



Developmental Psychology: Across the Lifespan (PSY 207)

Professor Heather Jennings

Office: LA 132 (WW)

Office Phone: 609-570-3450

Email: Jenningh@mccc.edu (email is the preferred method of contact)

Office Hours:

Tuesday 10:00-10:30am and 2:45-3:45pm (WW)

Thursday 10:00-10:30 am and 2:45-3:45pm (WW)

Required Textbook:

Santrock, John W. (2007). *A Topical Approach to Life Span Development* (5th ed.). New York: McGraw Hill publishers.

Helpful Website:

http://highered.mcgraw-hill.com/sites/0073382647/student_view0/index.html

Course Overview:

The purpose of this course is to help you develop an understanding of normal human development. Through this course you will become familiar with the major theoretical perspectives of human development as well as the normal sequence of development. By the end of this course, you have an appreciation for the variety of influences (physical, cognitive, emotional, social, personality, and environmental) on human development – from conception through death.

Upon successful completion of this course, all students should be able to:

- Explain the major theories and issues of human development
- Understand basic human heredity and prenatal development
- Understand physical, cognitive, emotional, and social development from birth through death
- Understand the influence of cultural and society on human development
- Read and evaluate research, understand the scientific method, and apply it to the understanding of human behavior and development
- Observe and analyze human behavior and development
- Use APA format in the writing of papers and assignments

Academic Integrity

The work a student produces must be their own and should result solely from their own efforts. Plagiarism or cheating on any assignment is regarded as an extremely serious academic offense.

Students who violate this policy will receive an “F” for the course. Please refer to the Mercer County Community College Academic Integrity Handbook, or request one from the professor

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations. For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609.570.3422 or urbanb@mccc.edu.

It will be the student’s responsibility to arrange an accommodation. If you are a student with a disability or special need, please advise the professor within the first 2 weeks of the course so appropriate accommodations can be made.

Attendance and Conduct

As college students you choose to be here. You have elected to register for this course and **YOU** will determine your overall experience in this class. Although I do not expect students to attend every class due to demands of life, attendance is very important and required. If you miss class, it is **YOUR RESPONSIBILITY** to get the information you have missed. Do not expect or request the notes to be supplied by me if you did not attend lecture. Attendance and lecture notes are crucial to success in this class.

Without question, students who attend class perform better than those who do not...make sure you get to class. If you are often absent, it should lead you to ask the question, “**Why did I register for this course?**”

You will not hurt my feelings if this class is not for you, but please don’t just disappear- **drop** the class as soon as you realize you don’t want to be here. If you choose to not return without officially dropping the course, you will receive an “F” on your transcript. **I will NOT drop you from the course- YOU must withdraw!**

Texting Policy:

As a student in this class you are expected to maintain college-level etiquette, which includes respectful conduct inside and outside the classroom. Texting or use of phone during this class will not be tolerated by any student, there are NO exceptions. Should any student violate this policy the following penalties will be enforced:

1. The first time you are seen texting in class **20 points** will be taken from your final grade.
2. If you are seen texting a second time **50 points** will be taken from your final grade.
3. If you are seen texting a third time **you will be dropped** from the course.

Attendance Bonus

Students who attend every class will receive a **4 point bonus**. If you miss only one class, you will receive a **2 point bonus**. Lateness is not acceptable from college students; therefore two lates will be equal to one absence. If you arrive to class after I have taken role, it is **YOUR** responsibility to advise me that you arrived late otherwise you will be marked as absent. All

absences without a doctor's note will be considered unexcused. It is at my discretion to add additional points for active participation.

Exams

There will be four 75 point multiple choice exams. The four exams will be based on material covered in lecture and in the text. The lowest exam grade will be dropped and only the three highest exam scores will count towards the final grade. All exams will be administered in the West Windsor Testing class on designated testing periods provided in the course schedule (See below). It is the student's responsibility to take the exam on time. Make-up exams are not an option in this course. You are responsible to take each of the exams during the assigned time period in the ACADEMIC TESTING CENTER (second floor of the Library building, LB 209). You will need your validated MCCC identification card in order to take the exam.

Fall and Spring Semesters		<i>tests collected</i>
Monday – Thursday	9 a.m. - 7:30 p.m.	7:50 p.m.
Friday	9 a.m. - 3 p.m.	3:20 p.m.
Saturday	9 a.m. - 2:30 p.m.	2:50 p.m.
Sunday	Closed	

Be proactive... If you are unhappy with your grades, please come speak with me during the semester. Do not wait until the exam 4 to discuss problems with your grades.

