

Syllabus for
PSY 301--Developmental Psychology
3 Credit hours
Spring 2015

I. COURSE DESCRIPTION

A study of the theories and knowledge of human bio-psycho-social-spiritual development throughout the human life span. Examines the mutual interdependence between the developing individual and his or her various social systems, including family, groups, organizations, and community. Topics include developmental theories, stages of development, normal developmental tasks and milestones, developmental problems, human diversity, and the Behavior Dynamics Assessment Model.

Prerequisite: PSY 201

II. COURSE GOALS

The course is designed to increase the student's understanding of the human development across the lifespan in the context of the social environment at various system levels.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of the course the student will be able to do the following:

- A. Discuss the key characteristics and issues associated with the lifespan development perspective and its importance in understanding human behavior.
- B. Define and distinguish between biological, cognitive, and socioemotional processes.
- C. Discuss major theoretical viewpoints in human development, including psychoanalytic, cognitive, behavioral, and social cognitive theories.
- D. List major developmental issues in each of the following life stages: prenatal, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death/dying.
- E. Interpret recent research measuring key life span issues, such as the influence of the technological revolution on learning, social/personality development and social media usage, evolving family structures, and the aging population.
- F. Engage in critical analysis of ethical issues relevant across the life span, such as reproductive technology and end of life decision making.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCE

Required Materials
Textbook

Feldman, Robert S. (2014). *Development Across the Life-Span*. (7th Ed.). Prentice-Hall. (ISBN: 9780205805914)

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignmentsBy submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Examinations—Three unit exams (125 points each) for a total of 375 points. The third unit exam will be taken during the Final Exam time slot.

- b. Article Review Papers – Individual summary and critical evaluations of research articles about critical issues in human development will be elicited twice (40 points each) throughout the semester, for a total of 80 points. Both article review papers must be posted to d2l by the date assigned.
- c. Group Presentation – Assignment details given in class and on d2l (125 points).
- d. Signed Copy of Course policies – A summary copy of course policies regarding late work and missed exams will be read and signed by the student (20 points).

The following grade scale applies:

A = 540 - 600 points
 B = 480 - 539
 C = 420 - 479
 D = 360 - 600
 F = below 360

- b. Due Dates
 - (1) All assignments are due (and exams taken) at the time and date designated in class and on d2l.
 - (2) See below policy (V. C. 3. b.) for information regarding missed exams.
 - (3) Article Review Papers and Signed Copy of Course Policies are turned in online (d2l), and due dates are known well ahead of time. These are thus penalized 50% if turned in one day late and are not accepted after that.

2. Whole Person Assessment Requirements: None

3. Other Policies and Procedures

- a. Course Structure--The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
- b. Missed Exams: Students are responsible for contacting the professor immediately upon missing an exam.
 - (1) Excused Misses: No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor. Signed paperwork for these excused misses must be provided to instructor.
 - (2) Unexcused Misses: Makeup exams may not be granted. Those that are granted will accrue deductions at the rate of 12.5 points per day.
 - (3) All missed exams, whether excused or unexcused (if makeup is granted) must be made up by the end of the week following the originally scheduled exam.
- c. Cheating/Plagiarism
 - (1) Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (2) Students suspected of plagiarism receive no points for that written assignment with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (3) All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- d. Changes--Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute

adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.

- e. Office hours are posted on the instructor's door and are announced in class. If students cannot make the posted hours, they can see the instructor after class or leave an email message with questions and/or contact times. Communication continues electronically, and when necessary, appointments are arranged.
- f. Attendance - Students are expected to attend classes and to participate in class activities and discussion. Consequently, the student who has one or two unexcused absences receives no point penalties. The student who has more than two unexcused absences will have penalties assessed to their final grade.
- g. Three tardies are treated as one unexcused absence.
- h. An excused absence consists of administration excuses for required University activities or written verification of the student's inability to attend class and/or complete assignments provided by a physician, counselor, or pastor. This written verification by a professional must include his/her rationale for the absence and/or the inability to complete assignments.

VI. COURSE CALENDAR

The following is a tentative course calendar, subject to change if required by university scheduling, needs of the class such as additional time required on a particular chapter, or other unforeseen events. Any changes to this calendar will be announced in class.

<u>Week</u>	<u>Subject</u>	<u>Text Chs.</u>
1	Intro & review syllabus	none
2	Intro to life-span development; Prenatal development	1, 2
3	Prenatal development; birth	2, 3
4	Birth; Infancy	3, 4
5	Infancy	5
6	Infancy Exam I	6
7	Preschool years	7
8	Preschool years	8
9	Middle childhood	9
10	Middle childhood; Adolescence	10, 11
11	Adolescence	11, 12
12	Adolescence Exam II	12
13	Early adulthood	13, 14
14	Early & middle adulthood	14, 15
15	Middle adulthood	15, 16
16	Late adulthood; Death & dying Exam III (taken during time allotted for Final Exam)	17, 18, 19

Due to specific needs of each class, there may be flexibility in what is discussed on a particular day. Thus, course calendar is intended as a general guideline. Specific dates for lectures and exams will be announced in class.

Course Inventory for ORU's Student Learning Outcomes

PSY 301 – Developmental Psychology Spring 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation				X
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity			X	

(Revised 1/15/04)