

**PSYC 211-005: Developmental Psychology (3 credits)**  
**Fall 2020**

**Instructor:** Alenamie Alegrado

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**Virtual Student Hours:** Wednesday 9:30 am – 11:00 am and by appointment

**Office:** Please email me when you want to meet, so I can send you a zoom link for our meeting.

**Lecture:** Distance Learning (asynchronous)

\*\*\*We do not have a scheduled meeting time; you are expected to keep up with weekly course content posted on Blackboard.

**Textbook and Readings:** A Topical Approach to Lifespan Development 10th Edition.

ISBN-13: 978-1260060928

ISBN-10: 1260060926

Course Schedule					
Section	Week	Dates		Lecture Topic	Assigned Reading
<i>Biological, Social, and Emotional Foundations of Development</i>					
1	1	1/25	1/31	The lifespan perspective	Chapter 1
	2	2/1	2/7	Prenatal development, Why don't all babies thrive	Chapter 2
	3	2/8	2/14	Brain development, Physical Development & Motor Skills	Chapter 3
<i>Social-Emotional and Cognitive Development</i>					
2	4	2/15	2/21	<b>DUE: 2/21 @ 11:59 pm:</b> Section 1 Infographic + Peer reflections Attachment, social-emotional Development	Chapter 10
	5	2/28	9/27	Cognitive Development: Piaget	Chapter 6
	6	3/1	3/7	Cognitive Developmental: Information Processing; Perception	Chapter 7
<i>Language and Adolescent Development</i>					
3	7	3/8	3/14	<b>DUE: 3/14 @ 11:59 pm:</b> Section 2 Infographic + Peer reflections Language Development	Chapter 9
	8	3/15	3/21	Adolescence & Identity	Chapter 11
	9	3/22	3/28	Peers and the Sociocultural World	Chapter 15
	10	3/29	4/4	Sex, Gender and Sexuality	Chapter 12
<i>Adulthood</i>					
4	11	4/5	4/11	<b>DUE: 4/11 @ 11:59 pm:</b> Section 3 Infographic + Peer reflections Moral Development, Values, Religion	Chapter 13
	12	4/12	4/18	Parenting, Relationships/Marriage/Divorce	Chapter 14
	13	4/19	4/25	Motivation & Rewards, Work/Retirement	Chapter 16
	14	4/26	5/2	Biological Aging, Successful Aging	Chapter 3
	Final	5/3	5/9	<b>FINAL DUE DATE:</b> 5/9 @ 11:59 pm: Section 4 Infographic + Peer reflections	

**Important Dates:**

- 1/25: First Day of Class
- 2/1: Last Day to Add
- 2/12: Last day to drop (with 100% tuition refund)
- 2/16: Final drop deadline (50% tuition refund)
- 2/17 - 3/1: Unrestricted Withdrawal Period (100% tuition liability)
- 3/2 - 4/1: Selective Withdrawal Period (100% tuition liability)

**Course Description:** This course will introduce students to developmental psychology across the lifespan. We will address lifespan topics covering prenatal development to death and dying. Developmental science is the study of how humans change and stay the same throughout the course of their lives. As a survey course, we will cover large swaths of human development touching on major developmental theories including perspectives of childhood, adolescence, adulthood, and old age. Because everything in the lifespan could justifiably be covered in this course, we will necessarily limit our topics focusing on some of the most important.

**Learning Outcomes:** By the end of this course, students should be able to:

1. Understand concepts and principles of development pertaining to physical, cognitive, emotional, and social development across the lifespan.
2. Understand how the multiple domains of development interact with contextual factors to influence developmental outcomes and individual differences.
3. Apply your knowledge of development to account for children, adolescents, and adults' behavior.
4. Demonstrate oral and written communication skills in analyzing content of developmental psychology.
5. Demonstrate critical thinking about the nature of human development.

