

# **Avila University/ Acadeum Course Sharing Syllabus Sample**

**\*Actual course syllabus may differ**

## **Course: PY 208- Lifespan Development**

**Course Description:** A survey of the main patterns of growth and development of the person over the lifespan; emphasis on the social, intellectual, emotional, cognitive, and physical development of the person

### **Required Text:**

Development Through Life: A psychosocial approach

Barbara M Newman & Philip R. Newman

Cengage Learning 13th edition

9781337098144

### **Intended Learning Outcomes**

#### **Psychology Major Outcomes and Learning Objectives**

##### **1: Knowledge Base in Psychology**

1.1a. Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes (APA Knowledge Base in Psychology). Specific to this course emphasis will be on the use of developmental terminology, content, and theories.

1.1d Recognize the power of the context in shaping conclusions about individual behavior (APA Knowledge Base in Psychology).

1.3B. Evaluate how the mind and body interact to influence psychological and physical health (APA Knowledge Base in Psychology).

1.3a Describe examples of relevant and practical applications of psychological principles to everyday life (APA Knowledge Base in Psychology). Specific to this course emphasis will be on the applications of developmental principles.

##### **2: Scientific Inquiry and Critical Thinking**

2.1A Describe the value and limitation of using theories to explain behavioral phenomena (APA Scientific Inquiry and Critical Thinking)

2.4a Describe research methods used by psychologists including their respective advantages and disadvantages (APA Scientific Inquiry and Critical Thinking). Specific to this course emphasis will be placed on research methods commonly used in developmental research

### **3: Ethical and Social Responsibility in a Diverse World**

3.1a Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants (APA Ethical and Social Responsibility in a Diverse World).

*Numbers associated with APA's learning goals and outcomes, which have been adopted by Avila University's Department of Psychology. American Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>*

#### **Netiquette**

Although it is not expected to be a problem in postsecondary classes, students are asked to behave in the discussions and other class interactions in a professional and civil manner. If you are in doubt, do not post it! Instructors reserve the right to remove any postings deemed inappropriate, unprofessional, or otherwise distracting from the course.

Disruptive behavior is prohibited. We consider disruptive behavior as any student conduct that interferes with or obstructs the teaching or learning process in the on line classroom. Please note that when communicating online with your instructor or peers proper "netiquette" must be applied. As online communication does not allow us to assess one another's intentions or responses through gestures, facial expressions and other non-verbal communication elements, appropriate and professional use of online writing is crucial in showing respect to one another and preserving our online learning community. Some reminders of appropriate and professional netiquette are as follows:

- Use appropriate manner of address ("Hi John") when starting online interaction.
- Use polite and professional tone in your writing.
- All mail should have a subject heading that reflects the content of the message.
- Remember that using all capital letters in online communication is 'read' as shouting and can be considered rude or abusive by recipients of your message.
- Avoid overindulging in emoticons as they do not ameliorate rude or sarcastic speech online.
- Respect the copyright on all materials that you use or pass along to others. Always use citations when quote another person's ideas, expressions and research findings.

#### **Time Management and Late Assignments**

Deadlines are an unavoidable part of being a professional and this course is no exception. You are completing an online program with courses delivered in eight-week terms. This timeframe is referred to as an "accelerated" approach. Procrastination will lead to low performance without time to recover. To encourage you to stay on schedule, due dates have been established for each assignment and your online academic advisor is available to support your efforts in developing healthy participation habits. Any assignment that is not submitted in a timely manner will have 25% of the total point value deducted from the final grade. All work is due in a timely manner.

#### **Attendance Policy**

Students are expected to login multiple times weekly to all classes for which they are registered. Excessive absence may result in a grade of 'F'.

Attendance in an *online asynchronous* course is defined as active participation in an

academically-related activity. At least one **academically-related activity** should be conducted each week. Merely logging in or communicating with the instructor does not constitute attendance. You must complete at least one course assignment, quiz, etc., in order to be counted present for that week. Non-attendance can impact your financial aid.