Writing Assignments:

Reflection Journals (60 points):

One of the course objectives is the ability to apply psychological concepts to you own life. In order to encourage you to see the connections, you will be required to submit **six (6) out of eight reflection journals**. Each journal must incorporate your personal opinion/experience and its relation to class material. To reference to material that you are reflecting upon, APA format should be used as you cite information. Keep in mind that this assignment is not a research paper that should be filled with various citations, but a simple reference to the material when appropriate. This will allow you to practice APA style and the synthesis of your thoughts with psychological content.

This reflective journal will be a steadily growing document that you write, to record the progress of your learning. Each of these reflections will be personal expressions of your learning. The process of keeping a record of what you learn is an incentive to keep pushing ahead. By reflecting on what you have learned, you can track the progress you've made. This experience will also allow you, as the learner, to notice the gaps in your knowledge and skills.

Entries in a reflective journal can include:

- Points that you found specifically interesting in your reading, and would like to follow up in more detail.
- Notes from other material you read as a result of the course - whether this was publications cited in class or relevant material that you happened to read.
- How your learning in this course is related to what you're learning in other ways.

- Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.
- Your reflections on this course and how well it is meeting your needs.

Each time you write your reflective journal, think back over everything you've done since the last time. Which sources did you learn most from? Which did you learn least from, and why was that? (Did you know the material already?) Write a paragraph or two about the sources of your new learning.

Instruction for writing assignments:

- Your answers must combine personal experience/opinion and class material.
- In every answer you MUST cite the textbook.
- You must cite these sources in the body of the paper (in-text citation) and in a corresponding reference page.
- The reference page must be its own separate page.
- All sources must be cited using APA format (MLA format is not permitted).
- Each answer must be typed and 1-2 pages (double-spaced, 12-point font, 1-inch margins).

REFLECTION QUESTION ANSWERS: EACH WORTH A MAXIMUM OF 10 POINTS	
Quality of Answer	
5 points	Answer nicely addressed question asked incorporated personal opinion and class material (class material supports/justifies personal opinion); Class material discussed accurately
4 points	Answer adequately addressed question asked incorporated personal opinion and class material (class material supports/justifies personal opinion); Flaws in the discussion of class material
3 points	Attempted to answer the question asked but the personal opinion was not adequately explained by class material; Class material discussed accurately
2 points	Attempted to answer the question asked but the personal opinion was not adequately explained by class material; Flaws in the discussion of class material
1 points	Answer addressed the question asked but the personal opinion discussed was not supported/justified by class material
0 points	Answer did not address the question asked
In-Text Citations – References In the Body of the Paper	
3 points	Paraphrased and correctly cited both sources(in APA format)
2 points	Paraphrased both sources but incorrectly cited source(s)
1 point	Directly quoted at least one of the sources but correctly cited both sources (APA format)
0 points	Directly quoted and incorrectly cited at least one of the sources

APA Format – Reference Page	
2 points	Correct APA citation of sources
1 point	Incorrect APA citation; more than one mistake
0 points	No reference page provided

DEATH and DYING ACTIVITY (15 Points)

None of us will get out of this life alive. We will all die, some sooner than later. When you die, how do you want people to remember you? In order to get you thinking about confronting death, you must write two obituaries: one as though you died today, at your present age; the other worded as though you lived through adulthood and died at an old age. Both obituaries must be typed (double-spaced, 12-point font, 1-inch margins). Each obituary should be no longer than half a page. Both obituaries should include information about survivors, place of service or burial, and accomplishments. For ideas, look at the obituaries in the New York Times: <http://www.legacy.com/NYTimes/DeathNotices.asp> Both obituaries are DUE May 4th

- The first obituary should be realistic. Writing this obituary is designed to make you think about the impact you have had on those that know and care about you. You must think about how you will be missed if you died today.
- The second obituary should be idealistic. Writing this obituary is designed to make you anticipate many years of life and how you can live your life to the fullest. You must carefully select the accomplishments you want to include.

<i>DEATH and DYING ACTIVITY – Worth a maximum of 15 points</i>	
15 points	Completed both obituaries; Demonstrated careful reflection about how you will be missed and how you want to be remembered; Included basic obituary information; Followed the directions (typed, each less than half a page)
12 points	Completed both obituaries; Demonstrated careful reflection about how you will be missed and how you want to be remembered ; Had one of the following problems: <ul style="list-style-type: none"> • Didn't include some of the basic obituary information (such as survivors, place of service or burial, accomplishments, etc...) • One or more of the obituaries was too long (over half a page)
10 points	Completed only one of the two obituaries; Demonstrated careful reflection about how you will be missed and how you want to be remembered; Included basic obituary information; Followed the directions (typed, less than half a page)

5 points	Completed both obituaries; Had more than one of the following problems: <ul style="list-style-type: none"> Careful reflection about how you will be missed and how you want to be remembered not evident Didn't include some of the basic obituary information (such as survivors, place of service or burial, accomplishments, etc...) One or more of the obituaries was too long (over half a page)
1 point	Completed only one of the two obituaries; Had one or more of the following problems: <ul style="list-style-type: none"> Careful reflection about how you will be missed and how you want to be remembered not evident Didn't include some of the basic obituary information (such as survivors, place of service or burial, accomplishments, etc...) The obituary was too long (over half a page)
0 points	Obituaries not typed