**Criteria for evaluation:****Course Assignments**Exit Ticket (10% of course grade)

- Students will submit **four** Exit Ticket assignments over the length of the course. Students may choose which week to submit exit tickets. The exit ticket must be related to the week's content. **Students may not submit an exit ticket and reflection in the same week.**
  - o Students will submit their exit tickets on Blackboard by Sunday at 11:59 pm for the week's content.
  - o Approximately 150 - 200 words
    - a. Tell me what you liked or didn't like about the content and why
    - b. Tell me how you connect or relate to the content
    - c. Tell me what the content made you think about

Reflection (20% of course grade)

- Students will submit **four** Reflection assignments over the length of the course. Students may choose which week to submit reflections. The reflection must be related to the week's content. **Students may not submit a reflection and exit ticket in the same week.**
  - o Students will submit their reflections on Blackboard by Sunday at 11:59 pm for the week's content.
  - o Approximately 500 words
    - a. What did you know and/or what surprised you?
    - b. What did you learn?
    - c. How does it apply to you?
    - d. How does it apply beyond you?

Infographic (30% of course grade)

- Students will submit **two** infographic assignments over the length of the course. Students may choose which course section to submit their infographic. The infographic must be related to the section content.
  - o Approximately 1-page infographic
    - Students will design and submit an infographic that communicates a theme/theory/concept covered in the course. Students will use appropriate language and design for their target audience (for example: children, teens, adults, older adults)

- Students will submit their infographic as a new discussion board thread in the appropriate infographic submission folder on Blackboard **AND** to the infographic submission portal.
- Suggested Resources (you are not expected to purchase any software to complete this assignment).
  - Adobe Spark
  - Canva
  - Microsoft Word
  - Microsoft PowerPoint
  - You may hand draw an infographic

Peer Feedback (15% of course grade)

- Students will review **four** infographic assignments over the length of the course. Students **must** submit a peer reflection in the section they submit their infographic (ie, if you submit an infographic in section 1, you must also submit a peer reflection in section 1; if you submit an infographic in section 3, you must also submit a peer reflection in section 3)
  - Approximately 300 words
    - Students will provide feedback to their peers on shared infographics.
    - Describe what you liked and/or what you learned and/or offer constructive suggestions.
    - Students will comment their feedback on their peer’s infographic thread **AND** submit their peer feedback to me with a screen shot *the peer’s infographic* to the peer feedback submission portal.

Quiz (25% of course grade)

- Students will complete weekly quizzes that cover the week’s content.
  - Quizzes will primarily be multiple choice.

Course Assignment Grade Breakdown		
Assignment	# of Submissions	Course %
Exit Ticket	4	10%
Reflection	4	20%
Infographic	2	25%
Peer Feedback	4	5%
Quiz	14	40%

**Grade Breakdown**

A+	98-100%	A	93-97%	A-	90-92%
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	below 60%				

**General Policies**

**Attendance:** This is an asynchronous course. Students are expected to keep up with weekly content and assignments.

**Late work:** Students are expected to keep up with content and assignments in the course. Late assignments will be accepted at a penalized rate of 5% per day. Non-penalty extensions will be considered in the case of a family or medical emergency. Please communicate with me if you are facing extraordinary circumstances, and I will do my best to support you.

**Academic Integrity:** Academic integrity refers to honest and ethical behavior in all aspects of academic activity. This includes: not cheating on exams or homework assignments (e.g., copying the work of others), not passing off someone else's ideas as your own (plagiarism), not engaging in dishonesty of any kind with regard to your class participation and assignments.

**Plagiarism:** Plagiarism is the *unacknowledged* use of another person's labor, another person's ideas, another person's words, or another person's assistance. Unless otherwise stated in class, all work done for courses – writing assignments, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class.

**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. All violations of the Honor Code will be reported to the Honor Committee.

See [honorcode.gmu.edu](http://honorcode.gmu.edu) for detailed information.

**Classroom needs:** 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](mailto:ods@gmu.edu) | Phone: (703) 993-2474

**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. In the event that class is canceled, I will notify you via email; this email will include information about making up the missed class.

**Please preface the subject line of your email with, "PSYC 211:"**  
**Please include your name in the email.**

**Technology:** Except for the course textbook, all course materials will be housed on Blackboard. "Attending" class involves participating in the activities for each module.

#### Blackboard Login Instructions:

Online materials for this class can be accessed through Blackboard. You must check our course webpage frequently for course content, assignments, and discussions. This course is 100% online. Access to MyMason and GMU email are required to participate successfully in this course. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.