

**VALENCIA COLLEGE, OSCEOLA CAMPUS**  
**DEP 2004, Developmental Psychology, CRN 12245**  
**Fall 2016**  
**Dr. Nancy Small Reed**

## **I. GENERAL INFORMATION**

Instructor: Dr. Nancy Reed

Office hours: The first 10 minutes of class and after class

Contact me: email me in **Blackboard** for our class, by posting in a Q&A type discussion topic, or by emailing me personally at [nreed14@valenciacollege.edu](mailto:nreed14@valenciacollege.edu) . I check my email several times a day.

Classroom & time: 9:00 - 11:45 p.m. Fridays, Osceola Building 3, Room 115

### **Important Dates during the Semester:**

Friday, September 2	First day of class
Monday, September 5	Labor Day, college closed
Tuesday, September 6	Drop/refund deadline, 11:59 p.m.
Friday, November 11	Withdrawal Deadline, 11:59 p.m.
Wed., Nov. 23 – Nov. 27	Thanksgiving Break (college closed, no class on Friday)
Friday, December 16	Required Comprehensive Final Exam, 8-10:30 a.m.

## **II. LEARNING MATERIALS**

**Text:** Kail, R. V. & Cavanaugh, J. C. (2013). Human Development: A life-Span View, 7<sup>th</sup> ed. Boston, Massachusetts: Cengage Learning. (REQUIRED) Note: The 6<sup>th</sup> edition is not suitable as class activities and exams are specific to the 7<sup>th</sup> edition.

**Blackboard:** Information for this class will be included in Blackboard, as will announcements, assignment information, makeup activities, etc. Be sure to check this at least twice a week, as I will be posting course assignments, additional readings, etc. Also, a question another student asks about an assignment in the discussion section may well help you complete an assignment. This is the best place to contact me.

## **III. COURSE DESCRIPTION & OBJECTIVES/OUTCOMES**

**Why should you study developmental psychology?** Because not only is it a very useful course as it addresses so many topics of relevance to everyone's life, but it is also a fascinating course! While you may not find each topic equally interesting, and not be sure of the relevance of some topics for you right now, I am confident that you will find most, if not all, topics of relevance to you in future years.

**Catalog Description:** Prerequisite: PSY 2012. Designed to survey theory and research on development from conception through death. Emphasizes biological and social variables which influence human behavior. 3 semester hours credit.

*This course address the human lifespan, so we will consider the physical, cognitive, social and personality changes at each life stage, focusing on how we can apply the research and theories of the field.*

The **major topics/concepts/skills/issues** for the course as identified by Valencia College include:

1. Genetics and prenatal development and birth.
2. Physical, cognitive and psychosocial development of the first two years.
3. Physical, cognitive and psychosocial development of the preschool years.
4. Physical, cognitive and psychosocial development of the school years.
5. Physical, cognitive and psychosocial development of adolescence.
6. Physical, cognitive and psychosocial development of early adulthood.
7. Physical, cognitive and psychosocial development of middle adulthood.
8. Physical, cognitive and psychosocial development of late adulthood.
9. Issues related to death and dying.

The **major learning outcomes** as identified by Valencia College include:

1. Students should have an overall view of genetics, prenatal development and birth.
2. Students should be familiar with normal patterns of body, brain, and motor-skill development during infancy.
3. Students should be able to demonstrate knowledge of physical, cognitive and psychosocial development during the play years, and how physiological maturation is related to school readiness.
4. Students should be able to describe patterns of normal growth and their variations during the school years.
5. Students should be able to describe the biological, cognitive and psychosocial changes that take place during adolescence.
6. Students should be able to describe the normal age-related changes in physical growth, strength, health, cognitive and psychosocial development during early adulthood.
7. Students should be able to describe the typical pattern of physical, cognitive and psychosocial development that occurs during middle adulthood.
8. Students should understand the roots of ageism and its effect on the individual and society.
9. Students should understand our culture's treatment of death and dying, and to appreciate the way in which our attitudes affect the process of adjusting to bereavement.
10. Students should understand developmental research and the application of the scientific method to the study of human development across the life span.

These will be addressed in course materials and exams, in the context of Valencia's core competencies of Think, Value, Act, and Communicate. Curriculum recommendations from the American Psychological Association will also be incorporated, as well as the research on adult learners.

