Developmental Psychology, PSY 220
Fall 2021 Syllabus
MW 8:30 AM-9:50 AM

Contact Information, Instructor

Instructor: Dr. Lauren Richmond, PhD
Email: lauren.richmond@stonybrook.edu (preferred method of contact)
Phone: 631-632-7832
Virtual Office Hours Link: Zoom
Office Hours: Mondays 2:30-4 PM, Wednesdays 10-11:30 AM (or by appointment)
NOTE: To help manage student flow and preparation for various topics that may require preparation in advance of office hours (i.e., exam review, specific lecture questions) please **make an appointment via Google Calendar**. *Students may also simply 'drop in' to the instructor's Zoom link during office hours.*

Contact Information, Graduate Teaching Assistants

Graduate TA: Jackie Payne
Email: jackelyn.payne@stonybrook.edu
Virtual Office Hours Link: Zoom
Office Hours: Thursdays 12-2 PM
Make an appointment for Jackie's office hours via Google Calendar *Students may also simply 'drop in' to the Grad TA's Zoom link during office hours.*

Graduate TA: Lauren White
Email: lauren.e.white@stonybrook.edu
Virtual Office Hours Link: Zoom
Office Hours: Thursdays 8-11 AM
Make an appointment for Lauren's office hours via Google Calendar *Students may also simply 'drop in' to the Grad TA's Zoom link during office hours.*

Contact Information, Undergraduate Teaching Assistants

Undergraduate TA: Pelin Korkut
Email: pelin.korkut@stonybrook.edu
Office Location: Zoom
Office Hours: Tuesdays 6:30-7:30 PM
Make an appointment for Pelin's office hours via Google Calendar *Students may also simply 'drop in' to the UG TA's Zoom link during office hours.*

Undergraduate TA: Haareny Surendran
Email: haareny.surendran@stonybrook.edu
Office Location: Zoom
Office Hours: Tuesdays 8:30-9:30 AM
Make an appointment for Haareny's office hours via Google Calendar *Students may also simply 'drop in' to the UG TA's Zoom link during office hours.*

Undergraduate TA: Jenna Schugart
Email: jenna.schugart@stonybrook.edu
Office Location: Zoom
Office Hours: Thursdays 6:30-7:30 PM
Make an appointment for Jenna's office hours via Google Calendar *Students may also simply 'drop in' to the UG TA's Zoom link during office hours.*

How to use Office Hours

Instructor, Dr. Richmond
Make an appointment via Google Calendar
· General
· SASC accommodations
· Gradebook questions
· I'm interested in research!

Graduate TAs
Drop-in during TA office hours:
· I'm confused – can we talk through this idea?
· Study skills & article reading tips
Use **Google Calendar** *linked above to claim an appt during office hours:*
· Can I talk through my exam?

Undergraduate TAs
· I'm confused – can we talk through this idea?
· Study skills & article reading tips

Course Description

This course will cover the study of the processes development (growth, loss, stability, fluctuation) throughout the lifespan from conception to death. Psychological, physical, social, and cognitive changes will be considered and the importance of multiple influences on development will be emphasized (e.g., environmental and genetic influences). Students will work to think critically about research and theory in lifespan development. They will also learn about research and community-based interventions that aim to mitigate issues that arise across development. Finally, students will gain appreciation for the issues of socioeconomic, ethnic, and cultural human diversity among individuals across the lifespan.

This course satisfies the DEC category F and the new SB Curriculum SBS+.
Prerequisite: PSY 103

Learning Objectives

By the end of this course, students will:
- Be able to describe and critically evaluate classic and modern theories in lifespan development

- Have a good understanding of normative developmental trajectories across the lifespan
- Discuss classic and modern research in lifespan development

Course Materials

Text: Sigelman, C. K., & Rider, E. A. (2018). *Life-span: human development* (9th edition). Boston, MA: Cengage Learning.

