Psychology 260-3: Introduction to Developmental Psychology

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas and your email for corrections or updates to the syllabus/schedule.

General Course Information

Instructor: Debbie Palmer, Ph.D.
Office: Science Building B303
In-Person Office Hours: Wednesdays 12:45-1:45 PM and Thursdays 3:30 - 4:30 PM and by appointment
Virtual Office Hours: Tuesdays 4-5 pm (See the Online (Virtual) Office Hours link in the "Begin Here" module within the Canvas course site)

Office Telephone: 715-346-3953
E-mail: dpalmer@uwsp.edu; all messages left on the voicemail of the office phone are automatically converted in to email

Course Description: Survey growth and development; physical, perceptual, cognitive, linguistic, emotional, and social development; emphasis on human development from conception through adulthood.
Credits: 3 Prerequisite: Psychology 110 GEP: GEP: SS GDR: SS1

Expected Instructor Response Times

o   I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 36 hours, please resend your email.
     ***If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer questions, too.
o   I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
o   I will attempt to grade written work as soon as possible, typically within 5 days. If illness or other unexpected circumstances arise, I will convey that information via Canvas, email.

Textbook & Course Materials

Required Text: *A Topical Approach to Life-Span Development* (8th Edition) by John Santrock, which may be obtained via the UWSP's Bookstore/Text Rental. ISBN# 9780077861995

Recommended Texts & Other Readings: All additional readings and/or

their links are in Canvas, within their respective modules.

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).

- You will also need access to the following tools to participate in this course.

  - o webcam
  - o microphone
  - o printer
  - o a stable internet connection (don't rely on cellular)

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Student Expectations

You will be doing the following:
- communicating via email
- completing basic internet searches
- downloading and uploading documents to Canvas
- reading documents online
- viewing videos online
- participating in online discussions
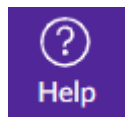- completing practice quizzes and exams online

Technical Assistance

If you need technical assistance at any time or wish to report problems with Canvas, you can:

- Visit with a [Student Technology Tutor](#)

- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)

  - o IT Service Desk Phone: 715-346-4357 (HELP)

  - o IT Service Desk Email: techhelp@uwsp.edu

Canvas Support
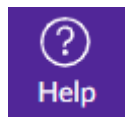
Click on the [Help] in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chatting with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	**Search**ing the **Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the Self-enrolling/paced Canvas training coursehttps://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx

Course Learning Outcomes

1. Students will describe the characteristics of the discipline of lifespan developmental psychology.

2. Students will explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.

3. Students will examine and explain how social, cultural, or political institutions influence individuals or groups.

4. Students will compare and contrast both similarities and differences in human development for different age groups.

5. Students will be able to identify the cognitive development, social development, emotional development, and physical development, which occurs at each life stage.

6. Students will be able to explain the cognitive development, social development, emotional development, and physical development that occurs at each life stage using theoretical principles.

7. Students will be able to apply the course concepts to evaluate real world contexts, and provide solutions based on scientific knowledge.

8. Students will interact as a learning community in a respectful, thoughtful manner that illustrates collaboration.

You will meet the outcomes listed above through a combination of the following activities in this course:

- Reading portions of the textbook and materials from additional sources.

- Reading, viewing, listening to PowerPoint files.

- Viewing videos.

- Completion of homework assignments.

- Completion of practice quizzes.

- Participation in online discussions.

- Writing brief journal entries.

- Taking exams.

- Participation in service-learning in a community agency OR completion of outside assignments (see the subsequent section about these options.).

- The completion of optional extra credit activities.

Service-Learning OR Outside Assignments:

You will do **either** service-learning **OR** outside assignments. View the explanatory video in the "Begin Here" module within the Content section of the Canvas course site. Materials for each option may be viewed in Canvas. For service-learning, information may be found in the "Service-Learning Materials" module and for outside assignments, information may be found in the "Outside Assignments Materials" module.

Service-Learning: You have the *option* of requesting to take part in service-learning that will be completed by providing unpaid and uncompensated work at a local community agency. To decide whether to request to do service-learning, you ought to read through the specific and detailed descriptions of the opportunities at the various agencies posted to the Service-Learning Materials module. You are welcome to request a placement at an organization besides the agencies I have listed in the Canvas course site. Note that some community agencies require a background check for placement (potentially with fingerprints being taken), which takes approximately two weeks to complete. To the best of my current knowledge, it appears the YMCA Great Escape will require their volunteers to pay for the cost of a background check from a company that provides such services ($37.50). Please note also that one agency – Big Brothers and Big Sisters - is unique in that they request a 12-month commitment from their volunteers that will serve as mentors. Only seek to do service-learning at this agency if you are willing and able to make such a commitment. Finally, there are a limited number of placements available at the community agencies.

