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### What's this course all about?

- Surveying basic concepts and principles of physical, cognitive, social, and emotional development across the lifespan via theory, empirical findings, different points of view
- Fulfilling Mason CORE (Social & Behavioral Sciences Learning Outcomes)

### What's in it for you?

- Learning the basics of developmental psychology
- Delving into how researchers develop & test hypotheses
- Applying in-class concepts to everyday situations

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#### Grading Scale

A+ (97-100); A (93-96); A- (90-92); B+ (87-89);  
B (83-86); B- (80-82); C+ (77-79); C (73-76); C-  
(70-72); D (65-69); F (<64, failing)

#### Add/Drop Deadlines

- Last day to add: 8/31
- Last day to drop: 9/8
- Final drop deadline: 9/15



Readings (recommended text):  
Santrock, J.W. (2018) - A  
Topical Approach to Lifespan  
Development (9th edition).  
ISBN:978-1259708787.



Additional required readings  
uploaded and available through  
Blackboard

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## COURSE STRUCTURE

- **Slide decks** highlighting the most important aspects of the chapters
- **Asynchronous lectures** covering pivotal material in greater depth
- **Reviews/papers** relating to the topics covered in the slide decks and lecture

**COURSE REQUIREMENTS****MEME/GIF/BLURB**

x2, 10 points each

(20 total)

Submit one meme/GIF (or write a 1-2 sentence blurb) during the first week of classes describing how you feel going into the course; and another during the last week of classes describing how you feel that the class is over

Goal: ease in and out of the course

**REFLECTIONS**

x5, six points each

(30 total)

Informal one-page reflections on slide decks/lectures of your choice—to be submitted up until a week after they have been made available (see guidelines for more details). Up to 5 bonus points if you submit a 6th reflection!

Goal: demonstrate how you digest content in the textbook

**GROUP DISCUSSIONS**

x4, five points each

(20 total)

Periodically throughout the semester, and *unannounced*, I will post prompts in the Discussion Board to promote conversation about the material. If you miss out on a discussion day, you will forfeit these points—no make-ups!

Goal: maintain engagement; encourage you to think critically about the material

**WHAT, WHY, HOW? PROPOSAL**

x3, 10 points each

(30 total)

1. **WHAT?** Select three topics of choice from the course and propose an avenue of research i.e. a research question that is answered by a study (novel or follow-up) or intervention. Develop a hypothesis—based on what you know—of what you expect to find.
2. **WHY?** Explain why the study/intervention would be worthwhile doing, why the field of psychology could gain from it. What unique insight is it contributing? Why
3. **HOW?** Describe, in brief, how you would go about answering your research question through a study or intervention. If it's a follow-up experiment, delve into *how* it's different and how it's more effective than the original study.

Goal: approach topics in psychology critically by developing and providing means for testing hypotheses; expand on acquired knowledge

**Me, Myself, and I:** As Beyoncé's legendary song goes, it's all we've got in the end. Your health and well-being are top priority, especially in times like these. If there's anything I can do to make your experience as a student as stress-free as possible, and to support you, please reach out. I'm happy to share resources that can help us cope with whatever level of stress/anxiety we are experiencing.

**Technology:** The use of technology—a device able to connect to the internet—as well as access to Blackboard, and your MasonLive email account are required for this course. If you need to email me, make sure your subject line is “**PSYCH 211 - Your Name**”.

**Deadlines:** Assignments submitted late and without any communication prior to the deadline will **not** be accepted. If you are experiencing unexpected difficulties in your coursework due to the effects of COVID-19, do your best to identify the specific issues you're encountering (e.g. difficulty concentrating, time management) as early as possible so that we can discuss alternatives.

**Accommodations:** Disability Services at Mason is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Please reach out to ODS if you require accommodations: <https://ds.gmu.edu/response-to-covid-19/>

**Honor Code:** GMU 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.

**Diversity:** In our online classroom, it is important to have an inclusive learning experience. As with the Mason Diversity Statement, “diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation,” and economic status. Being thoughtful and respectful of others' opinions and backgrounds will stimulate our environment and learning experience.

**Title IX:** Mason is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students. Any faculty or staff member at Mason is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator, but please know that such reports will result only in someone reaching out to you directly to let you know about available services and to determine if you wish to take any action. You can also contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380) to speak to someone confidentially, as individuals who work in those offices are not required to report disclosures. You may also seek assistance directly from Mason's Title IX Coordinator (703-993-8730; [titleix@gmu.edu](mailto:titleix@gmu.edu)).

**COURSE SCHEDULE (subject to change)**

Date	Topic	Readings	Assignment Deadlines
August 24	Syllabus Day	Syllabus	Meme/GIF due 8/30
August 31	The Life-Span Perspective Biological Beginnings	CH. 1 CH. 2	
September 2	Physical Development and Biological Aging	CH. 3	
September 7	Health	CH. 4	
September 14	Motor, Sensory, and Perceptual Development	CH. 5	
September 16	Cognitive Developmental Approaches	CH. 6	
September 21	Information Processing	CH. 7	
September 23	Intelligence	CH. 8	WWH topics due 9/25* (opt)
September 28	Language Development	CH. 9	
September 30	Emotional Development	CH. 10	WWH draft due 10/4* (opt)
October 5	The Self, Identity and Personality	CH. 11	
October 7	Gender and Sexuality	CH. 12	
	FALL BREAK		
October 19	Race, Ethnicity	Papers	
October 21	Moral Development, Values, & Religion	CH. 13	
November 2	VOTE NOV 3! VOTE NOV 3!		
November 4	Take the day off.		
November 9	Families, Lifestyles, and Parenting	CH. 14	
November 16	Peers and the Sociocultural World	CH. 15	
November 18	Schools, Achievement, and Work	CH. 16	
November 23	Death, Dying and Grieving	CH. 17	
	RECESS		
December 2	<b>Absolute final deadline for all assignments (late submissions = 0)!</b>		

**How to read the course schedule (with an example):**

The slide decks, lecture, and any relevant papers related to “Language” (CH. 9), will be available on the morning of Monday, September 28. After reviewing these materials, and/or reading the textbook chapter, you choose to write a reflection on this topic, you have **one week**—i.e. until 11:59pm on Monday, October 5th—to submit it.

\*The deadlines for the WWH proposal topic approval and draft are optional. You will not be penalized for not submitting them.

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