### **Academic Honesty Policy**

Plagiarism involves using ideas or wording from another source without proper attribution. If you use information from a website, journal, or book, cite that source. If you use someone else's wording, put it in quotes. When in doubt, cite and quote. Use of outside sources is an excellent writing technique. Use that technique; it will enhance your papers. But cite that source!

Avila faculty take plagiarism and cheating very seriously. In incidents of cheating and plagiarism violations, the facilitator will determine the sanction for the incident, up to and including failure for the course. In addition, any incident automatically results in notification of the Office of the Academic Dean for further disciplinary action.

### **Evaluation and Grading Breakdown**

<b>Assignments</b>	<b>Points</b>
--------------------	---------------

#### **Module 1**

<b>Read Chapter 1</b>	<b>Points</b>
-----------------------	---------------

Assignment: Developmental Assumptions	5
Paper on Research Methods	10
Chapter 1 Definitions	5
Quiz Chapter 1	13.5

#### **Read Chapter 2**

Assignment: Modeling and Imitation	4
Chapter 2 definitions	5
Quiz Chapter 2	14.5

#### **Module 2**

<b>Read Chapter 3</b>	<b>Points</b>
-----------------------	---------------

Assignment: Psychosocial approach	6
Chapter 3 Definitions	5
Quiz Chapter 3	15

#### **Read Chapter 4**

Assignment: Maternal substance use	5
Chapter 4 Definitions	5
Quiz Chapter 4	13.5

### **Module 3**

<b>Read Chapter 5</b>	<b>Points</b>
Assignment: Infant sleeping practices	6
Assignment: Vagal tone	5
Chapter 5 Definitions	5
Quiz Chapter 5	11.5
<b>Read Chapter 6</b>	
Assignment: Toddler Development summaries	10
Chapter 6 Definitions	5
Quiz Chapter 6	15.5

### **Module 4**

<b>Read Chapter 7</b>	<b>Points</b>
Assignment: Children and Violence	6
Chapter 7 Definitions	5
Quiz Chapter 7	14
<b>Read Chapter 8</b>	
Assignment: Friendships in Middle School	5
Assignment: Covid and Middle Childhood	4
Chapter 8 Definitions	5
Quiz Chapter 8	15

### **Module 5**

<b>Read Chapter 9</b>	<b>Points</b>
Assignment: Formal Operational Thought	4
Chapter 9 Definitions	5
Quiz Chapter 9	15
<b>Read Chapter 10</b>	
Assignment: Autonomy	6
Chapter 10 Definitions	5
Quiz Chapter 10	12.5

### **Module 6**

<b>Read Chapter 11</b>	<b>Points</b>
Assignment: Life Change Units	5
Chapter 11 Definitions	5
Quiz Chapter 11	12
<b>Read Chapter 12</b>	
Assignment: Parenting Styles Essay	6

Assignment: Caregiving Roles	6
Chapter 12 Definitions	5
Quiz Chapter 12	10

## **Module 7**

### **Read Chapter 13** **Points**

Assignment: Life Satisfaction	6
Chapter 13 Definitions	5
Quiz Chapter 13	12.5

### **Read Chapter 14**

Assignment: Physical Changes	5
Chapter 14 Definitions	5
Quiz Chapter 14	11.5

## **Module 8**

### **Read Chapter 15** **Points**

Assignment: Death Across Different Cultures	12
Chapter 15 Definitions	5
Quiz Chapter 15	14

### **Final Project**

Assignment: Erickson and Kohlberg	20
-----------------------------------	----

## **Grading Scale**

A: 90–100%	4.0
B: 80–89%	3.0
C: 70–79%	2.0
D: 60–69%	1.0

## **Disability Accommodations:**

Avila University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, physical, etc.). If you are a student who has (or may have) a disability, please contact the Student Access Office to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom or in other settings on campus. Students are encouraged to register with the Student Access Office as soon as they begin their coursework, but may register at any point during their studies. Accommodations, however, are not provided retroactively. Students may contact the Student Access Office by email (DSO@Avila.edu), telephone (816-501-3666), or by stopping by their office located in the Student Success Center in Hodes--lower level of Carondelet Hall (Building #8). Students may also learn more about the Student Access Office by visiting <https://www.avila.edu/avila-life/student-success-center/student-access-office/>