

Valley City State University
Psychology 250: Developmental Psychology
Spring 2020

Instructor: Dr. Katie Woehl

Phone: 845-7316

E-mail: kathryn.woehl@vcsu.edu

Office: McFarland 321A

Office hours: Mondays, Wednesdays, and Fridays 9-10am or by appointment. I am in my office most of each day so please stop by or e-mail to set up a time that fits your schedule.

Class meeting time: Tuesdays, 2:00-4:30pm

Class meeting room: McFarland 206

Required Text: There is no required text for this course. Instead, you will be asked to read articles from a variety of sources and watch a number of videos to prepare for class each week.

Catalog Description: A survey of the psychology of human lifespan development.

Prerequisite: PSYC 111: Introduction to Psychology

Course Purpose and Goals:

Purpose: This course is designed to provide an overview of human development, including physical, cognitive, and psychosocial perspectives.

Dr. Woehl's Learner Outcomes/Competencies:

- Students will compare and contrast psychological theories of human development.
- Students will describe physical, cognitive, and psychosocial milestones typically seen at each stage of human development.
- Students will discuss current issues related to human development
- Students will investigate the impact of individual differences (e.g., race, sexual orientation, SES) in multiple areas of development.

VCSU Psychology Program Outcomes

The VCSU Psychology Program strives to meet five goals the American Psychological Association has set forth for a comprehensive undergraduate experience in psychology. Here are some ways in which this course addresses each:

- Goal 1: Knowledge Base in Psychology
 - You will extend your psychological vocabulary and understanding of psychology theory through this course.
- Goal 2: Scientific Inquiry and Critical Thinking.

- You will need to analyze and think critically about the role of individual differences in various areas of development as you complete your interview project.
- Goal 3: Ethical and Social Responsibility in a Diverse World
 - As we explore the role of diversity in development, we will consider and discuss ethical and social implications.
- Goal 4: Communication
 - Participating in small group work, contributing to large class discussion, and presenting your project to peers will help you develop professional communication skills.
- Goal 5: Professional Development
 - This goal is not primarily aimed at exploring career options so it will not be addressed specifically in this course.

Standards: This course may serve as a requirement in the Professional Studies program for education majors, as well as psychology majors and minors, human resources majors, and health majors and minors.

This course meets the **InTASC Standard #1: Learner Development:** The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

This course meets the **ND State Standard: 50015.1a Development, Learning, and Motivation:** The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Course Philosophy and Policies:

Learner-Centered: In this course, the student is expected to take primary responsibility for their learning. This includes completing assignments in a thorough and timely manner, participating in discussions and class activities fully and thoughtfully, seeking out answers to questions, and developing the art of intellectual inquiry. The role of the instructor is to facilitate the learning process by designing appropriate assignments, giving ample constructive feedback, and providing opportunities for students to create and apply new understanding of the course content.

It is my goal to provide prompt feedback that students can apply to the remaining work in the course. Students can expect to receive a grade on weekly homework assignments and quizzes within 1 week of their submission. Participation points should be updated within 1-

2 days of the class period. If I am unable to provide feedback in this timeframe, I will let students know through a Blackboard announcement.

ADA Statement: If you need course adaptations, adjustments, or accommodations because of documented disability, or have emergency medical information to share, please make an appointment to talk with me during the first week of class, or when the medical situation arises. Also, contact Jackie Owen in the Learning Commons and she will help you establish the necessary documentation and work with your instructors to make the necessary arrangements.

Please see the Student Support/Policies link in Blackboard for more information about a number of support services available to all students on campus.

Title IX Reporting: As a member of the Department of Social Science, I recognize that some of the topics covered in this course might spark strong emotional responses due to personal circumstances. I encourage you to reach out to me as a resource. I also want to make you aware that Title IX standards require faculty to report to the campus Title IX Coordinator or Deputies any occurrence of gender discrimination, sexual assault, sexual harassment, sexual violence, relationship (dating or domestic) violence, or stalking. Should you desire to discuss any of these situations in a confidential manner, VCSU does have free [Counseling Services](#) available to students.

