Fall 2022 - PSYC 211-001: Developmental Psychology (3 credits)

Meeting time and location: Monday and Wednesday 9:00 – 10:15 am

 Krug Hall 242

***Instructor:*** Alenamie Alegrado (she/her)

***Email:*** aalegrad@gmu.edu

***Student Hours:*** Wednesday 2:00 pm – 3:00 pm and by appointment.

***Office:*** DKH 1030. Access to my office space is locked from the outside, so please let me know in advance if you want to meet.

***Zoom:*** Email me if you want to set up a zoom meeting.

Textbook: Experiencing the Lifespan Fifth Edition by Janet Belsky

Worth Publishers, Macmillan Learning

**ISBN-13:** 978-1319107017

**ISBN-10:** 131910701X

*Additional Readings will be accessible through Blackboard.*

**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 couldn’t 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, written, and visual communication skills in analyzing content of developmental psychology.
5. Demonstrate critical thinking about the nature of human development.

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| **Week** | **Date** | **Chapter** | **Topic** | **Due @ 11:59 pm** |
| 1 | 1/24 | 1 | SyllabusWho We Are and What we Study |  |
| 1/26 | 1 | Theories: Lenses for Looking at the Lifespan |  |
| 2 | 1/31 |  | *Creating a Better Poster* |  |
| 2/2 | 2 | Prenatal Development, Pregnancy and Birth |  |
| 3 | 2/7 | 3 | Basic Newborn States |  |
| 2/9 | 3 | Sensory and Motor Development |  |
| 4 | 2/14 |  | ***\*Poster Idea Speed Chatting\**** |  |
| 2/16 | 4 | Attachment: The Basic Life Bond |  |
| 5 | 2/21 | 4 | Toddlerhood: Age of Shame and Doubt |  |
| 2/23 | 5 | Early Childhood: Physical and Cognitive Development |  |
| 6 | 2/28 | 5 | Early Childhood: Emotional and Social Development***\*Elevator Pitch\**** | **3/6: Poster Outline** |
| 3/2 | 6 | Middle Childhood: Physical, Cognitive, Emotional, Social Development |
| 7 | 3/7 | 7 | Middle Childhood: Home, School, Community |  |
| 3/9 | 8 | Adolescence: Puberty; Gender, Sex, Sexuality  |  |
| **8** | **3/14** | **SPRING BREAK** |
| **3/16** |
| 9 | 3/21 | 9 | Adolescence: Cognitive and Moral Development |  |
| 3/23 | 9 | Adolescence: Emotional and Social Development***\*Acting Out\**** |  |
| 10 | 3/28 | 10 | Constructing an Adult Life | **4/3: Poster Draft** |
| 3/30 | 11 | Emerging Adulthood: Marriage and Divorce |
| 11 | 4/4 | 11 | Emerging Adulthood: Parenthood and Work |  |
| 4/6 | 12 | Midlife: Physical and Cognitive Development |  |
| 12 | 4/11 |  | ***\*Peer Reviews\**** | **4/11: Peer Reviews** |
| 4/13 |  | *Poster Workday*  |
| 13 | 4/18 | 12 | Midlife: Emotional and Social Development |  |
| 4/20 | 13 | Later Life: Cognitive and Emotional Development |  |
| 14 | 4/25 | 13 | Later Life: Social Development and Widowhood |  |
| 4/27 | 14 | The Physical Challenges of Old Age |  |
| 15 | 5/2 | 15 | Death and Dying ***\*Picture This\**** | **5/4: Final Poster +****Symposium Summaries** |
| 5/4 |  | ***\*Poster Symposium\**** |
|  | 5/9 |  | *Reading Day*  |  |
|  | 5/16 |  | *Final Exam Period* |  |

***\* Topics with an asterisk are in-class activities. Students must attend class to participate and receive a grade for the assignment. You must let me know ahead of time if you anticipate missing one of these days. If you are experiencing extraordinary circumstances, I will consider providing an alternative assignment when appropriate. \****

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| **Important Dates** |
| Mon. Jan 31 | Last Day to Add: All Individual Sections Forms Due |
| Mon. Feb 7 | Last Day to Drop: With 100% Tuition Refund |
| Mon. Feb 14 | Last Day to Drop: With 50% Tuition Refund |
| Tues. Feb 15 - Tues. March 1 | Unrestricted Withdrawal Period: 100% Tuition Liability |
| Mon. Mar 14 – Sun. Mar 20 | *Spring Recess (Classes Do Not Meet)* |
| Wed. Mar 2 – Mon Apr 11 | Selective Withdrawal Period - Undergraduate Students Only (100% Tuition Liability) |

**Course Assignments**

*Rubrics for course assignments can be found in the assignment submission portal.*

Exit Ticket (15% of course grade)

* Students will submit **3** 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**.
	+ Students will submit their exit tickets on Blackboard by Sunday at 11:59 pm for the week’s content.
	+ Minimum 225 - 250 words
		1. Tell me what you liked or didn’t like about the content and why
		2. Tell me how you connect or relate to the content
		3. Tell me what the content made you think about
		4. Did you look up any additional information about the topic?

Reflection (20% of course grade)

* Students will submit **2** 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.**
	+ Students will submit their reflections on Blackboard by Sunday at 11:59 pm for the week’s content.
	+ Minimum 475 - 500 words
1. What did you know and/or what surprised you?
2. What did you learn?
3. How does it apply to you?
4. How does it apply beyond you?
5. Did you look up any additional information about the topic?

