

PSYC211-DL3: Developmental Psychology

Instructor Information

Brittany Thompson, Doctoral Student

Office: David King Hall 1032 (basement level, inside 1021, pink sign that says "ADP" on door)

Email: bthomp22@masonlive.gmu.edu (this is my preferred method of contact)

Office Hours: Mondays 10:30-11:30am, or by appointment (by appointment preferred – my research will prevent me from being available on some Mondays, so a heads up if you plan to come would be helpful!)

Mailbox: located on the 2nd floor of David King Hall, down the hall from the Undergrad Office

Communications Statement: *Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Required Textbook

Title: A Topical Approach to Lifespan Development (9th Edition)

Author: John W. Santrock

ISBN: 978-1259708787

If you prefer, you may purchase the online text which may be cheaper.

Course Description and Goals

This course provides a comprehensive and critical review of life span developmental psychology - the science of individual development. The course will include a survey of the basic concepts and principles of physical, cognitive, social, and emotional development at each major stage of life including infancy, childhood, adolescence, adulthood, and old age. The focus of the course is to trace developmental change across the entire life span from the point of view of different theories, issues and empirical findings. Remember this course is an overview. If you think the course moves quickly, it is because we are covering 75+ years in 16 weeks!

In this course, students will (1) learn the basic principles and theories of developmental psychology; (2) think critically about topics in psychology by learning how psychologists develop and test hypotheses; and (3) apply the concepts from class to everyday situations.

Mason CORE Learning Outcomes

This course fulfills a Mason CORE requirement for Social and Behavioral Sciences.

The following three learning outcomes are required goals of disciplinary or interdisciplinary courses:

- 1) Explain how individuals, groups or institutions are influenced by contextual factors.
- 2) Demonstrate awareness of changes in social and cultural constructs.
- 3) Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

Course Requirements and Assignments

This online course requires reading the textbook and listening to recorded lectures. PowerPoint slides for these lectures will be posted, and will include full notes, but there may be something that is said that is not in the notes. Lectures will be posted by the Sunday before the content is assigned at 12pm (noon) (e.g., information

for the first day of class will be posted on Sunday, 8/25). In addition to listening to the recorded lectures and reading the textbook, there are four assigned journal articles throughout the semester to read. Graded assignments are detailed below, and due dates are clearly outlined on the syllabus. A course announcement will be posted in Blackboard each week (Sunday evening or Monday morning) summarizing the expectations and assignments due for the week.

1. Exams (2 exams, 30 points each, 60 points total)

There will be one mid-term and one final exam during the semester. They will be all multiple-choice and true/false questions. All exams will be given online through Blackboard and are open notes/book. However, you may NOT consult with other classmates about the exams. Exams will be available starting at least 48 hours before the due date and the exam will end at the time and on the day assigned on the syllabus. You will have 2.5 hours to complete the test from the time you begin. There will be no new content the week of the midterm to allow you time for completing the exam. Absolutely no make-ups are permitted!

2. Discussion Board Posts (5 points each, 4 over the course of the semester, 20 points total)

You will read 4 journal articles over the course of the semester. Each student will write a paragraph describing his or her thoughts on the article and respond to one other student. Posts should discuss what the authors did well or did not do well, key takeaways, why you agree or disagree with a classmate, or provide connections between the article and real-life situations/experiences. Posts that receive 5 points should be substantial and thoughtful (i.e., do more than summarize the article or express agreement/disagreement with a classmate).

3. Writing Assignments (2 assignments, 10 points each, 20 points total)

There will be 2 short writing assignments over the course of the semester, each 1-2 pages long. These assignments will serve two purposes: (1) to engage you in applying the concepts learned through class to everyday situations and (2) to guide you in thinking critically about developmental psychology. Writing prompts will be provided in Blackboard one week before the assignment is due. Assignments will be graded for completeness in addressing the writing prompt as well as proper use of grammar, punctuation, spelling, etc.

4. Interview Project (25 points total)

You will complete a final project in which you must demonstrate your understanding of development by evaluating theoretical and empirical claims and relating them to information obtained through an interview. You may choose to interview anyone of any age.

You need to choose **two** aspects of development that interest you (e.g., identity, gender, parenting, marriage, aging, etc.) and think about how you might assess these aspects during an interview. Make sure to match the questions to a particular stage of development. For example, if you interview an adolescent, make sure the questions refer to adolescence (e.g., don't ask about pretend play!). Your two constructs will be due via Blackboard on 10/27.

Construct a list of at least 3 questions per area of interest (totaling at least 6 questions). These questions will focus on these aspects based on theories, research findings, and everyday examples we have discussed in the course. You will want to create your list prior to the interview. During the interview, you should make notes about what you discussed. I would prefer you to interview someone NOT in your family, but if you really need or want to, you may. Please make sure the person you talk with will answer your questions honestly.

Following the interview, you will write a paper relating your findings to key ideas discussed in our course, noting how your findings are similar to or different from the theories, research findings, and everyday examples we discussed (focusing on the two constructs chosen). You should refer to information from the book, outside

articles, and Powerpoint slides. This paper should be approximately 3-4 pages in length, 12 point Times New Roman font, double-spaced, with 1" margins. A rubric will be available on Blackboard. Feel free to meet with me at any point to discuss choosing your 2 constructs and/or 6 questions, determining appropriate ways to assess these constructs, or relating your findings to course material.