Once you have submitted a completed a service-learning selection form, please wait for me to communicate with you via email with a response. If you are able to be placed, and wish to accept your placement, then you will submit the completed service-learning agreement form, attend a mandatory orientation meeting led by the agency's personnel, devote a minimum of fifteen volunteer hours of work (unpaid, uncompensated and documented via a time log, *not including* the orientation) to the agency. You will also submit information about your progress electronically. Towards the end of your service, you will submit reflections.

I expect you to complete your service-learning responsibilities in a professional manner. This means you will adhere to standards set forth by the agency regarding dress code and behavior (e.g., punctuality, etc.). Keep in mind you are representing myself as well as UWSP. Any deviations from these expectations may result in a lowering of your course grade or even dismissal from the agency.

Please note that what you communicate with me regarding service-learning may be potentially shared with the appropriate agency staff members.

Service-learning can be used to fulfill your Experiential Learning requirement for the GEP at UWSP. Should you wish to do service-learning and meet this GEP requirement, you must notify me in a timely manner so that the required form is completed by the stated deadline.

Outside Assignments: Students who choose not to participate in service-learning will be required to complete three activities that are designed to connect what is learned in the course to pragmatic, applied topics. The work will involve activities such as evaluation of exposure to potentially positive and negative actions during a pregnancy, identification and a reflection on stereotypes about older adults in popular media, comparing definitions of family across ages.

Topic Outline/Schedule

Important Notes: Please know that I have provided an overall class schedule in the "Begin Here" module within the Canvas course site. In addition, there is a schedule provided for each week within the Modules within the Canvas course site. You can also refer to the overall class schedule for deadlines of certain components of the course, such as Practice Quizzes, etc. I will announce any changes to the schedules via the Canvas course site and email. If you have any questions, please contact me.

Pre-Semester: Introduction to the Course
Module 1: Introduction to the Life-Span Perspective
Week 1: Part 1: 1/22 – 1/27
Week 2: Part 2: 1/28 – 2/3
Module 2: Biological Beginnings
Week 1: Part 1: Genetics: 2/4 – 2/10
Week 2: Part 2: Prenatal Development & Birth: 2/11 -2/17
Module 3: Physical Development & Biological Aging
Week 1: Part 1: 2/18 – 2/24
Week 2: Part 2: 2/25 – 3/3
Module 4: Cognitive Developmental Approaches
Week 1: Part 1: 3/4 – 3/10
Week 2: Part 2: 3/11 – 6 PM 3/15
Module 5: Parenting
Week 1: Part 1: 3/25 – 3/31
Week 2: Part 2: 4/1-4/7
Week 3: Part 3: 4/8 – 4/14
Module 6: Peers and the Sociocultural World
Week 1: Part 1: 4/15 – 4/21
Week 2: Part 2: 4/22 – 4/28
Module 7: Death Dying & Grieving
4/29 – 5/5
Module 8: Review Week
5/6 – 5/10
Finals Week
5/13 – 5/17

Course Grade Calculation: Exams = 20%, Practice Quizzes = 15%,

Homework Assignments = 15%, Online Discussions = 10%, Service-Learning OR Outside Assignments = 30%, Journal Entries & Service-Learning and Outside Assignments Discussions = 10%

EXAMS: 20%

Exam 1:   45 points
Exam 2:   45 points
Exam 3:   45 points
Exam 4:   45 points

All exams consist of a mixture of 30 multiple choice and true/false item questions. Exams #1-#3 are non-cumulative and Exam #4 is cumulative. You have a 2-hour period from the time you begin each exam to complete it before each exam deadline.

I will drop the lowest exam score. I will then add any extra credit (where applicable) to the remaining lowest exam score. It _does not_ matter if the lowest exam score is the final; if it is the lowest exam score, it will be the one dropped. This means you can opt to skip taking any single exam – even the final – and that would be the exam score dropped. You are welcome to take each exam, too. This choice is yours.

