



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

Department of Social Sciences

COURSE NUMBER: PSY 215-OLA/OLB (Summer 2013) **CREDIT HOURS:** 3
COURSE TITLE: Developmental Psychology **CLOCK HOURS:** 45

INSTRUCTOR: Mark H. Kavanaugh, MS **OFFICE HOURS:** by appointment
OFFICE: 306 Carter Hall **VOICE MAIL:** 453-5189

E-MAIL ADDRESS: mkavanaugh@kvcc.me.edu

Note: as my courses utilize Blackboard extensively, it is best to communicate with me through the email associated with Blackboard regarding course related questions.

TEXTS: Rathus, S.A. (2012). HDEV, 2nd Edition. Belmont, CA: Wadsworth/Cengage Learning.

This text is OPTIONAL...please see the Bb course for more details.

PRE/CO-REQUISITES: PSY 101 or permission of instructor.

COURSE DESCRIPTION:

This course is a survey of the biological, cognitive, and socio-emotional aspects of human growth and development across the lifespan. Lifespan topics include an introduction to the lifespan perspective; biological changes; family, peer, and social relations; cognition; and personality development.

COURSE OBJECTIVES:

Upon successful completion of this course, the student should be able to:

1. Recognize and describe major cognitive, biological, and socio-emotional life changes.
2. Explain the interactive nature of biological and environmental factors.
3. Identify various historical and theoretical perspectives of human development.
4. Describe how scientific methodology can be implemented to study life-span perspectives.
5. Understand practical applications of theory and research in current situations.
6. Apply theory and research to the understanding and appreciation of oneself and others in a lifespan context.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this course, the student should be able to:

1. Communicate clearly, effectively, and persuasively in both the written and spoken word
2. Utilize resources and technology as lifelong learners in pursuit of both their personal and professional goals

3. Recognize opportunities for career advancement through transfer programs with other colleges and universities
4. Respect cultural, ethnic and intellectual diversity as involved members of their communities

In order to demonstrate these outcomes:

- Students will demonstrate proficiency in integrative learning
 - *Assessment: Identity Status Assignment*
- Students will demonstrate proficiency in intercultural knowledge
 - *Assessment: Cultural Dimensions of Pregnancy Assignment*
- Students will demonstrate proficiency in lifelong learning
 - *Assessment: Reflections on the Biography Assignment*
- Students will demonstrate proficiency in written communication
 - *Assessment: Biography*

COURSE OUTLINE:

Note: Within the online course in Blackboard you will find a highly detailed Course Navigator document with information on each specific assignment and due dates.

- Introduction to the Course, Syllabus, and Expectations
- Lesson 1: The Developmental Perspective and Developmental Clocks
- Lesson 2: Developmental Theories
- Lesson 3: Research in Human Development: Biography as Research
- Lesson 4: Prenatal Development, Genetics, and Critical Periods
- Lesson 5: Multicultural Perspectives on Childbirth
- Lesson 6: Early Physical and Motor Development
- Lesson 7: Self-Awareness
- Lesson 8: Early Cognitive Development: Genetic Epistemology
- Lesson 9: Early Cognitive Development: Information Processing
- Lesson 10: Early Cognitive Development: Mind, Culture, and Language
- Lesson 11: Erikson: Developing Trust, Autonomy, and Initiative
- Lesson 12: Attachment
- Lesson 13: Gender Role Identity
- Lesson 14: Aptitude for School: Intelligence and Exceptionality
- Lesson 15: Erikson: Developing Industry
- Lesson 16: Family Systems Theory
- Lesson 17: Social Groups and Social Control: Family, Friends, and Media
- Lesson 18: Perspective Taking
- Lesson 19: Puberty
- Lesson 20: Concrete and Formal Operational Thinking/Information Processing
- Lesson 21: The Development of Moral Reasoning
- Lesson 22: Adolescence and Identity
- Lesson 23: Erikson: Developing Identity and Intimacy
- Lesson 24: The Myths and Realities of Storm and Stress
- Lesson 25: What is Adulthood?
- Lesson 26: Post Formal Operational Thinking
- Lesson 27: Possible Selves
- Lesson 28: Love, Intimacy, Puzzle Pieces

