

**Prerequisites:** Introduction to Psychology (PSYC 101) or equivalent. Students must also demonstrate proficiency with written English.

**Instructors:** Stephanie Wilsey, PhD  
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**Contact Information:** Faculty may be contacted through the Canvas messaging system

**Additional Information:** [www.portagelearning.com](http://www.portagelearning.com)\*

**Course meeting times:** PSYC 140 is offered continuously

**Course Description:** PSYC 140 studies human growth and development across the lifespan. From conception to death, physical, cognitive, and socioemotional development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan. Research methods in developmental psychology are addressed explicitly and are also addressed alongside each major research study and theory discussed. This course includes discussion on current issues such as child obesity, younger menarche, and adults caring for children and parents. Thus, this course addresses classic developmental theories and research as well as provides an overview of current developmental topics across the lifespan.

**Course Outcomes:** As a result of this course experience a student should be able to:

- Distinguish between major theoretical perspectives in developmental psychology.
- Contrast the various theoretical perspectives according to how they view major controversies and issues in developmental psychology.
- Explain the respective contributions of “nature” and “nurture” to human development, as well as their interactions.
- Evaluate the advantages and disadvantages of the various techniques used to study human development.
- Understand physical, cognitive, and socioemotional development across the lifespan.
- Articulate various developmental terms and concepts.
- Apply developmental concepts and theories to everyday relationships and situations.

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\* Portage Learning college courses are offered by Geneva College, which is accredited by the Middle States Commission on Higher Education. Portage Learning is included in the College’s Department of Professional and Online Graduate Studies; courses are delivered through the [PortageLearning.com](http://PortageLearning.com) platform.

\*Please see the [Module Topics](#) section below for expanded course outcomes.

Each of these PSYC 140 student learning outcomes is measured:

- Directly by:
- (1) Module application problems (with instructor feedback)
  - (2) Module exams
  - (3) Term paper
  - (4) Cumulative final exam

Indirectly by an end of course student-completed evaluation survey

**Course Delivery:** This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback and video lectures. There are 10 additional contact hours composed of secure online exams.

**Course Progression:** It is the policy for all Portage Learning courses that only one (module/final) exam is to be completed within a 48-hour period. Research on the best practices in learning indicates that time is needed to process material for optimal learning. This means that once an exam has been completed, the next exam may not be opened or taken until 48 hours after the submission of the previous module exam. This allows for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 21 days to complete a course; this is not a negotiable time period. Please plan your time accordingly.

**Note:** Professors reserve the right to reset any exam taken in violation of these guidelines.

**Required readings, lectures and assignments:** Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Please note exams are based upon the readings. Video lectures which support each lesson module subject should be viewed as many times as is necessary to fully understand the material.

*We do not support the use of outside resources to study, except for the ones listed in the syllabus under "Suggested External References".* If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

**Module Problem Sets:** The practice problems within the modules are a part of your final grade, and the module work will be reviewed for completeness (not correctness) by the instructor. **Be sure to answer all of the problems, being careful to answer the questions in your own words at all times since this is an important part of adequate preparation for the exams.** After you answer the practice problems, compare your answers to the solutions provided at the end of the module. If your answers do not match those at the



end, attempt to figure out why there is a difference. If you have any questions, please contact the instructor via the Canvas messaging system (see Inbox icon).

**NOTE:** Module problem sets are not an option or a choice; they are required. This means that you must complete all the review questions within the modules. Not only are problem sets class participation, they are the best way to prepare for the exams.

[Academic Integrity](#) is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Please note the additional instructions about plagiarism below that apply specifically to the proper use of outside sources when writing a paper: Avoid the following forms of plagiarism:

Copying but failing to properly cite short quotes copied from a source.

Rewording major sections from a source but not citing the source.

Copying, but failing to cite several paragraphs throughout the paper.

Copying and pasting extensive portions of the paper from a source.

Copying, but failing to cite short quotes copied from a source may be one of the most common forms of plagiarism. Avoid this violation of academic integrity by making and keeping notes of information taken from any source including the information needed to create a citation.