Late Assignments

All assignments and exams must be completed by the due date listed below in the course schedule. If you miss a due date please do not attempt to submit the assignment, I will not accept late papers. However, you may submit ONE late assignment during the course. The ONE late assignment MUST be submitted with a "late pass" (attached below). This late pass will allow a ONE day extension...not one class...one day only. So for example, if the assignment is due on October 1st, you can submit the assignment on October 2nd without penalty. Once the one day extension has passed the assignment will not be accepted. Therefore, if you want to earn extra credit in this course YOU MUST PLAN AHEAD

Extra Credit Opportunities

Students will have the option of submitting an additional one page, type-written journal summary paper (Instructions included at the end of the syllabus). This paper can be submitted at any time during the semester however, it MUST be submitted by May 5th. This paper will be worth 10 extra credit points.

To encourage good study habits, I will give 4 extra credit points per exam to students who make flash cards of the chapter material. It may not sound like much, but that adds up to 12 extra credits points which will be added to your overall final points. Take advantage of this opportunity!

Course Grading

Your final grade for this class will be calculated on a point system. Your grade will be based on exam totals for a **total of 300 possible points for the course.**

Use the space below to keep track of your cumulative points from the exams, paper, writing assignments and extra credit.

Keep track of your points!

EXAM 1 _____/75 pts.
 EXAM 2 _____/75 pts.
 EXAM 3 _____/75 pts.
 EXAM 4 _____/75 pts.

REFLECTION 1 _____ pts.
 REFLECTION 2 _____ pts.
 REFLECTION 3 _____ pts.
 REFLECTION 4 _____ pts.
 REFLECTION 5 _____ pts.
 REFLECTION 6 _____ pts.


Required Assignments	Possible Points	Earned Points
Exam 1	75	
Exam 2	75	
Exam 3	75	
Total Reflection Journals	60	
Obituary Assignment	15	
Extra Credit Assignments	Possible Points	Earned Points
Total Flashcards	4-12	
Journal Article Review	10	
Attendance Bonus	2-4	
Total Points:	300	Total Earned Points:

The final grades can be computed as follows:

<u>Points</u>	<u>Letter Grade</u>	<u>Percentage</u>
279 +	A	93%
270	A-	90%
261	B+	87%
249	B	83%
240	B-	80%
231	C+	77%
210	C	70%
180	D	60%
Below 180	F	

I sincerely hope that you find this subject to be interesting and enjoy this psychology course. It is my goal for each of you to successfully learn in this class, as well as, think critically about issues related to Developmental Psychology. Please feel free to contact me at any time during the semester in class, during office hours, by phone or email with any questions.

Course Schedule

January 25 th		Introduction to Developmental Psychology
January 27 th	NO CLASS	Review class syllabus and start reading Ch.1
February 1 st	Ch. 1 & 2	Introduction and Biological Beginnings
February 3 rd	Ch. 2	Biological Beginnings
February 8 th	Ch. 2 & 3	Biological Beginnings and Physical Development
February 10 th	Ch. 3	Physical Development
February 15 th	Ch. 4	Health
February 17 th	Ch. 5	Motor, Sensory, & Perceptual Development
February 22 nd	Ch. 5	Motor, Sensory, & Perceptual Development
Exam 1 (Ch. 2, 3, 4, and 5) available in the testing center Thursday 2/24-Thursday 3/3		
February 24 th	Ch. 6	Cognitive Developmental Approaches
March 1 st	Ch. 6	Cognitive Developmental Approaches
March 3 rd	Ch. 6	Cognitive Developmental Approaches
March 8 th	Ch. 7	Information Processing
March 10 th	Ch. 7	Information Processing
March 14-20 th	Spring Break	NO CLASSES! 
March 22 nd	Ch. 8	Intelligence
March 24 th	Ch. 8	Intelligence
March 29 th	Ch. 9	Language Development
March 31 st	Ch. 9	Language Development
Exam 2 (Ch. 6, 7, 8, & 9) available in the testing center: Thursday 3/31-Thursday 4/7		
April 5 th	Ch. 10	Emotional Development
April 7 th	Ch. 10	Emotional Development
April 12 th	Ch. 10	Emotional Development
April 14 th	Ch.11	The Self, Identity and Personality
April 19 th	Ch. 11	The Self, Identity and Personality
April 21 st	Ch. 12	Gender and Sexuality
April 26 th	Ch. 12	Gender and Sexuality
Exam 3 (Ch. 10, 11 and 12) available in the testing center: Thursday 4/28 – Thursday 5/8		
April 28 th	Ch. 14	Families, Lifestyles and Parenting
May 3 rd	Ch. 14	Families, Lifestyles and Parenting
May 5 th	Ch. 15	Peers and the Socio-cultural World
May 10 th	Ch. 17	Death and Dying
Exam 4 (Ch. 13, 14, and 15) available in the testing center: Tuesday 5/9-Monday 5/14		
May 13 th	Final class meeting!! Return of exam scores and graded assignments.	