Grading Information

Assignment Weights
- Syllabus Quiz: 15 points
- Exams (4): 75 points each (300 total)
- At-home & In-class activities: 35 points (8 activities worth 5 points each; one dropped assignment)
- Article Comprehension Check: 80 points (5 assignments worth 20 points each; one dropped assignment)
- <u>Participation: 20 points</u>
  450 points total

Please note: **There will be no extra credit assignments available. Late activity and article assignments will not be accepted. Instead, the lowest grades in each of these categories will be dropped from your the final grade calculation.**

GRADE	MINIMUM POINTS NEEDED	
A	418.5	**FINAL GRADES:** Do not rely on Blackboard's % when estimating your letter grade. Refer to this table for the minimum point cutoffs for each letter grade. If you have earned the points listed on that line (or more), you have earned that letter grade.
A-	405	
B+	391.5	
B	373.5	Point totals and grades are not rounded. Grade cutoffs are at the 7s and 3s for +/- (e.g. 87.00-89.99 =B+, 80.00-82.99 =B-). Grades will not be rounded. <u>There will be no exceptions to this policy.</u>
B-	360	
C+	346.5	
C	328.5	For example, if you have 391.49 points at the end of the semester, you have earned a B. If you have questions about your scores in the Blackboard gradebook, meet with a graduate TA or the instructor during office hours.
C-	315	
D+	301.5	
D	270	Please note: D- is not a valid grade according to the SBU registrar; therefore, the minimum point value for a D corresponds to 60.00%.
F	0	

Blackboard Gradebook & Correcting Grading Errors
Please be aware that it is your responsibility to keep an independent record of scores in this class and notify the professor or graduate TA(s) promptly when you notice a discrepancy in scores. Updated scores will appear within one week for clicker points, and within two weeks for all other assignments.

We will correct any errors in score calculation or grades uploaded incorrectly, but all requests for grade changes must be made **in writing within one week** of the exam or assignment score being posted and **include an explanation** for why the change is necessary.

Appealing Exam Questions
Students who wish to appeal any exam question must do so with the instructor, **in writing**, 1 week from the date that the exam scores are posted on Blackboard. The student should be prepared to describe why the answer that they gave was better than, or equally viable as, the correct answer choice specified by the instructor. Students should defend their answer choice and _cite_ relevant material from the course (lecture slides, notes, textbook, article) or other primary source materials (e.g., peer-reviewed research articles) that supports the students' perspective.

The instructor will review all appeals in a timely manner and decide on a case-by-case basis whether the appeal warrants an adjustment on the exam grade.

This is the only method by which additional points <u>could potentially</u> be awarded on your exam. Meeting with the instructor and/or graduate TAs in person to plead your case will not result in a grade change. All appeals must be submitted in writing within the specified timeframe in order to be considered.

Late Policy
Assignments turned in after the due dates will _not_ be accepted unless first approved by the instructor. **Permission to turn in assignments after the deadline must be requested, and granted, _prior_ to the deadline. That means your request should be made with reasonable allowance for the instructor to review and decide on your request. If you have not received communication from the instructor granting permission you must adhere to the original submission deadline.**

Expectations for Student Attendance
Students should plan to attend each synchronous class meeting, although formal attendance will not be taken. Participation credit will be awarded in class through participation short, low-stakes post-lecture quizzes. The password for each quiz will be announced during lecture. Students who do not attend lecture on a regular basis should expect to receive poor participation scores.

Diversity Statement[1]
I intend to foster a classroom that serves students from diverse backgrounds and perspectives. In that context, the diversity that students bring to this class is

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[1] Adapted from the University of Iowa Respect for Diversity sample syllabus statement.

viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity, including issues related to gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. As appropriate, I will lead discussions on these points and call out the opportunities to consider these issues directly. Students should also feel empowered to highlight these issues as they relate to our course content.