**Here's a couple of examples of how we will study the learning outcomes:**

1. "Childbirth Interview" activity. The experience of childbirth for the mother, father and other interested people has changed over the years. You will interview 2 mothers and a father about their childbirth experience using interview questions we finalize in class. We will discuss our results in class. Topics addressed include theoretical (or empirical) perspectives of childbirth, developmental psychology research techniques and differing views of "normal childbirth". Valencia competencies addressed are Think, Value, and Communicate. You will be provided with detailed assignment guidelines and the grading rubric to guide your work.
2. "Student Choice" Projects. You will select a project from a list of ideas, with minimum requirements for project guidelines. For example, you might choose to do another interview project, or

create a mini-lecture/class activity based on a website or other information. You may suggest your own project idea where we will jointly determine appropriate minimum project requirements. You will share your project with classmates.

#### IV. COURSE POLICIES & COLLEGE RESOURCES

Attendance and class preparation: You are expected to do assigned prep work for class, typically reading the assigned chapter(s) before class. This class meets only once per week. It is very important that you attend class, as we will be doing a variety of activities in class that will help you learn, remember and practice applying course content. Appropriate alternative activities will be provided per college policy and at the instructor's discretion, but you miss the benefits of your classmates' comments and questions and feedback on your own insights when you miss a class.

Withdrawal: Attendance will be monitored, and this information is used in part to determine whether or not you must repay some financial aid and whether or not you will pay the full cost of tuition if you withdraw from the course more than once.

Official college policy wording:

Per Valencia Policy, a student is permitted to withdraw from a class on or before the withdrawal deadline of a term, as published in the College calendar. A student is not permitted to withdraw from a class after the withdrawal deadline. A student who withdraws from a class before the withdrawal deadline will receive a grade of "W."

A faculty member is permitted to withdraw a student from the faculty member's class up to the beginning of the final exam period, for violation of the faculty member's attendance policy, as published in the faculty member's syllabus. A faculty member is not permitted to withdraw a student from his/her class as a response to student conduct which falls under the jurisdiction of the Student Code of Conduct (6Hx28:8-03). A student who is withdrawn by a professor at any time before the start of the final examination period will receive a grade of "W."

For more information, please review the official Withdrawal Policy:

[http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=75&volumeID\\_1=4&pcdure=0&navst=0](http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=75&volumeID_1=4&pcdure=0&navst=0)

**My personal interpretation of this policy is:** You will be withdrawn from the class if you miss more than 2 classes without notifying me in writing (email is fine) that you wish to continue in the class. I am required to withdraw any student who has not attended class or made contact with me to makeup class activities prior to the "no show" period. For our class, this means you must be present by the second class meeting, or you will be withdrawn from the class. Students must withdraw/drop the class during Add/Drop in order to receive a refund.

Tardiness: The first 10 minutes of every class will be "office hours." If circumstances arise such that you will be more than 10 minutes late, please be courteous and take your seat quietly. It is far better to be late than to skip class. You might miss out on part of the class, but you will have the chance to benefit from the remaining learning activities, earn activity points, as well as interact with your classmates and me.

Conduct: Valencia is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. Psychology as a discipline is about respecting others and understanding the difference between opinions and truth for now. We won't all have the same opinion about a topic, particularly before we study the actual research ("truth for now") on that topic, but we are all required to be courteous to one another. We are all expected to express our comments in a manner that is not offensive to anyone of a different race, ethnicity, gender, religion, age or sexual orientation. When we are doing activities as a class rather than small groups, side conversations are not appropriate, as they are distracting. You may use laptops/netbooks/tablets/phones during class for some class activities (NOT for social media and not during quizzes or exams), and please set cell phones to vibrate only. You have the opportunity to check messages, etc. during class breaks. If a student engages in any prohibited or unlawful acts that result in disruption of a class, I may direct you to leave the class, and follow up with disciplinary action as appropriate. You will find the Student Code of Conduct in the Current Valencia Student Handbook and the in the Valencia Policy Manual (<http://valenciacollege.edu/generalcounsel/policy>).

Make-ups and late assignments: Class attendance and participation are extremely important. Make-ups for exams and activities will be allowed per college policy and at the instructor's discretion. You need to notify me in advance where possible. Make-up exams may well contain more essay/short response questions than the in-class exam. Late assignments MAY be accepted for partial points, as late learning is better than no learning! When you are not prepared for a class activity, you deprive yourself and your classmates of your best participation during class activities. It is your responsibility to contact me if you have questions about assignments, have a problem with an exam date, etc.

