



UNIVERSITY OF THE INCARNATE WORD

COURSE OUTLINE

PSYC – 2350 DEVELOPMENTAL PSYCHOLOGY

Term/Year: Summer I 2014

Location: Online

Instructor: Juan M. González

Contact Information:

E-mail: jmgonza4@uiwtx.edu

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Office Hours: by appointment

UIW Course Description:

This course is a survey of theories and current research into the development of the human organism across the entire lifespan. Prerequisite PSYC 1301.

Learning Outcomes:

Upon completion of this course, the successful learner will demonstrate the following competencies:

One: Discuss the basic concepts of the major theoretical perspectives of development.

Two: Critically analyze research pertinent to the study of development.

Three: Compare and contrast the various developmental theories.

Four: Evaluate the strengths and limitations of each developmental theory.

Five: Identify the various factors that influence development.

Six: Identify the major contributors to the study development.

Seven: Compare and contrast Piaget's cognitive-developmental theory, Erikson's psychosocial theory of development and Vygotsky's sociocultural theory.

Eight: Evaluate the strengths and weaknesses of information processing theory.

Nine: Describe the physical, cognitive, emotional, and social maturation that occurs across the lifespan.

Ten: Summarize the influences of family, community, gender, culture, ethnicity and socioeconomic status on learning and behavior.

Resources:

Required Text:

Miller, P. H. (2011). *Theories of developmental psychology* (5th ed.). New York, NY: Worth Publishers.

Supplemental Resources:

Manual:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Journals:

Adolescence

American Journal of Public Health

American Psychologist

American Sociological Review

Archives of Pediatrics and Adolescent Medicine

Beyond Behavior

Child Development

Current Anthropology

Developmental Psychology

Educational Leadership

Human Perception and Performance

Intelligence

Journal of Abnormal Child Psychology

Journal of Aging Studies

Journal of Clinical Psychology

Journal of Educational Psychology

Journal of Experimental Child Psychology

Journal of Gerontology

Journal of Learning Disabilities

Journal of Personality and Social Psychology

Journal of Physical Anthropology

Journal of Social and Personal Relationships

Minority Mental Health

Neurobiology of Aging

Psychological Assessment

Social Forces

Psychological Bulletin

Psychological Review

Websites:

American Psychological Association: <http://www.apa.org>.

Psych Web: <http://www.psychwww.com>

Global Psych Institute: <http://www.shef.ac.uk/uni/projects/ggp/index.html>.

For assistance with APA style reflecting the 6th edition:

American Psychological Association: <http://www.apastyle.org>.

Northern Michigan University:

http://library.nmu.edu/guides/userguides/style_apa.htm#newsletter.

Purdue University:

<http://owl.english.purdue.edu/owl/resource/560/01>.

University of the Incarnate Word Writing Assistance Center.

Course Requirements:

Evaluation Criteria:

Your final grade in this course will be based on participation in the weekly discussion questions, 6 reviews of websites and articles, 7 reflective responses and 2 exams. I want each student to send me an email using your UIW webmail account within the first week. This ensures that I have a way of contacting you should the need arise. Students who email me acknowledging they have read and understand this syllabus before the Friday of week one will receive an extra ten points. For our purposes, each class week will begin on Sunday and end on Saturday. Any work submitted after Saturdays will be considered late and not graded.

Discussion Questions: Participation is essential. It is one of the ways I measure your understanding of the concepts. Each week, you will be given 2 question sets or subjects to discuss. Each question set assigned will be worth 10 points. An additional 5 points, max of 10 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students' original postings; that is, students' answers to the questions. Total possible points you can earn per week are 30.

Providing one sentence responses to my questions, answering the discussion questions at the last minute, and/or answering at the week's start and not returning to the discussion board will earn you minimal points. The discussion board is intended to ask questions, debate a theory's merit, and challenge one another's ideas in an effort to learn from one another. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, **the week will begin on Sunday and end on Saturday**. You should respond to the week's discussion questions promptly and check one another's responses to generate discussion. I expect you to discuss and debate with your fellow students, not simply answer my discussion questions. You should visit the course a minimum of every 48 hours. **Discussion question answers will be submitted no later than 11:59 pm CST on Wednesdays** to give all students an opportunity to respond. **DQ answers posted after Wednesday will incur a 5 point**

deduction for each question. Responses to students' original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Saturdays to receive credit. **(240 points total)**

Website/Article Review: The purpose of this assignment is to strengthen and sharpen your analytical skills. By evaluating websites and Internet publications while comparing them against published research, you will learn to identify scientifically sound data and become better consumers of information. Therefore, these assignments will be divided into three areas covering: websites, Internet articles, and peer-reviewed journal articles. Each area will be covered during specific weeks: websites the first 3 weeks; Internet articles the next 3 weeks; and peer reviewed journal articles the last 2 weeks of the term.

Students are to find a website addressing developmental psychology issues in general. This means a website can focus on children, adolescents, or adults; but must address these populations from a developmental perspective. Identify the information contained within the website and evaluate its merits compared to information in the text. Provide a link to the website being reviewed.

Likewise, for Internet articles, students are to find articles dealing with issues in developmental psychology; preferably from different websites than those identified in the website review. Identify the relevant developmental information and evaluate it against published research in the text. Provide a link to the article being reviewed.