- Lesson 29: Divorce and Remarriage
- Lesson 30: Finding Occupation and Finding Vocation
- Lesson 31: Working in a Changing World
- Lesson 32: Learning to Relax
- Lesson 33: Midlife and the Midlife Event
- Lesson 34: Introduction to Marcia's Theory of Identity Status
- Lesson 35: Middle Age: Their Kids and Their Parents
- Lesson 36: Aging and Late Life Demographics
- Lesson 37: Late Life Cognition and Memory
- Lesson 38: Mental Health and Aging
- Lesson 39: Work, Friends, and Family in Late Life
- Lesson 40: Successful Aging
- Lesson 41: Death and Dying
- Lesson 42: Grieving Across the Lifespan
- Wrap Up, Course Evaluation and Final Discussions

COURSE ACTIVITIES:

For each week in this class you will be assigned specific activities. These activities may include reading in the textbook, reading outside material, participation in discussions, quizzes on the text content, and reflection quizzes.

Lesson Plans

The entire course is divided into "Lessons" that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, assessments (quizzes on other types of material aside from the book), and assignments (written work submitted as an attached document in a "drop box")

Each Lesson consists of:

- "Lesson Plan" that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions, Assessments, or Assignments that go along with that Lesson.

All the Lessons are located in the "Course Content" folder on the main page.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Criteria	Levels of Achievement		
	Non Performance	Needs Improvement	Meets Expectations
Main Post	0 Points No participation or main post does not address the prompt in the instructions	20 Points Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, facts are not substantiated with a reference.	40 Points Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, facts are substantiated with a reference.
Reply Post	0 Points No participation or response posts are surface and do not contribute to the discussion	20 Points Does not meet the total requirement for the number of response postings	40 Points Reply posts exist in the expected number and quality
Mechanics	0 Points No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	10 Points Errors in mechanics are minor, but are somewhat distracting from the message	20 Points No substantial errors in spelling, grammar, and/or syntax

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

I have a no-excuse policy on discussion participation. There is no make up for missed discussions regardless of the reason.

Lesson Quizzes

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific Assessment. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Quizzes must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes as well.

Extensions on the due dates for Assessments may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.

Special Assignments

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes. (See the section on General Education Outcomes at the beginning of this syllabus)

- Biography
- Cultural Dimensions of Pregnancy Assignment
- Identity Status Assignment
- Reflections on the Biography Assignment

It is critical that you review the information I have provided for each of these assignments in the course website. While the assignments are not particularly complicated, they are certainly complex, requiring planning and time management to complete them by their due dates.

GRADES:

Grading for the course will be accomplished in the following manner:

- | | |
|---|-----|
| 1. Online Discussions | 25% |
| 2. Lesson Assessments | 25% |
| 3. Special Assignments | 25% |
| ✓ Cultural Dimensions of Pregnancy Assignment | |
| ✓ Identity Status Assignment | |
| ✓ Reflections on the Biography Assignment | |
| 4. Biography | 25% |

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

INCOMPLETES:

Students who make arrangements for submitting work after the course is completed will be given a letter grade reflecting the work they HAVE done. I will not be submitting grades of “I” or “Incomplete”. When the student has completed the work that is missing I will then change the final grade accordingly. Considering the structure of this class I anticipate that I will be rarely making these sorts of accommodations and they will only be made under extreme circumstances...do not assume that a request for an incomplete will be approved.

LATE WORK:

One of the key skills that one learns through their college career is task and time management. You have to learn to balance your life obligations and your school commitments. Each of us has only 24 hours a day to do what we need to do, so the difference between success and failure often comes down to how well you manage your time.

While you have to manage your time to get your work done, we, as instructors, need to manage our time in order to get your work graded and to provide timely feedback (where the REAL learning happens!). It is important that you submit your work by the due dates provided in the class so that your instructor can grade this work in a timely fashion.