Course Delivery Mode and Structure

This is an online course that will include synchronous meetings as well as asynchronous activities, assignments, readings, and videos. Students must be mindful of all course expectations, deliverables and due dates, especially because the online portion of the course requires significant time management. All assignments and course interactions will utilize internet technologies. See "Technical Requirements" section for more information. In Blackboard, you will access online lessons, course materials, and resources. See below for a detailed roadmap of the meetings, activities, assignments, and the like that are due each week.

Calendar

Week	**Synchronous Meeting**	**Reading**	**Assignments (due 11:59 Friday unless otherwise noted)**
Week 1 (Aug 23-27)	Wednesday 8:30 AM: Syllabus, Course Intro & Chapter 1	Syllabus; Chapter 1: Understanding Life-span Human Development	• Activity 1. Longevity (5 points)
Week 2 (Aug 30-Sept 3)	Wednesday 8:30 AM: Chapter 2	Chapter 2: Theories in Human Development	• Syllabus Quiz
Week 3 (Sept 6-10)	Wednesday, 8:30 AM: Chapter 3	Chapter 3: Genes, Environment, and Development; Article 1	• Activity 2. Understanding Epigenetics (5 points) • Article 1 Comprehension Check (20 points)
Week 4 (Sept 13-17)	Monday 8:30 AM: Article 1 & Exam 1 Wrap-Up		• Exam #1 (Chapters 1-3); Available 8 AM-8 PM **WEDNESDAY**
Week 5 (Sept 20-24)	Wednesday 8:30 AM: Chapter 4	Chapter 4: Prenatal Development and Birth	
Week 6 (Sept 27-	Wednesday 8:30 AM:	Chapter 5: Body, Brain, & Health	• Activity 3. Brain Worksheet (5 points)

Oct 1)	Chapter 5		
Week 7 (Oct 4-8)	Wednesday 8:30 AM: Chapter 6	Chapter 6: Sensation, Perception, and Action; Article 2	• Article 2 Comprehension Check (20 points)
Week 8 (Oct 11-15)	Wednesday, 8:30 AM: Article 2 & Exam 2 Wrap-Up		
Week 9 (Oct 18-22)	Wednesday 8:30 AM: Chapter 7	Chapter 7: Cognition	• Exam #2 (Chapters 4-6); Available 8 AM-8 PM **MONDAY** • Activity 4. Cognitive Task Demo (5 points)
Week 10 (Oct 25-29)	Wednesday 8:30 AM: Chapter 8	Chapter 8: Memory and Information Processing; Article 3	• Activity 5. Memory Worksheet (5 points) • Article 3 Comprehension Check (20 points)
Week 11 (Nov 1-5)	Wednesday 8:30 AM: Chapter 9	Chapter 9: Intelligence and Creativity; Article 4	• Article 4 Comprehension Check (20 points) • Activity 6. Creativity Worksheet (5 points)
Week 12 (Nov 8-12)	<mark>Monday 8:30 AM:</mark> Article 3, 4 & Exam 3 Wrap-Up		• Exam #3 (Chapters 7-9); Available 8 AM-8 PM **WEDNESDAY**
Week 13 (Nov 15-19)	Wednesday 8:30 AM: Chapter 10	Chapter 10: Language and Education	• Activity 7. Effective Communication with Older Adults
Week 14 (Nov 22-26)	<mark>Monday 8:30 AM:</mark> Chapter 11	Chapter 11: Self and Personality; Article 5	• Article 5 Comprehension Check (20 points) • Activity 8. Personality (5 points)
Week 15 (Nov 29-Dec 3)	Wednesday 8:30 AM: Course Wrap-Up		
Final Exam: Non-cumulative Exam # 4 (Chs 10, 11) Given on our scheduled final exam date: **Wednesday December 15, 2021 8 AM – 8 PM**			

Please note: This schedule is tentative and can be altered at the discretion of the instructor.