Not copying directly, but rewording (paraphrasing) the information from a source but failing to cite the source is a violation of the academic integrity agreement. Make sure you avoid this form of plagiarism by including a citation after any words, data, and information that are not your own, original thoughts or words.

Copying extensive portions of the paper from one or more sources without using citations is regarded as plagiarism. Sometimes students will copy and paste from an electronic source as a shortcut to doing the research and writing necessary to construct a good paper. This is the most egregious form of plagiarism and is easily recognized by instructors who often utilize electronic scanning programs that detect this type of cyber-plagiarism.

Copying means duplicating from a paper or electronic source by any means including, but not necessarily limited to mechanical means, electronic copying and pasting or entering data, or information from memory, without properly citing the source.



To avoid plagiarism, be sure to include a citation within the paper where the quote occurs (in-text or parenthetical citation), as well as a reference list at the end of the paper that contains information describing the sources used in the text (works cited list). Consult your course materials and instructor for instructions.

Instructors have the authority to deal with plagiarism in a paper according to their best judgement. Normally, copying one short quotation without properly citing it will result in deduction of points and instructions to rewrite the offending section. Larger infractions will usually result in a major loss of points and the requirement to rewrite the entire paper. Copying all or nearly all of a paper will usually result in an automatic loss of all points for the paper.

Multiple infractions of the academic honesty policy in a given course will result in a loss of points that could result in a failing grade in the course and removal from the program.

If students have questions about this policy, they should contact their instructor. Failure to understand this policy regarding violations of academic integrity when writing papers will not excuse any student from its consequences. In the enforcement of the policy, **no notification is needed between occurrences**. If three occurrences are found in your course prior to your instructor grading your work, each occurrence will be treated as an individual case and the enforcement will apply as shown above.

Review the Student Handbook for more specifics. If you have any questions regarding the academic integrity policy, please consult your instructor **prior** to taking module exam one.

**Participation Policy:** In the online environment, participation is marked by the completion of an academic event in each session (week) of the course. Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam. If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade. (Note: The grade deduction penalties typically only apply to classes in the Moodle LMS due to the structure of the course.) If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of non-participation. For more details, please review Geneva's Student Handbook (Undergraduate and Graduate).

**Required Computer Accessories:** It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition,



this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as “Respondus Monitor.”) **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and installing this browser will be given at the start of the course. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:

Canvas browser and system requirements: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>

Respondus Requirements: <https://web.respondus.com/he/lockdownbrowser/resources/>

Respondus Monitor Requirements: <https://web.respondus.com/he/monitor/resources/>

## **Module Topics**

- Module 1: An introduction to studying development across the lifespan. This module presents major periods across the lifespan and invites students to consider what they currently know and do not yet know about these periods. Students are also introduced to key theoretical perspectives in developmental science as well as other subfields of psychology that touch upon human development. Particular attention is given to Freud’s psychosexual stages of development, Erikson’s psychosocial stages of development, theories of learning, Piaget’s cognitive stages of development, and sociocultural theories.
- Module 2: This module covers two types of beginnings: research beginnings in developmental science and prenatal development. Students are introduced to the major types of research designs used in developmental science. The module then covers prenatal diagnostic tests, genetic-environment interactions, timelines for prenatal development, teratology, and stages of childbirth.
- Module 3: In this module on infancy, students learn about newborn and infant development. This module covers newborn reflexes, sleep and wake states, and adult behaviors needed to address newborn needs. The module then covers patterns in infant physical development, Piaget’s sensorimotor stage of cognitive development, infant temperament, and attachment theory—with emphasis on John Bowlby’s work and Mary Ainsworth’s methodology.