Content Review (25% of course grade)

* Students will complete daily check-in assignments at the beginning of class and check-out assignments at the end of class to review course content.
	+ The lowest 3 check-in grades will be dropped
	+ The lowest 3 check-out grades will be dropped

Poster (25% of course grade)

Students will produce a poster that communicates key findings of a scientific paper published in a peer reviewed journal. Students will select a paper of personal interest that is related to developmental psychology.

* **Proposal & Outline** **(5%)**
	+ APA citation of paper
	+ Poster Outline
* Description of topic
	+ Why is it important?
	+ How does it relate to developmental psychology?
* Study research question (Report question directly from the paper)
* Key findings of the study
* Implication of finding (Who does this information affect and how does it affect them?)
* Application of finding (What can this information be used to do in the future?)
* **Poster Draft (5%)**
	+ Submit a poster draft that models the *Better Poster* design to the submission portal on Blackboard
	+ Students will share their poster draft on their laptop or print **3 copies** of their poster draft to share with their peers (standard 8.5x11 inch size paper is fine) in class
* **Peer Review (5%)**
	+ Provide feedback on poster drafts of **3 peers**
		1. Review poster drafts in class with your peers
			1. Discuss what you liked, what you learned, and offer constructive suggestions.
		2. Complete peer feedback summary on Blackboard for each of the posters you reviewed.
* **Poster Session ((5%)**
	+ Students will participate in a conference style poster session as both presenter and audience member.
		1. *Presenter*: Students will share their poster and answer audience questions
			1. Students should be prepared to present their posters on their laptop or print a copy of their poster to display in class (standard 8.5x11 inch size paper is fine)
		2. *Audience*: Students will review their peer’s posters and ask relevant questions to presenter.
			1. Complete peer review summary form on Blackboard for 4 posters you reviewed
* **Final Poster (5%)**
	+ Submit final poster assignment to submission portal on Blackboard.

In-Class Activity (15% of course grade)

Students must be present to participate in in-class activities. In-class activities will help students review and apply course material and make progress on the poster assignment. In-class assignments must be submitted by 11:59 pm on the day of the activity.

* **Introduction (2.5%)**
	+ Get to know peers
* **Speed Chatting (2.5%)**
	+ Discuss possible poster ideas with multiple students in class.
* **Elevator Pitch (2.5%)**
	+ Work as a group to create and present a short but engaging and comprehensive verbal explanation of content
	+ Submit a written copy on Blackboard with all group member names
* **Picture This (2.5%)**
	+ Work as a group to create and present a detailed visual explanation of content and present to the class
	+ Submit an image of the picture on Blackboard with all group member names
* **Acting Out (2.5%)**
	+ Work as a group to create and present a scenario that embodies and explains content
	+ Submit a summary of scenario on Blackboard with all group member names
* **Class Question (2.5%)**
	+ Answer questions posed in class through Class Question
	+ Responses will be counted as participation points

**Course Assignment and Grade Breakdown**



**General Policies**

Attendance: This is an in-person lecture. Students should inform the instructor if they expect to miss class. Students are expected to arrive on-time to complete check-in assignments at the start of class and remain for the duration of the class period to complete check-out assignments at the end of class. Check-in and check-out assignments may not be taken late or retaken without instructor permission.

Class Cancellation: In the event that class must be cancelled, the instructor will inform students through an announcement on Blackboard and email. I will also include information regarding make up 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 with instructor permission. 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:** 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 exam 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.

**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 https://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

**Title IX:** Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

**Technology:** Except for the course textbook, all course materials will be housed on 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. 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.

Class Question Instructions:

*If you already have a Class Question account, skip to step 2. If you are new, start at step 1.*

1) Go to classquestion.com/students and click "Click here to register". This link will allow you to register for the site.

2) Once you have registered, go to classquestion.com/students and sign in.

3) Click "Add Class" at the bottom. Enter the Class Code for this class: “**JFSQC”** and then click "Add Class".

4) Your class will be added to the dropdown menu at the top. You can now click the "Sign In" button to log into your class!

**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 email and are required to activate their account and check it regularly.

In your emails to me please include this information:

* + - 1. Preface the subject line of your email with “PSYC 211:”
			2. Include your name in the body of the email

**Policies for Courses in a Continuing Pandemic:** All students taking courses with a face-to-face component are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (https://www2.gmu.edu/safe-return-campus). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check prior to coming to campus. **Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.**

As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms. **An appropriate facemask must cover your nose and mouth at all times in our classroom**. If this policy changes, you will be informed; however, students who prefer to wear masks will always be welcome in the classroom.

**Incompletes (IN):** An incomplete grade (IN) should be used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline listed in the academic calendar for that semester. Some students may prefer a C or D to an IN, and instructors should not assume that the student wants an IN rather than a grade or that it is in the student’s best interest to get an IN. Instructors should assign an incomplete only if the student has a very limited amount of work to complete and there is a non-academic reason that prevents them from completing the work within the semester. Instructors should not assign an incomplete if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Instructors should not assign an incomplete to give a student time to improve on work already completed. An instructor may not change an already recorded grade to an INC “after the fact.” (for example, changing an F to an IN)

***Recording of classroom lectures is not allowed without explicit permission by the instructor.***