Assignment Descriptions and Details

- **Syllabus Quiz:** This quiz will consist of 15 multiple-choice questions, each worth 1 point. The answers for each question in this quiz can be found in the syllabus. This is an 'open-syllabus' quiz so feel free to consult the syllabus, *though familiarity with the syllabus prior to attempting the quiz is useful.* There will be a **45-minute time limit** to complete this quiz, and the quiz may only be attempted once.
- **Activities:** Throughout the semester, there will be a variety of short activity assignments for you to complete. Additional details will be announced ahead of each activity. Students are allowed to miss one activity at no penalty (8 activities will be scheduled throughout the semester, and the highest 7 activity scores will count towards your final grade). Therefore, no late activity assignments will be accepted.
- **Article assignments:** You will be assigned a number of articles to read and respond to throughout the semester. These may be empirical research articles, meta-analyses or review articles, or from popular media. Additional details for each reading assignment will be announced. Students are allowed to miss one article assignment at no penalty (5 article assignments will be scheduled throughout the semester, and the highest 4 scores will count towards your final grade). Assignments will be completed through Blackboard and will be available to students for at least 1 week. Therefore, no late article assignments will be accepted.
- **Participation:** Throughout the semester, students will be given the opportunity to earn participation points through a low-stakes 'quiz' made available to students at the close of each class meeting- participation points are awarded for those who take the quiz regardless of response accuracy. The quiz will be available for three (3) hours following each week's synchronous lecture (9:50 AM - 12:50 PM). Students will be able to earn up to 20 participation points by taking these quizzes throughout the semester; each quiz question will be worth 1 point. Students will have the opportunity to earn well over 20 points throughout the semester throughout the semester.
- **Exams:** Throughout the semester, there will be 4 exams all of which will count toward your final grade. Exams will consist of a mixture of multiple-choice questions and short-answer questions and will cover both lecture material and information from your textbook. Exams will be offered online through Blackboard. Blackboard exams will be given 1 question at a time and backtracking will not be permitted. Students are permitted to make use of their textbook, course notes, and lecture slides during the exam. Students MAY NOT use any other materials (e.g., Wikipedia, google search results, groupme, StudyPool, CourseHero, etc.) to complete their exams. Exams will be limited to the time that would have been available to you for an in-class exam plus 40 minutes to accommodate any technical limitations or difficulties with internet speed (120 minutes, with the addition of extra test time as required by academic accommodations through SASC). *Students should take time to prepare for exams regardless of the fact that it will be open book and open notes; looking up answers to all exam questions during the exam window will make it close to impossible to finish on time.*

- o **Everyone is expected to take the exam during the scheduled exam period**; make-up exams *may potentially* be available only in rare circumstances (e.g., well-documented medical excuses or other emergency that spans multiple exam periods). Make-up exams will be given during the last week of the semester and must be scheduled in advance. You must contact us within 7 days (1 calendar week) of the missed exam in order to schedule your make up exam. Make-up opportunities will be made available to you during the last week of classes. Further, in fairness to the rest of the class, make-up exams are in short answer and essay format and limited to the time typical exam time limit. We follow the university's schedule for class sessions and exams. By registering for this course you have committed to reserving every class session and the university-designated final exam testing period. Thus, there should not be any conflicts with other courses or activities.

Technical Requirements

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades and feedback. The Blackboard course site can be accessed at https://blackboard.stonybrook.edu

If you are unsure of your NetID, visit https://it.stonybrook.edu/help/kb/finding-your-netid-and-password for more information. You are responsible for having a reliable computer and Internet connection throughout the term. **Caution!** You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.

Students should be able to use email, a word processor, spreadsheet program, and presentation software to complete this course successfully.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 10 or higher (we recommend a 3-year Warranty)
- Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome or Firefox; Mac users may use Chrome or Firefox. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)
- High speed internet connection
- Word processing software (Microsoft Word, Google Docs, etc.)
- Headphones/earbuds and a microphone
- Webcam (recommended)
- Printer (optional)
- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Phone: 631-632-9800 (client support, Wi-Fi, software and hardware)
- Submit a help request ticket: https://it.stonybrook.edu/services/itsm
- If you are on campus, visit the Walk-Up Tech Support Station in the Educational Communications Center (ECC) building.