Extra Credit

There will be one "bonus" discussion board post during the semester. This bonus discussion board post will be worth 3 extra credit points towards your point total for the semester, and will be on a specific topic rather than a journal article.

Points and Grade Calculation

Assignment	Possible Points
Discussion board posts	20
Exams	60
Writing Assignments	20
Interview Project	25
Total Points	125

Grading Scale:

Grade	Percentage	Quality Points	Undergraduate Courses
A+	97-100	4.00	Passing
A	93-96	4.00	Passing
A-	90-92	3.67	Passing
B+	87-89	3.33	Passing
B	83-86	3.00	Passing
B-	80-82	2.67	Passing
C+	77-79	2.33	Passing
C	73-76	2.00	Passing
C-	70-72	1.67	Passing
D	65-69	1.00	Passing
F	64 and under	0.00	Failing

Disclaimer and Class Cancellation Policy: The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing. Any changes to assigned readings (especially articles) will be made at least 1 week prior to the class session for which it is assigned. If class is cancelled for any reason (weather-related or otherwise) students will be notified via email and an online make-up class period will be provided.

Disability Statement and Accommodations: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Honor Code: George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student's responsibility to familiarize himself or herself with the Honor Code. The Honor

Code is available at: <http://oai.gmu.edu/the-mason-honor-code-2/> All violations of the Honor Code will be reported to the Honor Committee.

Important Campus-Wide Dates

First day of classes	Mon Aug 26
Labor Day – University Closed	Mon Sept 2
Last day to add classes	Tues Sept 3
Last Day to Drop (with 100% tuition refund)	Sept 9
Drop period begins with a TBD refund percentage	Sept 10
Final Drop Deadline (TBD tuition refund percentage)	Sept 17
Student Self-Withdrawal	Sept 18-30
Selective Withdrawal Period (undergraduate students only) (100% tuition liability)	Oct 1-29
Fall Break (Monday classes meet Tues, no Tues classes)	Mon Oct 14
Thanksgiving Break	Nov 27-Dec 1
Last day of classes	Dec 7
Reading Days	Dec 9-10
Exam Period	Dec 11-18

Enrollment and Add/Drop: Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes and published above. After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

Late Assignments: If you need an extension for an assignment for any reason, you must contact me BEFORE the due date for the assignment to discuss options for an extension. Late assignments will NOT be accepted if there has been no contact made with me before the due date to discuss. Therefore, any assignment turned in late without prior instructor approval will not be graded and you will receive a 0 for the assignment.

Attendance/Course Participation: Students who miss exams or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide me, within the first two weeks of the semester, with the dates of major religious holidays on which they will not be able to submit work, and the dates for which they are requesting an extension due to participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an extension for participation in a university-sponsored activity must provide me a letter from a university official stating the dates and times that the student will miss class or an assignment.

Class Schedule

Week	Date	Class Topics	Readings	Assignments Due
1	Week of 8/26	Syllabus, QALMRI, The Life-Span Perspective	Chapter 1	
2	Week of 9/2	Biological Beginnings	Chapter 2	
3	Week of 9/9	Physical Development and Biological Aging; Health	Chapter 3; Chapter 4	Writing Assignment #1 due on Sunday, 9/15 by 12 pm (noon)
4	Week of 9/16	Motor, Sensory, and Perceptual Development	Chapter 5	
5	Week of 9/23	Cognitive Developmental Approaches; Information Processing	Chapter 6; Chapter 7;	
6	Week of 9/30	Intelligence; Language Development	Chapter 8; Chapter 9; Walker et al., 1994	Blackboard post #1 due by Sunday, 10/6 at 12pm (noon)
7	Week of 10/7	Emotional Development	Chapter 10; Larson et al., 2002	Blackboard post #2 due by Sunday, 10/13 at 12pm (noon)
8	Week of 10/14	MIDTERM EXAM – NO NEW CONTENT		Exam available starting at 8am on Monday, 10/14 and due by 11:59pm on Sunday, 10/20
9	Week of 10/21	The Self, Identity, and Personality	Chapter 11	Submit two constructs for interview via Blackboard by 11:59pm on 10/27
10	Week of 10/28	Gender and Sexuality; Moral Development, Values, and Religion	Chapter 12; Farr & Patterson, 2013; Chapter 13	Blackboard post #3 due by Sunday, 11/3 at 12pm (noon)
11	Week of 11/4	Families, Lifestyles, and Parenting	Chapter 14	Writing Assignment #2 due by Sunday, 11/10 at 12pm (noon)
12	Week of 11/11	NO NEW CONTENT – INTERVIEW PROJECT WORK WEEK		
13	Week of 11/18	Peers and the Sociocultural World	Chapter 15; Veiga et al., 2017	Blackboard post #4 due by Sunday, 11/24 at 12pm (noon)
14	Week of 11/25	Schools, Achievement, and Work	Chapter 16	
15	Week of 12/2	Death, Dying, and Grieving	Chapter 17	Interview Project due by Thursday, 12/5 at 11:59pm
FINAL	5/9	FINAL EXAM – due on Blackboard by 11:59pm on Thursday, December 12th		<i>*Will be available on “Assessments” area of Blackboard at 11:59pm on Thursday, 12/5</i>