Plagiarism Statement: Academic integrity is the foundation of intellectual pursuit and participation in a scholarly community. The student handbook describes the expectations for academic honesty and indicates the possible consequences of academic dishonesty. When an act of academic dishonesty is discovered, faculty are required to complete an Academic Integrity Report to document the incident and sanction to the Vice President of Academic Affairs (VPAA) as well as the division chair.

I have a zero tolerance policy regarding plagiarism and cheating. Incidents of confirmed plagiarism and/or cheating will be immediately reported to both the VPAA and the Social Science Department Chair. First offenses will receive a reduced grade or 0 (zero). Second and subsequent offenses (as documented in the VPAA office) over the student's entire academic career at VCSU will result in additional sanctions, which may range from academic probation to expulsion.

Understanding what constitutes plagiarism and what is proper use of another's work can be difficult to determine so I expect that you will have questions as you complete your work. It is your responsibility to ask those questions and seek help BEFORE submitting your work. If you ask first, you avoid any issues of academic dishonesty and you learn how to continue doing this properly in the future. If you just try something without asking and the result constitutes plagiarism, you will be held responsible for that and the sanctions outlined above will apply. Do yourself a favor and ask first.

See the VCSU Student Handbook or policy here: [VCSU Plagiarism Statement](#)

Make-up Work: Late assignments and quizzes are not generally accepted. You should make any necessary arrangements to ensure that you can meet the deadlines posted in the schedule at the end of the syllabus. If you know you will be absent on the day an assignment is due you need to submit it early in order to earn the points. I will make exceptions to this rule only in extreme circumstances (e.g., hospitalization, funeral attendance). In the event that you need to request an extension, please let me know of your situation as soon as possible to make alternative arrangements. Documentation of your circumstance may be requested before late assignments will be accepted.

Make-up quizzes will only be given in extreme circumstances (e.g., hospitalization, extreme illness with a doctor's note, university sanctioned event) and I ask that students discuss their need for a make-up quiz PRIOR to the class period in which the quiz is given. Students who miss a quiz without prior notification or without an excused absence will earn a score of zero on that quiz.

If you are absent on a day when in-class participation points are given you cannot make them up (exceptions may be made for excused absences but you must speak with me individually). However, throughout the semester there will be sufficient opportunities to earn the total number of participation points possible even if you miss an occasional class period.

Blackboard:

I will use Blackboard to post grades, assignments, announcements, etc. Please check blackboard often to ensure your grades are entered correctly and that you are staying caught up on class announcements and updates.

Computers in the classroom: Class time will typically consist of discussions and activities that require your attention and participation; I have found that having laptops open during these times often distracts students and reduces participation. Therefore, laptops will not be allowed during regular class time (e.g., lecture, discussion). However, you should bring your laptop to class with you as there will be some in-class activities that will require you to use your own computer.

Class Cancellation: If class is cancelled for any reason (e.g., weather), I will send the class an e-mail as soon as possible. In the event that class is cancelled on the day of a scheduled quiz, that quiz will be given at the beginning of the next regularly-scheduled class period.

Final Exam: University policy states that each class must meet and complete a meaningful academic activity during the scheduled final exam time. You will find the scheduled final exam date and time for this course in the schedule below. Each student must be present for this final exam period so please plan accordingly.

Grading: There will be a total of 550 points possible in this course, earned through quizzes, assignments, and in-class activities. The grading scale in this course is as follows:

495-550 points	A
440-494 points	B
385-439 points	C
330-384 points	D
329 or fewer points	F

Take-home Assignments (195 pts.): There is no assigned textbook for this course. Instead, I will provide you with readings, videos, and activities to complete on your own time prior to each class period; by completing these assignments you should gain some fundamental knowledge and understanding that will prepare you for the discussions, activities, etc. that will take place during our scheduled class time. Take-home assignments will be worth 15 points each and you will complete 13 of them, one due prior to each class session. Assignments will be posted on blackboard in the *Assignments* folder and will be submitted electronically through blackboard using the SafeAssign feature. All assignments are due by 6:00pm on the due date listed in the schedule.