Cheating and other academic policies: For some activities, you are allowed, even encouraged, to gather information and discuss an assignment with others. You are responsible for giving credit to your sources; otherwise, you are plagiarizing the work of others. Some assignments such as tests, will be designated to be your work only, and you may not seek assistance from nor supply assistance to, others – that will be regarded as cheating. If you are not sure about the circumstances, please ask me to clarify the situation. Evidence of cheating will result in 0 points for that activity and potentially an F in the course. Academic policies are addressed in the catalog and Valencia Policy Manual.

Special Needs: Per college policy "Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with their instructor, preferably during the first two weeks of class. The OSD determines accommodations based on appropriate documentation of disabilities." A typical accommodation is increased time to complete exams. Please check the students documentation guidelines at: <http://valenciacollege.edu/osd/DocumentationGuidelines.cfm>

Student Grievance: Usually class related issues can be resolved simply through discussion. However, should a student wish to pursue an issue, the official Valencia policy is:

Students have recourse through the Student Academic Dispute Resolution process to seek a fair determination for the assignment of a final course grade. However, final grades of "W" and "I" based upon the failure of the student to take the final examination, excessive absences, or other administrative reasons may not be grieved to the Student Final Grade Dispute Resolution Committee. For non-final grades and matters, each Campus President shall be responsible for designating a person or persons to assist

students who wish a review of decisions that are related to access to courses and credit granted toward the degree (excluding final grades).

**Remember, it is your responsibility to be familiar with the Student Code of Conduct and other college policies.**

## V. COURSE ASSIGNMENTS & GRADING

Overview: You will be provided with a variety of ways to demonstrate your increasing achievement of course objectives and earn points towards your grade. This class meets just once a week, so it is essential that you allow adequate study time and attend class regularly.

There are no points earned for merely attending a class meeting. You will be required to participate in the designated activities to earn points. I will post your points earned in Blackboard, and provide a “points log” listing the points available for each assignment as the course progresses. Fill in the points you earn as the term progresses and note upcoming points earning activities. If you feel I have made a mistake in posting your points in Blackboard, have your supporting information available. **ALWAYS save a copy of any work you submit in case of computer problems, etc.**

Approximate %: Quizzes and Exams— 67% and Other Assignments— 33%. Your grade is based on the number of points you earn.

900 points and above = A
800-899 points = B
700-799 points = C
600-699 points = D
0-599 points = F

Exams: Exams will be primarily multiple choice but will also include short response and/or short essay questions (Exam 1 about 185 points, Exam 2 about 222 points). The Final Exam is comprehensive, as it's never too late to learn earlier course material to use in the future (about 263 points). Exam content will include the full range of course material: syllabus information, textbook, mini-lectures in class, class activities, additional information provided in Blackboard, and in-class quizzes.

Quizzes: There will be a short, non-graded graded quiz at the beginning of non-exam classes to assess your preparedness for the class activities. These quizzes will include questions from assigned readings, directions for activities, prior class activities that are relevant to the current week, and may also include whether or not you have done other required prep activities (read information provided in Blackboard, made notes from an Internet search on a topic, etc.). We will often discuss misconceptions about questions and implications for applying course information in other courses and outside school in small groups. You will have numerous opportunities to become familiar with the types of questions I ask before the first exam, and I will explain why a particular answer is the “correct” answer as needed. *If you don't prepare and carefully reflect about items on these in-class quizzes, you won't do well on the class exams without considerable further study!*

**Other assignments** include the “Childbirth Interview Project” worth up to 130 points, and the “Student Choice Project” worth up to 80 points. Other points earning assignments include such activities as discussing and/or writing short responses to questions such as those included at the end of chapters in your text, “three things I learned from this activity”, “three ways I can apply chapter information.” discussing how we can apply information about developmental psychology, and an enhanced learning activity to address weak spots on an exam, etc. You may be required to do some prep work in order to fully participate in the activity. You will do many of the activities partially individually and partially with your activity group. You may earn up to 120 additional points from these activities. Instructions, grading rubrics and samples will be provided in Blackboard as well as in class. We will spend class time discussing these assignments.

You will be provided with a written copy of the Semester Assignments List with due dates for all assignments in writing and it will be posted in Blackboard. I will also remind you of upcoming assignments in class. **However, it is your responsibility to keep track of assignments and due dates and complete assignments on time.**

### **Support for Student Learning:**

Valencia College provides considerable services to support your college experience, including tutoring, financial aid, writing centers, counselors and many others. Valencia has a comprehensive program called Lifemap that provides links to programs and services as well as success indicators for each stage of your Valencia experience (introduction to college, progress to degree, etc.) at <http://valenciacollege.edu/lifemap>. If you are having problems dealing with time management, stress of classes, work and/or family life, feeling depressed, for example, Valencia has contracted with a private and confidential counseling service to assist you. 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 (as described in the online college catalog).