- Module 4: This module focuses on physical, cognitive, and socioemotional development in early childhood. Topics in physical development include the development of gross and fine motor skills as well as brain development in early childhood. Topics in cognitive development include Piaget's preoperational stage and Lev Vygotsky's sociocultural theories of cognitive development. Topics in socioemotional development include gender development and gender schema theory and Diana Baumrind's parenting styles.
- Module 5: This module covers development in middle childhood. Regarding physical and cognitive development, topics include growth patterns in middle childhood, child obesity, ADHD, and Piaget's concrete operational stage of cognitive development. Regarding social development, the module covers research on peer relations, divorce, and Kohlberg's theory of moral development.
- Module 6: In this module on adolescence, students learn briefly about the history of marking adolescence, puberty, the secular trend regarding menarche, and social implications for pubertal timing. The module then covers eating disorders among adolescents and Piaget's formal operational stage of cognitive development. Regarding socioemotional development, this module connects James Marcia and Erik Erikson's work on identity development and gives detailed attention to Marcia's identity statuses. Finally, other adolescent problem behaviors such as juvenile delinquency, depression, and suicide are addressed.
- Module 7: This module covers early and middle adulthood. In the early adulthood section, students are introduced to the concept of "emerging adulthood," timeframes for one's physical peak and the beginning of physical declines, research on adult sexuality and relationships, theories on postformal thought, and Sternberg's triarchic theory of love. In the middle adulthood section, the module presents information on perimenopause and menopause, hormone therapy for menopausal symptoms, research on midlife crises and transitions, and family relationships in middle adulthood.
- Module 8: In this module on late adulthood and the end of life, the following topics are covered: biological aging, dementia/neurocognitive disorders, socioemotional theories of aging, and topics on the end of life. Specifically, this module addresses myths about late adulthood, discusses types of aging as well as types of dementias/neurocognitive disorders, presents the general sequence for the progression of Alzheimer's Disease, discusses possible causes of Alzheimer's, and presents classic, Kubler-Ross's stages of dying, biological definitions of death, hospice and palliative care, and current theories on how to maintain optimal functioning and life satisfaction in late adulthood.



### Grading Rubric:

Check for Understanding =	1 pt.
8 Module Problem Sets = 5 pts. each x 8 =	40 pts.
8 Module exams = 30 pts. each x 8 =	240 pts.
Paper= 100 pts	100 pts.
<u>Final exam = 60 pts.</u>	<u>60 pts.</u>
Total	441 pts.

The current course grade and progress is continuously displayed on the student desktop.

### Grading Scale:

96.5% - 100% = A+
92.5% - 96.4% = A
89.5% - 92.4% = A-
86.5% - 89.4% = B+
82.5% - 86.4% = B
79.5% - 82.4% = B-
76.5% - 79.4% = C+
72.5% - 76.4% = C
69.5% - 72.4% = C-
66.5% - 69.4% = D+
62.5% - 66.4% = D
59.5% - 62.4% = D-
0% - 59.4% = F

### Suggested External References:

If the student desires to consult a reference for additional information, the following textbooks are recommended as providing complete treatment of the course subject matter.

- Laura Berk, **Development Through the Lifespan**, Pearson Publishing
- John Santrock, **Life-Span Development**, McGraw Hill

**NOTE:** We do not support the use of outside resources to study, except the ones listed above.

### Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

**Video lectures:** Supports diverse learning styles in conjunction with the text material of each module

**Messaging system:** Provides individual instructor/student interaction



**Tech support:** Available by submitting a help ticket through the student dashboard

### Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to [studentservices@portagelearning.com](mailto:studentservices@portagelearning.com). Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

### One-on-one Instruction:

Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same so you do not miss any pertinent information from us.

### Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day

Easter

Memorial Day

Independence Day

Labor Day

Thanksgiving weekend

Christmas Break

The schedule of holidays for the current calendar year may be found under the Student Services menu at [www.portagelearning.com](http://www.portagelearning.com)

**Code of Conduct:** Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.





This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

**Grievances:** If a student has a complaint about the coursework or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. To file a formal grievance for consideration by the Academic Review Committee, the process must be initiated via written communication to [academics@portagelearning.com](mailto:academics@portagelearning.com).

**Remediation:** At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

**Note:** Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills, they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for PSYC140 prior to beginning the course.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.