PRACTICE QUIZZES: 15%
Practice Quiz 1:   16 points
Practice Quiz 2:   14 points
Practice Quiz 3:   15 points
Practice Quiz 4:   10 points
Practice Quiz 5:   10 points
Practice Quiz 6:   10 points
Practice Quiz 7:   15 points
Practice Quiz 8:   15 points
Practice Quiz 9:   15 points

Two attempts will be permitted for each practice quiz within a 2-hour period from the time you begin each one prior to the deadline. Correct answers will be displayed within 4 days of each deadline.

HOMEWORK ASSIGNMENTS: 15%
Homework Assignment #1:   14 points
Homework Assignment #2:   15 points
Homework Assignment #3:   15 points
Homework Assignment #4:   15 points
Homework Assignment #5:   15 points
Homework Assignment #6:   16 points

Two attempts will be permitted for every Homework Assignment prior to each deadline.

ONLINE DISCUSSIONS: 10%
Introduce Yourself: 5 points
Online Discussion #1:   10 points
Online Discussion #2:   10 points
Online Discussion #3:   10 points

SERVICE-LEARNING <mark>OR</mark> OUTSIDE ASSIGNMENTS

SERVICE-LEARNING
Selection Form: 5 points
Agreement Form: 10 points
Progress Report: 15 points
Reflections: 40 points
Time Sheet: 50 points

OUTSIDE ASSIGNMENTS
Outside Assignment #1: 42 points
Outside Assignment #2: 36 points
Outside Assignment #3: 42 points

JOURNAL ENTRIES & SERVICE-LEARNING AND OUTSIDE ASSIGNMENTS DISCUSSIONS: 10%
Journal Entry #1:   10 points
Journal Entry #2:   10 points
Journal Entry #3:   10 points
Journal Entry #4:   10 points
Journal Entry #5:   10 points
Journal Entry #6:   10 points
Journal Entry #7: 10 points
Journal Entry #8: 15 points
Service-Learning and Outside Assignments Discussion #1: 10 points
Service-Learning and Outside Assignments Discussion #2: 10 points
Service-Learning and Outside Assignments Discussion #3: 10 points

Extra Credit Opportunities: I will offer opportunities for you to earn extra credit this semester. Details about these options are found within the Canvas course site.

Participation
I expect you to participate in all of the required aspects of this course. I will monitor how often you visit the Canvas course site. I expect that you will visit the Canvas course site at least every other day. Individuals with problematic participation levels will be in danger of having a reduction of their course grades, as appropriate.

Course Work
You will submit all work for this course electronically through Canvas, unless otherwise instructed.

Late Work Policy

Be sure to pay close attention to deadlines and exam dates—I will accept no late work without a reason I consider to be legitimate, which typically is supported by documentation. It is best to let me know ahead of a deadline or exam date if you have a legitimate reason for requesting a schedule change- if possible. If contacting me ahead of a deadline is not possible, then contacting me as soon after a deadline

or exam date as you can would be best.

Viewing Grades in Canvas

I will enter the grades for your work in the course within Canvas. I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing. I will attempt to grade written work as soon as possible, typically within 5 days. If illness or other unexpected circumstances arise, I will convey that information via the Canvas course site, email.

Letter Grade Assignment: Below, you will see the UWSP grading scale:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your fellow students and I wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment,

question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.

- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

  Adapted from:

  Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

  Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing me when difficulties arise during the semester so that my colleagues and I can help you find a solution.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes:
(1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. I will permit incomplete grades if compelling circumstances consistent with UWSP policies exist, and if you have completed 80% of the coursework. You must complete all remaining coursework by the end of the next semester. In other words, you must finish the incomplete by the end of the Fall, 2019 semester or the incomplete grade will automatically convert in to an F.

Inform the Disability and Assistive Technology Center Staff and I of any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is your responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located at 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of

sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:
   (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
   (b) Uses unauthorized materials or fabricated data in any academic exercise;
   (c) Forges or falsifies academic documents or records;
   (d) Intentionally impedes or damages the academic work of others;
   (e) Engages in conduct aimed at making false representation of a student's academic performance; or
   (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs
Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Notice of Disclosure Responsibility: Due to Wisconsin laws, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University Instructor, that Instructor is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

Tutoring: All UWSP students can receive individual tutoring assistance arranged via the Mary K. Croft Tutoring and Learning Center here on campus – please visit the website at http://www.uwsp.edu/tlc/Pages/default.aspx for information on their services (and possible fees, when applicable) that are offered.