If, for some reason, you are not able to get your work done, you must contact your instructor as soon as possible. This means you have to contact your instructor BEFORE the work is due, not after the due date. It is the sole discretion of the instructor as to if they will provide you any extra time to do any work. We are NEVER obligated, outside of official accommodations for disability, to provide extra time for you to get your work done, so do not consider this a “right” that you have under whatever circumstances you have encountered.

Hint: If you have unintentionally overlooked a due date for an assignment, your best course of action is to complete the assignment and send it to your instructor right away. Explain your circumstances and simply request that the instructor look at your work and provide feedback even if they are not going to award you any grade for the work. It is STILL the sole discretion of the instructor to award credit or not, but this method will demonstrate more commitment on your part and may influence that decision.

ATTENDANCE POLICY:

Attendance in this class is crucial for you to pass this class. Attendance in this class is monitored by your completion of the assigned weekly activities and your attendance in class (face-to-face classes) or participation in online discussions (online classes). If you fail to come to class and/or participate in the assigned activities for a given week you will receive an attendance warning, even if you have logged into the course. You are given credit for the WORK that you complete, not just logging in. Consistently missing class, discussions, and/or other assignments will devastate your grade.

Regardless if this is a face-to-face or online class, if you have inconsistent access to a computer or the Internet it is likely that taking this class is NOT a good idea. It is YOUR responsibility to assure that you have the computer, software, and Internet access to participate in the course. Keep this in mind...the vast majority of this class can be done from any public workstation...a library computer, a friend’s computer, etc. There really is no excuse for not accessing the class to complete assignments.

If you anticipate that you will have difficulty meeting these requirements due to vacations, weddings, childbirth, alien abduction, or any other reason, you should consider taking the class at another time.

The “No Excuse” Policy

While I am deeply dedicated to your success as a student and as a person, and I understand that “life” can get in the way of your goals, I am also deeply committed to ensuring that my grading and interactions with you are fair and equitable. To this end, I have developed a policy that I call my “No Excuse” policy. Portions of this class, whether conducted online (mainly discussions) or in class (attendance) simply cannot be “made up” in any way. As adults, you entered into a “contract” to take this course understanding the demands that it will make on your time and external commitments.

Therefore, I do not incorporate any process of “make up” for specific aspects of this class that require your “presence” (such as online discussions and class attendance). If you miss class or miss participating in any graded online discussions you simply cannot make it up regardless of the reason why you missed them. It is not for me to judge the decision you made to not attend or participate therefore I do not place myself as a judge in these circumstances: determining which “excuses” are valid or not.

Consider this course as you would a “part-time, hourly job”. You get “paid” when you are “here” and you would certainly not expect to get paid if you were not “there”.

This includes medical and disability issues related to your ability to take this class. Accommodations for medical and disability-related conditions need to be verified through the Dean of Students (see below) but apply

only to “non-essential” aspects of the course. Attending class and participating in online discussions are considered essential aspects of the course and are not subject to accommodation.

For example:

Let’s say you broke a leg while skydiving in Peru and you didn’t get back home in time to participate in class. If you missed a live class or missed online discussions during that absence, you could not make that up (because participation in these aspects of the course are time dependent and essential to the class).

However, if you missed an online test during that time, I might be able to make accommodations for you to take the test at another time (since being available during a specific time period is NOT essential to taking the test---though an alternative test may be created to ensure that you don’t benefit from others having already taken the test!)

If circumstances arise that impact your ability to meet the ESSENTIAL aspects of this course (class attendance, participation in online discussions, lack of access to the internet), you need to contact me immediately so that we can do what we can to find the best solution for your circumstances.

STUDENTS WITH DISABILITIES

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a request form for accommodations. This form is created with The Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION:

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to Barbara Conner, Director of the Marden Center, 130 King Hall, phone: 453-5084 or Karen Normandin, Dean of Students, Enrollment Service Center, Frye Building, 453-5019.

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to John Delile, Affirmative Action Officer and ADA Compliance Officer, KVCC Annex Building, 50 Eskelund Drive, Fairfield, ME 04937, phone: 453-5000.