Diversity Project (145 pts.): You will conduct interviews with someone whose life story is different from yours and present your findings. The interviews will help students better understand how a portion of one's identity or circumstance can affect multiple areas of development across the lifespan. More detailed information will be provided in a separate assignment sheet.

In-Class Work/Participation (110 pts.): Class time will consist of instruction, discussions, activities, videos, etc. related to the scheduled topic of the week and you will earn points for participating in these activities. These points are not given for attendance alone but are earned through active participation and the completion of high-quality work. If you are texting, on unrelated internet sites, staring out the window, sitting in a group but discussing weekend plans instead of the assigned topic, etc. you will not earn the points.

Due to the nature of these points, they cannot be made up if you are absent from class. In a few extreme circumstances (e.g., hospitalization, funeral attendance) I am willing to provide alternative assignments, but these situations will be handled on a case-by-case basis and must be discussed PRIOR to the absence. Students missing class for university-sanctioned events (e.g., athletic event, choir/band tour) must request the alternate assignment PRIOR to their absence otherwise the points may not be made up.

Quizzes (100 pts): You will take 5 quizzes, worth 20 points each, to assess your understanding of the topics discussed in class each week. Quizzes will be taken through Blackboard, using Respondus Lockdown Browser, and are to be taken without the use of any external notes, resources, or people. They will consist of a variety of question types, including multiple choice, short answer, and true/false.

Final Comments and Helpful Hints:

- Attend class regularly. Remember that missing one class period in this course is missing an entire week's worth of information!
- Take thorough, detailed notes in class. Since there is no textbook for this course, the information you need to know for quizzes and other class assignments typically comes directly from class instruction, discussion, videos, etc. Even if you think you'll remember a piece of information, write it down anyway – just in case!
- I encourage you to become active members of this course by asking questions and engaging in activities. Class discussions and activities are designed to help you learn and understand the information more completely. Those who participate are more likely to benefit and let's face it: it's bound to be more interesting to actively participate than to listen to me lecture on and on and on. . .
- It is expected that students will remain respectful of other students and the instructor. This includes respecting others' opinions during class discussion and remaining respectful of others' views when voicing your opinions. You can disagree with someone in a respectful manner! Being respectful also includes turning all cell phones off during class (NOT to vibrate, but to silent/off!), arriving to class on time, and waiting until class activity is complete before packing up your belongings.
- If you have questions, ask! I am more than happy to answer any questions you may have regarding class material, course policies, etc. Please feel free to ask questions during or after class, send me an e-mail, or make an appointment to see me.

Tentative Course Schedule

Date	Topic	Deadlines (due by 1:30pm)
Jan 14	Intro to course Studying Human Development	
Jan 21	No Class - Dr. Woehl out of town	HW1 due; <i>e-mail Dr. Woehl if you need help finding interview subject</i>
Jan 28	Genetics, prenatal development, and birth	HW 2 due
Feb 4	Physical growth and aging	HW 3 due
Feb 11	Cognitive growth: Piaget & Vygotsky	Quiz 1 (studying human development, genetics/prenatal/birth, physical growth) HW 4 due <i>E-mails from interviewees due</i>
Feb 18	Cognitive growth: Information processing models	HW 5 due
Feb 25	Language development	HW 6 due
March 3	Social and emotional development	Quiz 2 (cognitive growth, language dev.) HW 7 due
March 10	Development of the Self	HW 8 due
March 17	No Class – Spring Break!	
March 24	Moral development and aggression	Quiz 3 (social/emotional, self) HW 9 due <i>Interview question drafts due</i>
March 31	Friends and family	HW 10 due
April 7	Gender and sexuality	Quiz 4 (moral/aggression, friends/family) HW 11 due
April 14	Health and wellness	HW 12 due
April 21		<i>Memoir due</i>

April 28	Death and bereavement	HW 13 due
May 5	Presentations	Quiz 5 (gender/sexuality, health/wellness, death) **Quiz taken in Learning Commons, Time TBD**
Th May 14 10–11:50am	Presentations Final Reflections (student and interviewee) due	

**Final interview questions/transcripts are due at the time you present