**Developmental Psychology ~ Valencia College ~ Spring 2015**

**DEP2004 ~ 22650 ~ T/R 2:30-3:45 ~ Rm. 1-373**

Professor: Dr. Judi Addelston

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Department Website: http://valenciacollege.edu/east/socialsciences/

Required Text: Berger, K. (2014). An Invitation to the Lifespan. 2nd Ed. Worth Publishers

Pre-requisites – PSY2012 Credits – three (3)

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **DATE** | **CHAPTER** | **TOPIC** |
|  |  |  |
| Jan 13/T | 1 | The Science of Human Development |
| R/15 | 1 | The Science of Human Development |
| T/20 | 2 | From Conception to Birth |
| R/22 | 2 | From Conception to Birth |
| **T/27** |  | **Exam One – Ch. 1, 2** |
| R/29 | 3 | The First Two Years: Body and Mind |
| Feb T/3 | 4 | The First Two Years: Psychosocial Development |
| R/5 | 5 | Early Childhood: Body and Mind |
| T/10 | 6 | Early Childhood: Psychosocial Development |
| **R/12** |  | **Exam Two – Ch. 3, 4, 5, 6** |
| T/17 | 7 | Middle Childhood: Body and Mind |
| R/19 | 8 | Middle Childhood: Psychosocial Development |
| T/24 | 9 | Adolescence: Body and Mind |
| R/26 | 10 | Adolescence: Psychosocial Development |
| **Mar T/3** |  | **Exam Three – Ch. 7, 8, 9, 10** |
| R/5 |  | Emerging Adulthood: Body, Mind, and the Social World |
| 10/12 |  | *Spring Break* |
| T/17 | 11 | Emerging Adulthood: Body, Mind, and the Social World |
| R/19 | 12 | Adulthood: Body and Mind |
| T/24 | 13 | Adulthood: Psychosocial Development |
| **R/26** |  | **Exam Four – Ch. 11, 12, 13** |
| T/31 | 14 | Late Adulthood: Body and Mind |
| Apr R/2 | 15 | Late Adulthood: Psychosocial Development |
| T/7 | Epilogue | Death and Dying |
| R/9 | Epilogue | Death and Dying |
| T/14 |  | **Exam Five – Ch. 14, 15, Epilogue** |
| R/16 |  | Student Presentations |
| T/21 |  | Student Presentations |
| R/23 |  | Student Presentations |
| **R30** |  | **Final Exam 1:00-3:30 pm** |

**Course Description.** This course is designed to provide students with an overview of theory and research in the major areas of developmental psychology. This factual and conceptual foundation in developmental psychology will help students understand behavior and apply psychological principles in a variety of settings and to their own lives.

**Respectful Classroom Behaviors.** Class will almost always run the full time period so plan to be here on time and stay throughout the entire scheduled class period. If this is going to be a problem for you, I strongly urge you to find a class that better suits your schedule. I also expect everyone to behave in a courteous manner in the classroom (e.g., not talking while others are talking, turning off cell phones, using laptops ONLY for note-taking). These are basic courtesies that contribute to an effective learning environment. If you do not follow these rules, I may ask you to leave the class, turn off your laptop, etc.

The following behaviors can have a detrimental effect upon my ability to teach and your ability to learn. I want you to know what these behaviors are so you will avoid engaging in them. If you decide to engage in these behaviors, it will be my responsibility to ask you to stop doing them, or leave the class.

• Allowing your cell phone to ring in class or, worse yet, answering it and engaging in a telephone conversation during class. Make sure your cell phone is off before you enter the classroom.

 **Texting is prohibited in class**.

• Talking to your fellow students during class about things that are not related to the official topic of discussion.

• Arriving at class late or leaving class early.

• Packing up your books before the class is over.

• Failing to comprehend and/or follow instructions due to a lack of attention.

• Making distracting noises or movements. (yawning loudly)

• Sitting in the back of the classroom when there are seats available in the front.

• Behaving as if you are bored by or uninterested in the class material (falling asleep).

• Coming to class unprepared (without completing the reading or assignment that is due).

• Exhibiting academically dishonest behaviors (cheating or plagiarizing). This is grounds for failing the course.

• Intentionally refusing to participate in classroom activities.

• Doing things in class other than what is expected (doing homework for another class).

• Asking questions that are off the topic or that have already been answered.

• Treating your fellow students or professor with disrespect (insults).

I reserve the right to ask any student who does not adhere to these guidelines to leave the classroom.

