
PSYC 211-DL3 – Developmental Psychology

This syllabus may change.

This syllabus has been updated as of 08/10/2019

Instructor: Angelique B. Williams

Office: 1028 David King Hall

Office Hours: Monday 10:30am – 1:30pm + by appt.

Email: awilli93@masonlive.gmu.edu

Prerequisites: PSYC 100

Credit Hours: 3

Textbook

The majority of resources used throughout this semester will consist of selected articles and book chapters posted on Blackboard.

Textbook used in the class:

Feldman S., R. (2016). Development Across the Life Span.

ISBN – 13: 978-0134225890

Course Overview

Welcome to Life Span Development! This course surveys theories and research regarding lifespan development across a number of developmental domains. We cover topics that range from neuronal growth to language development to adult personal relationships. The emphasis is on incorporating readings into class discussions, grounding our understanding of developmental phenomena in developmental science, and in communicating scientific principles to a lay audience.

Course Goals

As the course instructor, I have several goals for each student to work toward during this semester:

- 1) Understanding prominent theoretical frameworks pertinent to early, middle and late developmental processes.
- 2) Development of a general familiarity with psychological research throughout the lifespan.
- 3) Destigmatizing customarily touchy topics such as birth, sex, and death.

Course Format

This course will be held entirely in person. This course will consist of lectures, chapter and articles readings, and writing assignments. Students are responsible for understanding all of the information presented in articles, their textbook and PowerPoint lectures. Each week students must complete an online chapter quiz (see below for more information regarding these quizzes). These assignments are designed to ensure that students both have an understanding of the core course content as well as an ability to participate in classroom discussions in order to enrich their overall understanding of developmental concepts. These assignments will be due at specific dates throughout the semester (see Calendar at bottom of syllabus for a list of due dates). Throughout the semester, students will complete a midterm and final exam to ensure a complete and thorough understanding of all course materials.

*****Late Work Will Not Be Made Up – No Exceptions*****

Extra-Credit Assignments: There will be no extra credit assignments in this course. Please prepare for assignments accordingly. This is a non-negotiable point.

PowerPoint Lectures

As stated above, this course will deliver content primarily through PowerPoint slides. These lectures will be posted on Blackboard at the beginning of the semester. PowerPoints will include key terminology, important concepts, and detailed information. Most of this information will be provided in text.

Students should use the articles to supplement their knowledge and understanding of the information presented in these slides. If students are unsure about a specific concept, they should first consult their articles for more information regarding this topic. If they are still unsure about a topic, they may email the instructor.

Discussion Posts

For each section covered, students must also post and respond to two posts on the Blackboard Discussion board (300 words). Students must answer a weekly question. They are able to use supplementary resources (such as interesting and relevant video, link, popular press article, scholarly article, or a quote from the textbook (when applicable) to supplement their discussion. Along with their post, students must provide an APA style citation of where the information was found, specific answers to the questions asked, and a detailed explanation of why the post relates to the question asked. The goal of these posts is to spur discussion among classmates, so they should be as thought-provoking and engaging as possible in order to encourage other students to read and respond. I encourage healthy discussions and debates through these discussion threads. However, **rude, disrespectful and offensive posts will negatively impact the grade of the writer. Keep in mind that your opinion has as much place as every other student in the forum.**

All discussion posts should include at least one reference which should be cited both in text and in the reference section of the discussion post.

Make sure that you write the post within the thread. Discussion board posts submitted as an attachment will not be read.

Students must also read and respond to a discussion post **of at least two other classmates**. These responses should include overall thoughts/ideas spurred by the post, other reasons why the post was interesting, other ways that the post was relevant to topics outlined within the course, aspects of the post that the student may agree/disagree with, and/or any other observations that the student would like to make about the post. These responses should also be at least 5 sentences (points will be deducted for incomplete or incoherent thoughts), and please remember to be respectful and polite regarding other students' opinions when posting these responses. The professor reserves the right to deduct points based upon inappropriate or disrespectful conduct directed at other students or the professor themselves.

Grading Rubric for Discussion Board Post (10 pts total)

5pts.....Original post

These points are earned based upon the word count, grammar, content and references cited both in text and in the reference section at the end of the discussion post in the original post.

5pts..... Responses

Each response is worth 2.5 points. These points are earned based upon depth of response (at least 5 lines), and grammar.

All Discussion posts are due on the Friday of each week before Midnight. (11:59 PM)

Thought Papers

There will be a written assignment due at the end of each module. This writing assignment or small project is in some way related to the information that was covered within the lectures within that module. Students must select one specific topic and leadings article reading for their thought paper (information from the chapter should be used in each paper). Students should refer to the assignments tab on Black board for more detailed information concerning the specifics of their writing assignment.

