehensive, thoughtful, creative, and accurate. I will post a rubric for what is required for your posts in the course documents section. During some weeks, you are required to make multiple posts per week. Your posts will require that you read a case study, a web link or an article I have provided or find an article and comment on it

You are also required to complete 6 quizzes and the content for the quiz will be from the material outlined in the syllabus. All quizzes are in multiple choice format and they are

likely to contain many questions that require thorough knowledge of the terms and an ability to apply the concepts in the book. Therefore, **you need to know the material so well that you can quickly think about how to apply the concept. The quizzes are timed and once you open them, you cannot open them again, so be prepared to answer all the questions in the time limit, when you open the quiz.** The 2 exams are in the same format.

Read this syllabus outline now and tell me immediately if you have to submit a quiz or test early. Early quizzes and tests and assignments are given in cases of extreme emergent situations which are documented by evidence (police report, hospital record, obituary etc.). I want to conduct this course with fairness to all students.

9. Topical outline of the course content:

| Date | Topic | Reading |
|--|--|--|
| Week of Dec 26- Jan 2nd | Introduction to course The Development through Life Perspective The Research Process | Chapter 1 Appendix |
| | Psychosocial Theory | Chapter 2 |
| | Major Theories for Understanding Human Development Quiz 1 (Ch 1-2) <u>9AM Fri Dec 28-11:55PM Dec 30th</u> | Chapter 3 |
| | Pregnancy/Prenatal Development | Chapter 4 |
| | Infancy Quiz 2 (Ch 3-4) <u>9AM Mon Dec 31-11:55PM Jan 2nd</u> | Chapter 5 |
| | Toddlerhood Essay #1 Due <u>11:55PM Jan 2nd</u> | Chapter 6 |
| | Week of Jan 2-9 | Early School Age Quiz 3 (Ch 5-6) <u>9AM Wed Jan 2ndth-11:55pm Jan 4th</u> |
| Middle Childhood Essay #2 Due <u>11:55PM Jan 7th</u> | | Chapter 8 |
| Early Adolescence Exam 1 (Chapters 1-8) <u>9AM Fri Jan 4th-11:55PM Jan 6th</u> | | Chapter 9 |

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|----------------------|--|---|------------|
| | Later Adolescence Essay #3 Due | <u>11:55PM Jan 9th</u> | Chapter 10 |
| | Early Adulthood Quiz 4 (Ch 9-10) | <u>9AM Fri Jan 6th-11:55PM Jan 8th</u> | Chapter 11 |
| Week of Jan 9th | Middle Adulthood Essay #4 Due | <u>11:55PM Jan 11th</u> | Chapter 12 |
| | Later Adulthood Quiz 5 (Ch 11-12) | <u>9AM Wed Jan 9th-11:55pm Jun 11th</u> | Chapter 13 |
| | Very Old Age Essay #5 Due | <u>11:55PM Jan 13th</u> | Chapter 14 |
| | Understanding Death, Dying and Grieving Quiz 6 (Ch 13-14) | <u>9AM Fri Jan 11th-11:55PM Jan 13th</u> | Chapter 15 |
| Jan 13 th | Final Exam (Chapters 9-15) | <u>9AM Sun Jan 13th-11:55PM Mon Jan 14th</u> | |

9. Teaching Methods:

The course includes lectures, discussions, presentations, and a critical evaluation of tests and test materials. The teaching method will be structured to allow for a good deal of class discussion, critical thinking and exchange of ideas.

10. Course Expectations:

You are expected to:

- a. Read the syllabus, announcements, course documents and all other Bb materials
- b. Check the announcements each Wednesday and read your email every day**
- c. have read the assigned material for every class.
- d. be responsible for all the information in class, and in the assigned readings.
- e. Complete your assignments on time.
- f. take the courses exams at the assigned time. If you cannot take a scheduled exam, you **must** contact me before it is due. **If you contact me after the quiz, assignment or test, you will earn a 0 for the assignment.** In fairness

- to all class members, no one should have extra time to study for an exam after the exam has been administered.
- g. facilitate the learning process by being sensitive to your fellow classmates.
 - h. check the class Blackboard and complete all assignments, quizzes and test.
 - i. conduct yourself according to the University's Code of Conduct and familiarize yourself with the policy of plagiarism and academic integrity.

Read the chapter to be discussed in class before each class, so that you may share your opinions and experience during class discussion. This course entails a great deal of information and therefore the pace of the class is rapid. Please inform me if you have any problem with the course structure or content.

Examinations are given on the dates in the course outlines. Again, **early quizzes and test are given in only extreme situations which are supported by documented evidence (police report, hospital records, obituary etc.). You are responsible for letting me know that you need an early administration and you must contact me before the due date.**

The University's policy on academic integrity and plagiarism is on the WPU website, http://ww2.wpunj.edu/catalog/undergrad_2001_03/CatalogFront/AcademicRegulations.pdf. You may not be aware of what constitutes cheating, plagiarism and collusion, so please consult that website and ask me if you are not certain of whether something is a violation of the academic integrity policy. **Each of you must write your own posts and take the exam and quizzes alone.**

11. **Grading and other methods for assessing student academic performance:**

Each exam may include multiple choice, short essay, and short answer format. The exams are not cumulative.

The final grade will be calculated as follows:

| | |
|------------------|---------------------------|
| Test 1 | 25% of grade or 25 points |
| Test 2 | 25% of grade or 25 points |
| Online Quizzes | 20% of grade or 20 points |
| Discussion Board | |
| Posts | 15% of grade or 15 points |
| Essays | 15% of grade or 15 points |
| Total grade | 100% or 100 points |

Grading scale

| | |
|----------|----------|
| A=93-100 | C 75-73 |
| A-92-90 | C- 72-70 |
| B+ 89-86 | D+ 69-66 |

B 85-83 D 65-60
B- 82-80 F 59 and below
C+ 79-76

To determine how many points you have on an exam/quiz, divide your score by 5 and you will have your points for that exam. For example, if you earned an 80% on your exam, then you have $80/5=16$ points

You will have 6 online quizzes which are timed. Late quizzes will not receive credit. Please feel free to discuss your situation with me. I understand that emergencies and unavoidable situations occur but I need to conduct this course with a sense of fairness to all students.

Please keep all exams and materials in case you have questions about your final grade.

12. Suggestions about the class:

Please read over the chapter at least twice. Take notes as you read and ask yourself about the terms as well. You need to know the terms in the text very well because many test and quiz questions require you to apply the concepts in the text. You may also try the text quizzes and flash cards. Students have said that quizzing each other and study groups are very helpful and I would be happy to help arrange groups if you wish. You may meet during my office hours or at other times. Please complete all assignments. It may not seem that significant to miss one, but it can make a big difference in your grade. Study the material reviewed in class after each class. Don't wait to review all the material a week before the exam, or worse, a few days before the exam. Please contact me if you have any trouble whatsoever during the semester. I am here to help you!!

13. Support Services:

Please feel free to contact me during the semester.

Academic support services include assistance with peer tutoring, workshops, academic counseling, and study groups. 720-3324

The Writing Center will assist you in improving your writing skills. 720-2633.

The Office of Disability Service can provide assistance as well. 720-2218

Career Development Center . 720-2282

The Counseling Center can also help you with managing the stress of daily life and can provide assistance with emotional issues. 720-2506