**Participation/Attendance:** Regular and consistent attendance is necessary to do well in this class. Much of what you will learn will come from experiences we have in class and will require your participation. Attendance will be taken during each class period and arriving late or leaving prior to the end of the class may result in your having an absence recorded for that class period. You are allowed 2 absences without penalty after which each absence will result in a 5 point per absence deduction from your final point total at the end of the semester. You will receive 5 bonus points for perfect attendance. Perfect attendance is not missing any class session for any reason. Much of the learning in this class will come from in-class activities such as personal assessments, small group activities, videos, class lecture, etc. A student who misses a significant number of classes can have a negative impact on others’ learning experiences, particularly in the small groups, and will not have the same learning experience as students who attend regularly, thus I have the following policy related to excessive absences: *Any student having 5 or more absences will receive an "F" grade regardless of their performance on exams.*

**Communication:** It is YOUR responsibility to check your Atlas account email on a daily basis. I will communicate to you through this account and it is thus your responsibility to make sure you are up to date and check your Atlas email for announcements related to the course.

**Disability (ADA) Statement:** Valencia College is committed to providing reasonable accommodations for all persons with disabilities.  This syllabus is available in alternate formats upon request.  Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations.  No accommodations will be provided until the student has met with the instructor to request accommodations.  Students who need accommodations must be registered with the Office for Students with Disabilities, Building 5 Room 216, before requesting accommodations from the instructor.

**Course Objectives:** My goal in this course is to help you think critically about developmental psychology. Thus, the classroom is a place where we will be engaging in a free flow of ideas during the semester. I expect that we will treat each other with the utmost respect. Some of the topics we will be discussing may be sensitive for some of us, and therefore we must all behave courteously. I expect us to disagree at times, which is healthy, but we must engage in these intellectual debates in a polite and considerate manner.

**Exams:** There will be five multiple choice exams during the semester. Each exam will be made up of 50 multiple choice questions, and each question will be worth two points. You may take each exam by yourself, or in a group of two or three students. However, you may only turn in one answer sheet. There will be no make-up exams. The lowest score will be dropped. The final exam will be cumulative, and made up of 100 questions, each worth one point. You may not drop your final exam grade. You must take the final exam on your own. You must bring two sharp #2 pencils with erasers to each test.

**Group Presentations**: You must form a group of 2-3 students and pick a topic from Developmental Psychology to present to the class. You will need to submit a proposal mid-semester, and include a five page paper to go along with your presentation.

**Grades:** Your final grade in this course is the average of your four section tests, your final exam, and your group presentation. They are weighted equally. Additionally, class participation, attendance, and extra credit are also part of your final grade.

**One final note –** if you are having difficulty, do not wait until the end of the semester to come talk to me. Do not come to me at the end of the semester and plead for me to give you a B when your grade is an F or to give you extra credit. Please talk to me as soon as possible if you are having personal difficulties or are having a problem with course material. ***Remember – spend more time involved in your learning process than you would in pleading for a higher grade!***

Valencia College is interested in making sure all our students have a rewarding and successful college experience.  To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home or work.  **BayCare Behavioral Health Student Assistance Program** (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

**Withdrawal: March 27, 2015** is the deadline for withdrawing from this course without penalty. You must notify the college if you withdraw.

*~ This syllabus is subject to change*

**Extra Credit Guidelines**

Developmental Psychology

Dr. Addelston

**Objective**

* To relate the material from the text book and the class discussions to events outside the classroom.
* You should be able to directly connect the content of the course in your work. For example: The movie “Kramer vs. Kramer” deals with parenting issues. How does the movie depict the information in your text book on parenting?
* Works that do not directly connect the assignment to the course material will be considered failing.

**Format**

* All extra credit assignments must be two pages, typed, double spaced, in a regular font, and stapled.
* Please put your name on your work.

**Grades**

* Extra credit work will be given one point.
* If you choose not to do extra credit work, it will not adversely affect your final grade. That is, points will not be deducted. These assignments can only increase your final grade.
* You may do as many assignments as you like.
* The total of your extra credit points will be added onto your final grade.

**Group Assignment- 100 Points**

The main assignment is to research and prepare a presentation for the class. This will be your groups’ opportunity to teach what your group decides is important about the topic. Remember, the score for the group is impacted by each individual’s work. For example, if one of the requirements below is not complete, the entire group will lose those points. Likewise with the rubric that is attached for use on the day of the presentation outlines what you should be striving for.

**Assignment requirements:** Each group (3-5 students) will be responsible for selecting and agreeing upon a topic. The topic will be presented orally and with the use of media – powerpoint, video etc.

**Proposal Due: March 24.** Each group will be responsible for developing a one page proposal that will represent a “skeleton” of sorts for the presentation.

Each individual will be responsible for evaluating the individuals within their own group at the end of the presentation.

Each group will be responsible for turning in a final reference page.  One reference page will be turned in for each group and is to consist of **all** resources used. Follow APA format.

All group members must speak during the presentation (although one or more persons may do more of the speaking).

*Your grade will depend on the success of each of your group members. Please encourage, assist, and work with each other to be successful. Just turning in each item does not mean you will get full credit. The assignments need to be complete and show evidence of college level work.*

**Group Presentation Planning Guide**

Narrow your topic down so that you are really teaching us something. Answer the question: what do I want the audience to know about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when we are finished with the presentation?

Research the facts and decide what facts you will include in the presentation.