Papers not submitted in APA format will not be reviewed. Any remaining questions concerning specifics of writing assignments after reviewing the guidelines listed can be brought to the instructor.

What is a Thought Paper?

Thought papers should be 1 - 2 double spaced pages. The thought paper should pick an issue inspired by the readings and react to it. These should not be summaries. Beyond the assigned readings, you can also incorporate information from current events, other research, personal experience, etc. Thought papers must be brought to class on which we are discussing the topic. Whatever resources used in the paper must be cited in APA format (both in-text and in the reference section). All thought papers must include at least two scholarly references.

Also, it is understandable if citation generators are used to help students with creating an APA formatted reference section, however, please make sure to format the citation created using the generator so that it matches the rest of your paper. Failure to do so will result in points deducted from the final grade of the assignment.

Final Paper

There will be a final paper in the class in the place of a final exam. This paper will build on a thought paper of the student's choice or topic of the student's choice that is covered within the semester and pinpoint a question of interest relating to the selected topic. This question will be answer in a 5-page (minimum and maximum) paper that lays the framework for previous research and theory pertaining to their given question. The paper will include a minimum of 5 scholarly sources and be written in APA format. More information will be given throughout the semester.

All Writing Assignments are due by 7:20pm (class time – non-negotiable) on the Thursday of the end of each module (as identified in the calendar).

Scholarly Resources MUST be used for full credit:

*“**Empirical** studies are those based on actual and objective observation or experimentation. Articles that describe **empirical** research studies are usually published in scholarly or academic journals.” You may also use academic sources such as books but should rely heavily on the GMU Library Database.”*

Please use the link in Blackboard “Library Subject Guide” to explore resources related to Psychology and this class.

All Assignments will be submitted using the Blackboard platform. NO EXCEPTIONS

Grade Breakdown	
Thought Papers	30%
<i>Thought Paper 1</i>	5%
<i>Thought Paper 2</i>	5%
<i>Thought Paper 3</i>	5%
<i>Thought Paper 4</i>	5%
<i>Thought Paper 5</i>	5%
<i>Thought Paper 6</i>	5%
Discussion Posts	30%
Final Research Paper	40%
<i>Topic Selection and Summary</i>	10%
<i>Annotated Bibliography</i>	10%
<i>Final Paper</i>	20%

Total

100%

Grading Scale:

A+ = 97-100%

B+ = 87-89%

C+ = 77-79%

D = 60-69%

A = 93-96%

B = 83-86%

C = 73-76%

F = <60%

A- = 90-92%

B- = 80-82%

C- = 70-72%

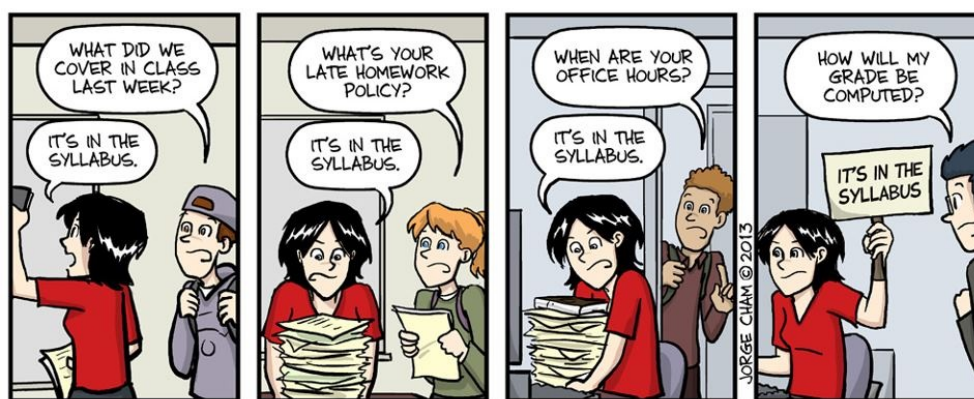
Additional Information

Email Policies

For questions regarding course content, please email the instructor – awilli93@gmu.edu

Please make sure you re-read the syllabus before asking questions about the policies, procedures, or format of the course.