The final aspect of the assignment will teach you to search for peer-reviewed journal articles from the UIW Library. Students are to find a peer-reviewed journal article dealing with developmental psychology. For this area, you can choose a topic submitted for the Internet article. Compare the difference in data.

There is not a specific format for this assignment. Again, the intent is to sharpen your analytical skills in evaluating data. Points will be assigned based on student participation. **Points are awarded by the following criteria:** 3 points for providing a copy of your specific journal article, 7 points for how well you specify and evaluate the information contained within the websites or articles, and 5 points for responding to at least two other students' postings (not their responses to your postings). If you don't participate in the reviews during the week when they are assigned, you will not receive credit. Additionally, to ensure students have time to respond, all reviews must be submitted by 11:59 pm CST on Wednesdays; submitting after Wednesday incurs a 5 point deduction; failing to adhere to the above conditions results in a deduction of points. **Responses to students' articles must be posted no later than 11:59 pm CST Saturdays** on the weeks assigned. **(15 points per article; 90 points total)**

Reflective Response: The reflective response assignment provides you the opportunity to critically evaluate the previous week's concepts and peer' discussions. The **responses will be posted in the discussion board no later than 11:59 pm CST on Fridays** starting on week 2. Students are encouraged to review and comment on one another's responses. Responses submitted after Friday will not be graded. **(5 points per reflective response; 35 points total)**

Exams: You will be given two exams during the course of the term. Exams will consist of multiple choice questions. The exams are not intended to be open book so you must know the material. You will only have 60 minutes to complete the exam and will access it only once. If I determine you have gone over the 60 minute limit, you will incur a 2 point deduction for every minute over the limit. If I determine you have accessed the test more than once, you will be assigned a failing grade. (100 points total)

Grading Scale:

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|-----------------------------|--------------------------|
| • 6 website/article reviews | 90 points |
| • 7 Reflective responses | 35 points |
| • 2 exams | 100 points |
| • Discussion questions | 240 points |
| | Total: 465 points |

University of the Incarnate Word Grading Scale:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	70 – 76
No C-	
D+	67 – 69
D	63 – 66
D-	60 – 62
F	< 60

A and A- indicate a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicate better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicate an acceptable grasp of the essentials of the course. Most learners fall in this region, or they should.

D+, D, and D- indicate less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must then be repeated.

Class week: For our purposes, **the class week will run from Sunday to Saturday**. All assignments for a given week must be completed during these days.

Late penalty: Any DQs or review assignments submitted after Wednesdays will incur a 5 point penalty for each DQ and journal article posting. Postings made after Saturdays for a given week will not be graded unless prior arrangements have been made.

A Universe of the Incarnate Word Extended Academics psychology course requires a time commitment of at least seven to nine hours per week in order to complete all reading and related assignments. Please take the time to become familiar with all of course requirements the course. Lack of familiarity with various instructions or assignments is not an acceptable excuse for late submissions.

Participation, Punctuality, and Attendance: Requirements and Expectations:

- Attendance: Abide by the UIW Attendance Policy as stated in the UIW Catalog, page 88.
- Copies of home works, tests, exams, and e-mail communication: Save for your records

Academic Honesty Statement:

The Academic Integrity Policy is located in the UIW Catalog on page 96.

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word. Forms of academic dishonesty include, but are not limited to:

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one's own, work which was created, researched, or produced by someone else.
- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Student Disabilities Statement

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities.

For more information, contact the Student Disability Services Office:
Location Administration Building – Room 105
Phone (210) 829-3997
Fax (210) 829-6078
www.uiw.edu

IMPORTANT “DROP COURSE” INFORMATION:

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5 p.m.(CST) of the first week of the term to be within the 100% refund period. You may do so by emailing your request to virtual@uiwtx.edu. **A \$50 administrative fee is applied for all drops from courses offered through the Virtual University.**

ARMY Students must drop their course(s) through **GoArmyEd** and the drop fee will be waived.

PSYC 4332 Course Schedule

The number in parenthesis reflects the Alternative Learning Equivalencies which represents the minimum amount of time (hours) you will spend on each topic each week. Its primary purpose is for accreditation.

SESSION	DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1	5/5 – 5/10	Introduction Piaget	Ch 1-2	Autobiography (0.5), General discussions (3), Website Review (1.5), Answering weekly DQs (1)
Week 2	5/11 – 5/17	Freud and Erikson's Psychoanalytic theories	Ch 3	Reflective Response (0.5), General discussions (3), Website Review (1.5), Answering weekly DQs (1)
Week 3	5/18 – 5/24	Vygotsky and the Sociocultural approach	Ch 4	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 4	5/25 – 5/31	Social Learning theory	Ch 5	Reflective Response (0.5), General discussions (3), Answering weekly DQs (1) Exam 1 (1)
Week 5	6/1 – 6/7	Information Processing Theory	Ch 6	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 6	6/8 – 6/14	Ethology & other evolutionary theories	Ch 7	Reflective Response (0.5), General discussions (3), Journal Article Review (2), Answering weekly DQs (1)
Week 7	6/15 – 6/21	Gibson's ecological theory of perceptual development	Ch 8	Reflective Response (0.5), General discussions (3), Journal Article Review (2), Answering weekly DQs (1)
Week 8	6/22 - 6/27	Contemporary mini-theories Reflections	Ch 9-10	Reflective Response (0.5), General discussions (3), Answering weekly DQs (1) Exam 2 (1) *

* Exam 2 is due no later than NOON on Friday, 27 June.