### **How can you support your own learning and performance improvement:**

1. There is no substitute for reading and reflecting on assigned materials! Success in college and life in general requires lifelong learning, and reading information about topics and techniques remains a very effective way to learn. Studies do not support the notion that you learn “enough” by “doing” something instead of reading about it; they support the importance of applying techniques and content to appropriate situations. This means BOTH reading and doing. As an individual, you likely have preferences about watching videos, listening to lectures, reading the book and other materials, engaging in discussions, writing papers, thinking of examples of how to apply course information in your day to day activities, making your own notes about a topic or technique, etc. You will be more successful when you use multiple methods to learn and practice applying new knowledge and skills. This is true whether the class is face-to-face, online, or something you are studying on your own. For example, if you like to play computer games, you did not “beat” the game (or fellow players) the first time you played a game for every game. You probably have spent a lot of time learning the basic strategies of different types of games, observed the game behavior of other players and increased your skills and enjoyment of the games over time. While you may not have the same initial interest in a course topic, you have probably experienced the feeling of increased enjoyment in a course the better you understand the material.
2. Do the assignments on time! Do not wait until the last minute to get started, as some activities

simply take more than an hour to complete and your professor is unlikely to be online and ready to answer your last minute questions at 11 p.m. at night. Procrastinating and worrying about the task often makes it seem much more difficult and time-consuming than if you simply just started it.

3. If you don't already use a planner of some type to keep track of assignments, work schedule, etc., start one and use it. If you need help getting started, you may be able to use a class activity to get started.

4. Practice explaining course material to a study partner, family member, etc. – if you can't explain it to someone else, you won't be able to apply the information or use the technique, whether on an exam, other class assignment, on the job or with friends and family. Explaining concepts to others can actually make them more memorable and more clear to you, as well.

5. Consider the following approach:

- Write down your initial knowledge and skill with course topics and techniques (the key topics and outcomes provided on course syllabi are a good place to start).
- Then write down how you want to improve and why (necessary for the next course as your work towards your desired major, something that will help you on your current job, something that will help you be a better parent or friend, something you simply find personally interesting).
- Refer back to this list and update it as you learn and apply course information.

You may be surprised at how much you have achieved, and you should certainly celebrate your success! This information may be very helpful when interviewing for jobs—you will be able to present your skills in the context of specific products, whether grades on content tests, papers written, projects done, etc.

**DEP 2004**  
**Dr. Nancy Small Reed**  
**CRN 12245, Fall 2016**  
**COURSE SCHEDULE\***

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Chapter(s)</b>
1	Sept 2	Overview/introduction, The Study of Human Development	1
2	Sept 9	Study of Human Development cont., Biological Foundations	1, 2
3	Sept 16	Biological Foundations and Tools for Exploring the World	2, 3
4	Sept 23	The Emergence of Thought and Language and Entering the Social World	4, 5
5	Sept 30	Entering the Social World and <b>Childbirth Interview Discussion</b>	5
6	Oct 07	<b>Exam 1</b>	1--5
7	Oct 14	Off to School and Expanding Social Horizons	6, 7
8	Oct 21	Expanding Social Horizons and Rites of Passage	7, 8
9	Oct 28	Rites of Passage and Moving into the Adult Social World	8, 9
10	Nov 04	Becoming an Adult and Being With Others	10, 11
11	Nov 11	<b>Exam 2</b>	6--11
	Nov 11	<b>Withdrawal Deadline, 11:59 p.m.</b>	
12	Nov 18	Work, Leisure and Retirement and Making it in Midlife	12, 13
13	<b>Nov 25</b>	<b>No class meeting, college closed Nov 23 - 27</b>	
14	Dec 02	The Personal Context of Later Life and Social Aspects of Later Life	14, 15
15	Dec 09	Dying and Bereavement	16 and wrap up
16	Dec 16	<b>Comprehensive Final Exam, 8-10:30 a.m.**</b>	all topics

\*Specific details of the syllabus and schedule may be subject to change. Students will be notified of any changes in writing in Blackboard and verbally in class.

\*\*The final exam is mandatory and comprehensive. You will receive a grade of F for the course if you do not complete the final exam, even if you already have enough points for the grade you want. The final is comprehensive, as you need to remember early course material if you are to use it in the future!