Extra Credit Paper
Submission deadline no later than Friday May 6th

INSTRUCTIONS FOR PAPER:

This is an extra credit paper worth 10 points toward your total final grade. Your paper should be a summary of a selected article that you choose from a reputable source related to the topic of behavior. Acceptable sources would include articles of at least 4 pages, but no longer than 12 pages from a scholarly, peer-reviewed journal. The article must be published from 2000 to the present and discuss a topic related to developmental psychology

Your paper must be typed, double-spaced and one page only. The font size should be either 10 or 12 point. You should include your name and section number on the back of the paper only. Please do not submit your paper in a plastic binder or folder.

The title of your article should not be included at the top of the paper or in the body of the paper. The title of the article should only appear in the reference at the bottom of your paper. The first sentence of your paper should include the author of the article you are summarizing and the date of the publication. Examples of how you may start include: As Aronson (2002) discovered that...or Aronson (2002) suggests in his article...or Aronson (2002) states that...found that...etc.

The bottom of your paper should include the reference: author (last name, first initial). If there is more than one author, all the authors must be named in the reference, but not the body of the paper.) The body of the paper can say, Aronson et al. (2002)...). An example of the APA (American Psychological Association) method that your paper should follow to cite your reference, looks like this:

Murray, B. (2000). Teaching students how to learn. *Monitor on Psychology*, Vol. 31 (8), pp. 64-68.

The reference should be single spaced and the second line should be indented.

The summary that you write should not be an opinion paper or personal feelings paper. You need to read an article and then summarize the article in your own words. Try not to use direct quotes. If you do, be sure to follow the APA format for direct quotes, do not copy directly from the article. You will be limited to ONE direct quote ONLY should you elect to do so. Your job will be to rewrite what you read...in other words, paraphrase.

Your paper will be graded on the selection of your article, the content, the organization of your paper, and the clarity and coherence of your writing. Spelling, grammar, punctuation, style, all count in the evaluation.

Grading Criteria:

An “A” level paper will receive 7-10 points:

The student uses a scholarly, peer-reviewed article to summarize that is about 4-12 pages in length on a topic clearly related to psychology. The student makes a copy of the article and reads it several times, making comments in the margin and highlighting important sections of the article. The student has full understanding of the article and captures the essence of the article in a clear and concise one page summary. The student manages to address what the article is about, and if it is about an experiment, the student explains the author's hypothesis and if it was supported. If the student is summarizing an experimental research article, the student relies on the Introduction, Methods, Results and Discussion sections to write the summary. It is not necessary for the student to understand the statistics used in the Results section, but the student must report whether the findings support the hypothesis and what the implications are for the research.

The paper has less than two spelling errors and is grammatically correct, captures the essence of the article and is clearly written. The APA format is followed and the reference is properly cited.

A “B” level paper will receive 4-6 points:

The student selects a topic clearly related to psychology but uses a more readable, less scholarly article to summarize such as Psychology Today, Time Magazine or Newsweek. The student follows the same procedure as above, and writes a clear and concise summary that captures the essence of the article. The paper is grammatically correct, and has more than 4 spelling errors. The student follows APA format and the reference is appropriately cited.

A “C” level paper will receive 1-3 points:

The student submits a paper that meets the requirements of the assignment. The student has done a satisfactory job with the assignment, but the paper is not as clearly written as an “A” or “B” level paper and/or may have cited the reference improperly.

No points will be awarded for a paper that falls below a C level of work.

ONE MORE THING!
What to do if class is cancelled

In the event that class is cancelled you will be required to watch a video on a topic related to a current psychological concept. These are streaming videos can be accessed through **Annenberg CPB Videos**. This website is an archive of streaming videos that are “on demand” so students can watch from any computer with an internet connection.

This is a free service that requires registration before accessing the video archives. Follow the link below to register. If class is cancelled I will send a class-wide email through the MCCC email system to notify students of the cancellation. In this email I will provide the link and/or title of the required video. A class discussion will occur in the following class and this information will appear on the next exam.

http://www.learner.org/view_programs/view.programs.html

And, of course, ENJOY the day off ☺

Please cut and staple the “late pass” to the late assignment
before submission.

PSY 207

“LATE PASS”

Developmental
Psychology

Name: _____

Assignment : _____

Original Assignment Due Date: _____

Date submitted: _____