

Syllabus for  
**PSY 301 – Developmental Psychology**  
3 Credit hours  
Spring 2017

**I. COURSE DESCRIPTION**

This course examines the normal patterns of growth and change throughout the lifespan. The purpose of this course is to critically examine contemporary issues and topics in the field of human development from birth to old age. The course will provide an overview of current theory and research related to development. This course will examine the mutual interdependence between the developing individual and his or her various social systems, including family, groups, organizations, and community. Using an interdisciplinary approach, we will explore spiritual, social, cognitive, physical, and biological factors that shape the course of human development. Attention will also be paid to how cultural context influences and gives meaning to development. 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**

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss 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: infancy, early, middle and late childhood, adolescence, early, middle and 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 RESOURCES**

Required Text:

Feldman, Robert S. (2014). *Development Across the Life-Span*. (8<sup>th</sup> 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 assignments
4. By 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.
  5. 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.
  6. 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 eportfolio 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/or Procedures:

1. Evaluation Procedures

- a. **Examinations** – Three unit exams (100 points each, for a total of 300 points).
- b. **Family Case Project** – Specific content and grading rubric, will be provided by the instructor (80 points). The Family Case Project must be posted to D2L by **11:59 pm on April 21<sup>st</sup>**
- c. **Article Review (2)** – Individual summary and evaluations of literature articles about critical issues in human development will be elicited twice throughout the semester (40 points each, for a total of 80 points). Specific content and format, as well as due date, will be provided by the instructor. Both article review papers must be posted to D2L by the date assigned.
- d. **D2L Discussion Board Participation** – Throughout the semester, we will have on-line discussions of material covered in this class, which will be conducted in the *Discussion* tab on D2L. I will post discussion questions, and you may respond either to the original questions or to comments by other class members. Each contribution needs to be substantive, and must be at least 50 words. You may contribute as frequently as you would like, however **you are required to respond to four discussion questions** during the semester. You will earn 5 points for each discussion contribution (20 points max).
- e. **In-Class Participation** – To enhance the learning experience, all students are expected to participate in class discussions. Active engagement in class sessions is considered an important part of a student's grade. This includes attendance, several class activities and group work throughout the semester (20 points). These may be unannounced, so regular attendance is paramount; if a student misses a class activity due to any unexcused absence, the work may not be made up.

2. Whole Person Assessment Requirements: None

3. Other Policies and/or Procedures:
- a. Course Structure – The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
  - b. Attendance
    - (1) Attendance is mandatory and students are expected to actively engage in classroom discussions and activities. Students who attend class regularly have a better understanding of the course material and earn higher grades than those who do not. Consequently, students are allowed two unexcused absences over the semester. **More than two unexcused absences will result in penalties assessed to the student's final grade.** Medically documented absences that are deemed acceptable by the instructor will be considered excused absences. In certain other emergency or unforeseeable circumstances the absence will also be considered excused. **It is the student's responsibility to provide documentation of absences that may be considered excused.** Additionally, the student is responsible for all assignments and/or information given and collected during an absence.
    - (2) If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
    - (3) Habitually arriving late to a class is a sign of disrespect to the instructor and class members alike and should be avoided. **Three unexcused tardies will count as one unexcused absence.** If scheduling makes it impossible for the student to arrive on time on a regular basis, that student should inform the instructor at the beginning of the semester.
  - c. Assignments
    - (1) All paper assignments are due by the deadline given by instructor. Writing assignment deadlines are given well in advance of the due date and are submitted online (D2L dropbox). Thus, it is expected that they will be not be late. **Unexcused late assignments will automatically incur a 20% deduction if submitted to D2L within 24 hours of the due date/time, a 50% deduction if submitted 24-48 hours after the due date/time, and will be worth no credit if turned in after that.**
    - (2) Plagiarism will result in grade of zero and possible dismissal from the course. Document all sources of information as specified in the APA manual.
  - g. Exams
    - (1) All exams are expected to be taken on the scheduled date. Tests are exceptional events, and students are expected to make every effort to be in attendance for the exam. It is the student's responsibility to notify the instructor immediately if circumstances arise that preclude the individual from taking the exam at the scheduled time or if the student will be late. **Any student who shows up late to an exam will automatically incur a 10-point deduction.**
    - (2) Unexcused Exam Day Absences
      - (a) If a student does not show up for an exam, he or she may receive zero points for the exam.
      - (b) In some cases, a makeup exam may be given within a week, and no later, of the originally scheduled exam. Students will receive a point deduction of **15 points per day**.
    - (3) Excused Exam Day Absences
      - (a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in the provost's office, and presented to the instructor no later than one day before which the exam is to be given.

- (b) As physician appointments can be scheduled around exams, only bona fide emergency visits, properly documented (signed excuse), are acceptable. No points or fees are deducted for an excused emergency. The form used by the school nurse is not acceptable.
  - (c) Arrangements must be made to take the excused makeup exam **within one week** of the originally scheduled exam.
- h. Cheating
  - (1) Blatant – the student receives no points for the exam and no makeup.
  - (2) Suspected (i.e., reported by classmate or proctor) – the student takes a makeup exam. The procedure for the makeup exam follows that of a late exam (as above). If refused, the student receives no points for the exam.
  - (3) All appeals to the contrary must be typed and copies given to both Dr. Feller and the instructor within the week.
- i. Office Hours
  - (1) Office hours are posted on instructor's door, D2L, and given in class.
  - (2) If students cannot make the posted hours, they should email the instructor to make an appointment.
- j. Changes – Class attendance is considered an essential component of the requirements of this course. Therefore, any changes in syllabi, assignments, exams, or class requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is each student's responsibility to be aware of any such changes and to contact the instructor if unsure of what is expected.

## VI. COURSE CALENDAR

<u>Week</u>	<u>Subject</u>	<u>Text Chapters</u>
1	Course Introduction & Syllabus Review	none
2	Intro to Life Span Development	1
3	Birth/Infancy	3 & 4
4	Infancy	5 & 6
5	<b>Exam I</b>	1, 3-6
6	Preschool	7 & 8
7	Middle Childhood	9 & 10
8	Adolescence	11 & 12
9	Moral Development	
10	<b>Exam II</b>	7-12, & Moral Development
11	Early Adulthood	13 & 14
12	Middle Adulthood	15 & 16
13	Late Adulthood	17 & 18
14	Death & Dying	19
15	Catch-Up/Review	
16	<b>Exam III</b> (taken during time allotted for Final Exam)	13-19

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

***SYLLABUS SUBJECT TO CHANGE WITH NOTICE***

**Course Inventory for ORU's Student Learning Outcomes**  
**Psy 321: Psychology of Personality Development**  
**Fall 2016**

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.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>		<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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)