**PSYC 211-DL2 - Developmental Psychology**

**Course Syllabus**

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Office Hours: Mondays at 1pm, or by appointment

Office: David King Hall, room 1024 or ---------

**Course Description**

Developmental science is the study of how humans change and stay the same throughout the course of their lives. As a survey course, we cover large swaths of human development touching on major developmental theories including perspectives of childhood, adolescence, adulthood, and old age.

**Student Learning Objectives:**

* Describe key developmental processes and events which affect lifespan development
* Explain the relative role of context in developmental phenomena
* Apply developmental theory to real-life situations

**Textbook and Readings**

All readings are required.

Textbook: Santrock, J. W. (2018). *A Topical Approach to Life-Span Development*, 9th Edition. McGraw Hill

Other readings as assigned and available on Blackboard.

**Technology**

Except for the course textbook, all course materials will be housed on Blackboard. “Attending” class involves participating in the activities for each module. Modules consist of viewing videos, reading posts, participating in group discussions, participating in class discussions, taking tests, and conducting an interview. All of these activities take place through Blackboard.

**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](http://mymason.gmu.edu/) and GMU email are required to participate successfully in this course. Check [the IT Support Center](http://itservices.gmu.edu/) website. Navigate to [the Student Support page](https://coursessupport.gmu.edu/Students/) 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.

**Withdrawal and Refund Dates**

The final day to add or drop classes with no tuition liability is Tuesday September 7th. Final drop deadline is Tuesday **September 14th**.

**Inclusion**

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know if there is a way to improve the effectiveness of the course for you personally, or for other students or student groups. Remember that you can also submit anonymous feedback on Blackboard.

You are to be respectful of others regardless of gender, age, race, culture, religion, ability, class, or sexual orientation. In all online communication, students are expected to engage in respectful dialogue. Individuals who violate this policy or engage in disruptive online behaviors such as posting disrespectful or hostile comments may have their online access privileges revoked and/or may receive an F for the class.

Mental health concerns or stressful events (ex: a global pandemic) may lead to diminished academic performance or reduce your ability to participate in class activities. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

A variety of student services are available:

* + Distance Education Services, University Libraries (<http://library.gmu.edu/distance>)
  + Writing Center (<http://writingcenter.gmu.edu/>)
  + Counseling and Psychological Services (<http://caps.gmu.edu/>)

**The Honor Code**

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor System and Code. (<http://mason.gmu.edu/~montecin/plagiarism.htm>). Students are encouraged to study together as much as possible throughout the course, however, no assistance, sharing of information, or discussion of test items or answers between students may take place. For all work, the name that appears on the paper must be the author. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is the student’s. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

Students may not reproduce (including uploading to the Internet) any portion of any test. Students who attempt to photograph or in any way capture information about tests for others’ use will be reported for an honor violation, even if the violation happens after the end of the term.

**Title IX**

As a faculty member, I am designated a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (703-993-3686). You may also seek assistance from Mason’s Title IX Coordinator by calling 703- 993-8730.

**Accommodations**

If you are a student with a disability and you need academic accommodations, please email me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.

**Miscellaneous**

Barring a major disruption of Blackboard, University holidays will not affect our schedule given that you can work within the timeline provided and adjust the pace as you see fit.

Official Communications via GMU Email: Mason uses email 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.

Information about Student Privacy and Student Rights under FERPA can be found at: <http://registrar.gmu.edu/ferpa/>

**Course Requirements and Assignments**

**Unit Quizzes 50%**

Each of the five modules will have a quiz that covers both the lectures and the readings. These quizzes will primarily consist of multiple-choice questions and may have 1-2 short essay questions. The quizzes will have a time limit. Quizzes are open book, but only class materials are allowed on the quiz – no use of internet searches, discussions with others in or out of the class, etc. The quiz must be completed by the assigned due date or will receive a score of zero, except under extraordinary circumstances, or arranged in advance.

**Discussion Posts 30%**

For each module there will be several lectures, external videos, and readings. The purpose of the discussion responses is to relate the content in the module in answering the starter questions. The discussions will happen in GROUPS. Each person is assigned to a discussion GROUP of 7-10 students. Threads in the group are just for the group. On certain weeks, your discussions will stay in your groups. On other weeks, you will be required to post your final response to the CLASS DISCUSSION board. On the weeks that you are required to share your response, you will be assigned roles that you are expected to fulfill, including Starter, Critic, Connector, and Secretary. These roles will switch from week to week. It is important that you fulfil your role in a timely manner so that your group members have enough time to do their part.

Starter – you will need to provide the initial post(s) for the group. This means that your post is due by the end of the day on **Saturday**, well in advance of when other people need to post.

Critic – your job is to disagree with the initial post in some fashion. You may also address what’s missing from the starter response or where things may be going off track. You need to provide your response by the end of the day on **Monday**.

Connector – your job is to connect ideas that have come up to materials that have come up in other aspects of the course. This might be from this unit, or other units. You need to provide your response by the end of the day on **Monday**.