Think of methods of instruction. How will you convey the information to the audience?

**For the actual presentation:**

**OPENING**: Plan your opening. Have some type of ice breaker that grabs the audience’s attention and makes them want to listen.  Give **an overview** of the presentation; tell the audience what you will cover in the presentation.

**BODY:**  Deliver the meat of the presentation. This should include facts from your research, application to college students, and any additional information you wish to convey. This is where most of your time should be spent, delivering information!

**CONCLUSION:** Conclude the presentation with a **short review**. Go back over the main topics that were covered in the presentation.  Finally, ask the questions that you have prepared. This will help clarify information and lets you know if the audience understood the information.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Poor** | **Acceptable** | **Good** | **Excellent** |
| **Introduction of topic**  | No real introduction.      **0** | Introduced the topic, didn’t really give much information about what was coming. **5** | Introduced the topic by giving the title, I had some idea of the topics that would be presented. **10** | Interesting overview or icebreaker, I was excited to learn the new information, told what the presentation was going to be about by introducing the main topics. **15** |
| **Content/timing/** **creativity** | Didn’t really give any new or interesting information. Way too short or way too long! **5** | Learned a few things, presented in a rather unexciting manner. **10** | Facts were good and interest level was kept most of the time. Most time was spent on relevant material. **15** | Many new facts that were presented in an interesting manner. I learned a lot and was kept interested. Used time very well.   **25** |
| **Power point/****Audio visual**  | Was not part of the presentation or really added nothing to the presentation. **0** | Had a few slides or other audiovisual aid, did not really enhance the presentation.  Hard to see. **5** | Good slides or other audiovisual aid that were easy to read and added to the presentation. **10** | Very good slides or other audiovisual aid, the presentation was greatly enhanced because of the visuals. Easy to read and see. **15** |
|  |  |  |  |  |
| **Teamwork/** **presentation**  | No evident preparation, not ready. Very little eye contact and hard to hear. No real expression of interest. **5** | Members did not really work as a group; each person was on their own. Some expression and eye contact. Ok to hear. **10** | Group was ready, could have been more rehearsed. Good eye contact from most and easy to hear. Some expression. **15** | The group appeared to be prepared and worked very well together. Each person had their part well practiced. The group looked interested in the topic and gave good eye contact and expression. Easy to hear. **20** |

 Total \_\_\_\_\_\_\_\_\_

**Evaluation of Group Members**

Please complete this evaluation immediately following your presentation. Your professor will be the only person to see this. Be honest and fair in your evaluation of your group members. Remember that we all have different personalities and gifts**!**

**Use the descriptions below to help assign ratings to each of the categories.**

**Poor**: Was not very participative, was not responsible, was the social loafer in the group. Relied on everyone else for the presentation, was argumentative and did not listen to other members. He/she was not very well prepared for the presentation.  Overall had a negative attitude.

**Good**:  Participated and was present most of the time. Did their individual assignment pretty well, group helped them to get it done along the way. Gave some input during discussions and was pretty well prepared for the presentation.  Had an ok attitude during the process.

**Excellent**:  An active member of the group that gave input and listened will to other members. Individual assignments were completed very well and on time. During the presentation they were well prepared and did a great job. Was very positive and had a great attitude.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | None | Poor | Good  | Excellent |
| Attendance in class and meetings for planning and practice. |  **0** |  **1** |  **3** |  **5** |
| Attitude during the group planning and presentation. |  **0** |  **1** |  **3** |  **5** |
| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
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| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | None | Poor | Good  | Excellent |
| Attendance in class and meetings for planning and practice. |  **0** |  **1** |  **3** |  **5** |
| Attitude during the group planning and presentation. |  **0** |  **1** |  **3** |  **5** |
| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | None | Poor | Good  | Excellent |
| Attendance in class and meetings for planning and practice. |  **0** |  **1** |  **3** |  **5** |
| Attitude during the group planning and presentation. |  **0** |  **1** |  **3** |  **5** |
| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | None | Poor | Good  | Excellent |
| Attendance in class and meetings for planning and practice. |  **0** |  **1** |  **3** |  **5** |
| Attitude during the group planning and presentation. |  **0** |  **1** |  **3** |  **5** |
| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | None | Poor | Good  | Excellent |
| Attendance in class and meetings for planning and practice. |  **0** |  **1** |  **3** |  **5** |
| Attitude during the group planning and presentation. |  **0** |  **1** |  **3** |  **5** |
| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |

 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | None | Poor | Good  | Excellent |
| Attendance in class and meetings for planning and practice. |  **0** |  **1** |  **3** |  **5** |
| Attitude during the group planning and presentation. |  **0** |  **1** |  **3** |  **5** |
| Completion of the individual assignment for the group project. |  **0** |  **1** |  **3** |  **5** |
| Participated in the planning and offered relevant input and discussion. Listened to others. |  **0** |  **1** |  **3** |  **5** |
| Performance during the presentation. |  **0** |  **1** |  **3** |  **5** |