How we will communicate

Course-related questions should be posted in the "FAQ" Discussion Board Forum. For personal/private issues, please email BOTH your instructor and graduate TAs directly. If you use Blackboard's **email tool** from the course site (recommended way to email us) it will automatically include your full name, course name and section when you send me an email. **Please allow between up to 48 hours for an email reply.** Your Stony Brook University email must be used for all University-related communications. You must have an active Stony Brook University email account and access to the Internet. All instructor correspondence will be sent to your SBU email account. **Plan on checking your SBU email account regularly for course-related messages.** To log in to Stony Brook Google Mail, go to http://www.stonybrook.edu/mycloud and sign in with your NetID and password.

Course announcements will be sent from Blackboard. These will be posted in the course site and may or may not be sent by email.

Regular communication is essential in online classes. Logging in once a day, checking for any assignments that are due, watching any posted videos, visiting the FAQ discussion board page, and actively participating with your peers during synchronous class meetings will help you to do well in this course.

Online Communication Guidelines

Maintain professional conduct both in the classroom and online. The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

Online Etiquette

- Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
- If you are responding to a message, include the relevant part of the original message in your reply, or refer to the original post to avoid confusion.
- Be specific and clear, especially when asking questions.
- Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible.
- Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.

Student Resources and Helpful Sites

Academic Resources
- List of resources for students: https://www.stonybrook.edu/for-students/
- Undergraduate Education site: https://www.stonybrook.edu/commcms/due/index.html
- Academic Success and Tutoring Center: https://www.stonybrook.edu/commcms/academic_success/
- Career Center: The Career Center's mission is to support the academic mission of Stony Brook University by educating students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. Phone: 631-632-6810; email: sbucareercenter@stonybrook.edu; website: http://www.stonybrook.edu/career-center/
- Academic and Major Advising (*undergraduate only*): Have questions about choosing the right course? Contact an advisor today. Phone and emails vary- please see website for additional contact information; website: https://www.stonybrook.edu/for-students/academic-advising/
- Writing Center: Students are able to schedule face-to-face and online appointments. https://www.stonybrook.edu/writingcenter/
- Student Accessibility Support Center: Students in need of special accommodations should contact SASC. Phone: 631-632-6748; email: sasc@stonybrook.edu; https://www.stonybrook.edu/sasc/
- Support for Online Learning: https://www.stonybrook.edu/online/
- SBU Libraries: access to and help in using databases, ebooks, and other sources for your research.
  - Research Guides and Tutorials: http://guides.library.stonybrook.edu/
  - Getting Help: https://library.stonybrook.edu/research/ask-a-librarian/

Other University Resources
- Counseling and Psychological Services: CAPS staff are available by phone, day or night. http://studentaffairs.stonybrook.edu/caps/

- Amazon @ Stony Brook: Order your books before classes begin. Phone: 631-632-9828; email: Bookstore_Liaison@stonybrook.edu; website: http://www.stonybrook.edu/ bookstore/
- Bursar: For help with billing and payment. Phone: 631-632-9316; email: bursar@stonybrook.edu; website: http://www.stonybrook.edu/bursar/
- Ombuds Office: The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns. http://www.stonybrook.edu/ombuds/
- Registrar: Having a registration issue? Let them know. Phone: 631-632-6175; email: registrar_office@stonybrook.edu; http://www.stonybrook.edu/registrar/

University Policies

Academic Integrity Statement: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Student Accessibility Support Center (SASC) Statement: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact SASC, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Until/unless the latest COVID guidance is explicitly amended by SBU, during Fall 2021 "disruptive behavior" will include refusal to wear a mask during classes.