Secretary – your job is to provide a ‘final’ response on the group’s behalf. If there is more than one secretary, you will need to work with the other secretary, however, only one of you needs to post the final response. You need to post a draft by the end of the day on **Monday** to your group for feedback and a final post to the **class discussion board** by **Tuesday at 5:00pm**.

No matter what your role, you are expected to respond to two other posts by classmates, in your groups, by the end of the day on **Monday**.

Discussion posts cannot be done in one sitting, but, rather, students are expected to engage with the discussion multiple times. Only substantive posts will be considered a part of participating in the discussion (i.e., not just posts that indicate agreement).

On the group discussion board, informal/colloquial responses are okay. However, for the post that is to the class discussion board, more formal language should be used with correct spelling, punctuation, and grammar. Students are expected to express understandings based on the lecture/readings, even if relying a personal anecdote. Discussion posting deadlines may vary.

**Interview 20%**

Each student will conduct an interview/observation and write up what they found. The purpose of the interview is the see how concepts that were discussed in class play out in real life. The interview is to center on a particular age range. After conducting the interview, students will write up a 5-7 page (double spaced) reaction. The reaction will primarily relate what was said in the interview to material from class and from readings. Short quotations may be used in support of your points. Questions asked to the interviewee need to be included as an appendix. Any interview write up submitted after the due date will not be accepted.

The interview is expected to last 30-minutes. Questions should highlight elements raised in class, but they can be far-ranging is scope. The interview does not need to take place in person, but may not take place via email. You have the following options:

1. Infancy–childhood**:** Interview a parent of a young child. Observe the child if you can. Parent may not be your parent.
2. Adolescence: Interview an adolescent (in middle or high school). May interview the parent in addition (but not instead) to the adolescent. The adolescent may not be in your immediate family.
3. Adulthood: Interview someone over the age of 60. May not be a parent, but may be a grandparent.

All interview write-ups are due on **December 6th at 5:00 pm**. Submissions will be checked for plagiarism using SafeAssign.