When emailing the instructor or teaching assistant regarding the class, you **MUST** include **PSYC 211** in the title of the email. This ensures that the instructor can easily identify course-related emails and respond in a timely manner.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Writing Policies

As is the case with all writing projects assigned throughout the semester, proper grammar and formatting is important. Because this is a psychology class all assignments should be submitted in APA format. Errors will result in a reduction of the grade for that assignment. Please do not be afraid to use on campus resources such as the Writing Center, as well as contacting me for help! 😊

<http://writingcenter.gmu.edu/>

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. I can only respond to gmu.edu email addresses, so please only use your Mason email in correspondence with me. **Also, please make sure that you draft all emails in a grammatically correct manner. Emails that do not include a salutation and full sentences will not be answered.**

Blackboard: I will post notes, resources, grades, and announcements on Blackboard. You should frequently check Blackboard because you will be responsible for the material posted. Additionally, all assignments will be turned in through Blackboard. To use Blackboard, you will need to go to <https://mymasonportal.gmu.edu>.

Honor Code: Coursework is expected to be the student's own original work. Students may use books, notes, and other sources to prepare assignments. Under no circumstances are students to collectively write papers with another student, turn in work previously submitted, reference notes or class materials during tests, or use material from other sources (textbook, websites, journal articles etc.) without proper citation (APA style). This will be considered plagiarism and will not be tolerated. All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code *will be reported* to the Honor Committee for review.

Disability Accommodations: If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services (SUB I, Rm. 4205; 993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Course Schedule

Week	Date Available/Due Date	Assigned Reading	Assignments for the Week
1	01/21 01/24	Chapter 1: An Introduction to Lifespan Development Article Reading: Bronfenbrenner & Morris (2006)	Introduction Post Discussion Post #1
Module #1: Pregnancy, Birth & Infancy			
2	01/27 01/31	Chapter 2: The Start of Life: Prenatal Development & Chapter 3: Birth and the Newborn Infant Article Reading: Hackerman et al., 2010; Flanders-Stepans, 2000	Discussion Post #2
3	02/03 02/07	Chapter 4 – 6: Physical, Cognitive, Social and Personality Development in Infancy Article Readings: Ainsworth, 1979	Discussion Post #3 Thought Paper #1
Module #2: The Preschool Years			
4	02/10 02/14	Chapter 7: Physical and Cognitive Development in the Preschool Years Article Readings: Vallotton, 2011; Belsky & Pluess, 2009	Discussion Post #4
5	02/17 02/21	Chapter 8: Social and Personality Development in the Preschool Years Article Readings: Henderson & Wachs, (2007); National Center for Education Statistics, 2000	Discussion Post #5 Thought Paper #2
Module #3: The Middle Childhood Years			
6	02/24 02/28	Chapter 9: Physical and Cognitive Development in the Middle Childhood Article Readings: Jenkins (1936); Boylan Barblett & Knaus, 2018	Discussion Question #6
7	03/02 03/06	Chapter 10: Social and Personality Development in Middle Childhood Article Readings: Condrón (2009); NICHD Early Child Care Research Network, 2006	Discussion Question #7 Thought Paper #3
8	03/09 – 03/13 Spring Break		
Module #4: Adolescence			
9	03/16 03/20	Chapter 11: Physical and Cognitive Development in Adolescence Article Readings: Condrón, 2009; Steinberg, 2008	Discussion Question #8 Final Paper Topic Summary
10	03/23 03/27	Chapter 12: Social and Personality Development in Adolescence Article Readings: Yeager & Dweck, 2012; Hughes et al., 2006	Discussion Question #9 Thought Paper #4

Module #5: Early & Middle Adulthood			
11	03/30 04/03	Chapter 13 & Chapter 15: Physical and Cognitive Development in Early & Middle Adulthood Article Readings; Diamond & Kirkham, 2005	Final Paper Annotated Bibliography
12	04/06 04/10	Chapter 14 & Chapter 16: Social and Personality Development in Early and Middle Adulthood Article Readings: Broderick, 1979, Lachman, 2004	Discussion Question #10 Thought Paper #5
Module #6: Late Adulthood & Death			
13	04/13 04/17	Chapter 17: Physical and Cognitive Development in Late Adulthood & Chapter 18: Social and Personality Development in Late Adulthood Article Readings: Caldwell, 2005; Salthouse, 2006	Discussion Question #1
14	04/20 04/24	Chapter 19: Death & Dying Article Readings; Parkes (2013) & Corr (2015) Watch Adam Ruins Death snippet	Discussion Question #12 Thought Paper #6
15	04/27 05/01	Focus on Submitting Your Final Paper	

****This syllabus is subject to change at the discretion of the professor. Students are responsible for all information presented regardless of their reading of the syllabus. ****

Important Dates to Know

Last Day to Add/Drop (with no tuition penalty): Wednesday February 5

Last Day to Drop (50% penalty): Tuesday, February 11

Last Day to Drop **selective withdrawal period (100% tuition penalty): Tuesday February 25 – Monday March 30**