Grades will be calculated as follows:  
> 93% = A, 90 – 92 = A-

87 – 89 = B+, 83 – 86 = B, 80 – 82 = B-

77 – 79 = C+, 73 – 76 = C, 70 – 72 = C-

60 – 69 = D

< 60 = F

Course Schedule

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| --- | --- | --- | --- | --- | --- | --- |
| Week | Beginning Date | | **Topics** | **Santrock Chapter or External Video Link** | | |
| **MODULE 1 – PRENATAL, BRAIN, AND PHYSICAL DEVELOPMENT** | | | | | |
| Week 1 | Monday Aug. 23 | Syllabus Intro | | |  | | |
|  |  | The lifespan perspective | | | Ch. 1 (The Life-span Perspective) | | |
|  |  | Paul Baltes Life-span Perspective | | | https://www.youtube.com/watch?v=89S-s5lRPPs | | |
|  |  | **Due by Tuesday at 5:00 pm, August 31st** | | | Group Discussion: Group Introductions | | |
|  |  |  | | |  | | |
| Week 2 | Tuesday, Aug. 31 | Prenatal Development; How a baby develops during pregnancy | | | Ch. 2 (Prenatal Development; Birth and Postpartum Period) | | |
|  |  | Why Don't all Babies Thrive? | | |  | | |
|  |  | Brain Development; Preventing Shaken Baby Syndrome | | | Ch. 3 (The Brain) | | |
|  |  | **Due by Tuesday at 5:00 pm, September 7th** | | | Class Discussion Post: The Nun Study | | |
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| Week 3 | Tuesday, Sept. 7th | Physical Development & Motor Skills | | | Ch. 3 (Body Growth and Change); Ch. 5 (Motor Development) | | |
|  |  | Physical Development: The First Five Years on YouTube (19:10) | | | https://www.youtube.com/watch?v=0JNqwegKzOg | | |
|  |  | **Due by Tuesday at 5:00 pm, September 14th** | | | Quiz 1 | | |
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| **MODULE 2 – SOCIAL-EMOTIONAL & COGNITIVE DEVELOPMENT** | | | | | |
| Week 4 | Tuesday, Sept. 14th | | Attachment; Konrad Lorenz - Imprinting, Harry Harlow - Contact Comfort | Ch. 10 (Attachment and Love) | |
|  |  | | This Emotional Life Ep. 1 on YouTube (2:30-19:10) | https://youtu.be/9VybkN30Ez0?t=148 | |
|  |  | | Social–Emotional Development | Ch. 10 (Exploring Emotion; Development of Emotion); https://casel.org/core-competencies/ | |
|  |  | | Babies | Love by Netflix on YouTube (47:50) | https://www.youtube.com/watch?v=YOv5jDFtvsI | |
|  |  | | **Due by Tuesday at 5:00 pm, September 21st** | Group Discussion: Emotion Recognition | |
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| Week 5 | Tuesday, Sept. 21st | | Cognitive Development: Piaget | Ch. 6 (Piaget's Theory of Cognitive Development; Applying and Evaluating Piaget's Theory) | |
|  |  | | The Developing Child (27:33)(you can skip object permanence portion) |  | |
|  |  | | Cognitive Development: Information Processing | Ch. 7 (The Information-Processing Approach; Thinking) | |
|  |  | | How your brain's executive function works -- and how to improve it | https://www.youtube.com/watch?v=qAC-5hTK-4c | |
|  |  | | **Due by Tuesday at 5:00 pm, September 28th** | Class Discussion Post: Emotion Dysregulation | |
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| Week 6 | Tuesday, Sept. 28th | | Perception | Ch. 7 (Attention; Memory) | |
|  |  | | How does Attention affect Perception (link) | http://www.gla.ac.uk/departments/philosophy/cspe/illusions/changeblindness/ | |
|  |  | | Nova: Change Blindness | https://www.youtube.com/watch?v=VkrrVozZR2c | |
|  |  | | Young schizophrenic at her mind's mercy | https://www.youtube.com/watch?v=UTUMt05\_nCI&feature=emb\_logo | |
|  |  | | **Due by Tuesday at 5:00 pm, October 5th** | Quiz 2 | |
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| **MODULE 3 – LANGUAGE AND ADOLESCENT DEVELOPMENT** | | | | | |
| Week 7 | Tuesday, Oct. 5th | | Language Development 1, 2, 3, 4; Broca's/Wernicke's Aphasias | Ch. 9 | |
|  |  | | *Babies | First Words by Netflix on YouTube (50:41)* | https://www.youtube.com/watch?v=BFtbXwnBRg8 | |
|  |  | | **Due by Tuesday at 5:00 pm, October 12th** | Group Discussion: Possible Interviewees | |
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| Week 8 | Tuesday, Oct. 12th | | Adolescence | Ch. 11 (Identity) | |
|  |  | | Problems During Adolescence |  | |
|  |  | | Identity |  | |
|  |  | | Peers and the Sociocultural World | Ch. 15 (Peer Relations in Childhood and Adolescence; Friendship) | |
|  |  | | **Due by Tuesday at 5:00 pm, October 19th** | Class Discussion Post: Teen Drivers | |
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| Week 9 | Tuesday, Oct., 19th | | Sex, Gender, and Sexuality - and Culture | https://nobaproject.com/modules/the-psychology-of-human-sexuality | |
|  |  | | Girl toys vs boy toys: The experiment - BBC Stories | https://www.youtube.com/watch?v=nWu44AqF0iI | |
|  |  | | Gender identity: ‘How colonialism killed my culture’s gender fluidity’ | https://www.youtube.com/watch?v=AqEgsHGiK-s | |
|  |  | | **Due by Tuesday at 5:00 pm, October 26th** | Quiz 3 | |
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| **MODULE 4 – ADULTHOOD I** | | | | | |
| Week 10 | Tuesday, Oct., 26th | | Stages of Moral Reasoning | Ch. 13 | |
|  |  | | Moral Personality |  | |
|  |  | | Parenting | Ch. 14 (Parenting) | |
|  |  | | **Due by Tuesday at 5:00 pm, November 2nd** | Group Discussion: How were you parented? | |
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| Week 11 | Tuesday, Nov 2nd | | Motivation & Rewards | Ch. 16 (Achievement) | |
|  |  | | The surprising truth about what motivates us |  | |
|  |  | | Emerging Adulthood; Why does it take so long to grow up today? |  | |
|  |  | | **Due by Tuesday at 5:00 pm, November 9th** | Final Class Discussion Post: Emerging Adulthood | |
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| Week 12 | Tuesday, Nov 9th | | Relationships & Marriage; Divorce | Ch. 14 (The Diversity of Adult Lifestyles) | |
|  |  | | Love Sense: from Infant to Adult (Sue Johnson and Ed Tronick) | https://www.youtube.com/watch?v=OyCHT9AbD\_Y | |
|  |  | | Sue Johnson Emotionally Focused Couples Therapy (EFT) in Action Video | https://www.youtube.com/watch?v=xaHms5z-yuM | |
|  |  | | **Due by Tuesday at 5:00 pm, November 16th** | Quiz 4 | |
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| **MODULE 5 – ADULTHOOD II** | | | | | |
| Week 13 | Tuesday, Nov 16th | | Work & Retirement | Ch. 16 (Careers, Work, and Retirement) | |
|  |  | | Q&A: We're in our 30s. How much should we be saving (article/video) |  | |
|  |  | | Biological Aging | Ch. 3 (Longevity and Biological Aging), More Antioxidants in your Diet May Not Mean Better Health | |
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|  |  | | **Due by Tuesday at 5:00 pm, November 23rd** | INTERVIEWS | |
|  |  | |  |  | |
| Week 14 | Tuesday, Nov 30th | | Successful Aging; Jack LaLanne at Age 95; Wii Bowling |  | |
|  |  | | **Due by Friday, end of day, December 3rd** | Quiz 5 | |