Developmental Psychology, Psych 322
U College, Spring 2018
3 credits
Syllabus (updated 11/6/2018)

Contact Information

Instructor: Lauren Richmond, PhD

Contact: lauren.richmond@wustl.edu (preferred method of contact)

Phone: 314-935-4138

Office Location: Psychology Building, 439

Office Hours: By appointment

The instructor will check e-mail and online classroom once a day. The instructor can be reached by telephone during office hours. Emails and phone calls received outside of office hours will receive a response within 48 hours.

Course Description

This course will cover the study of the processes development throughout the lifespan. This is a fully online course worth three credits. Only University College students can receive credit for fully online courses. The instructor will email registered students with instructions.

Prerequisite: Psychology 100

Course Materials

Text: Sigelman, C. K., & Rider, E. A. (2017). *Life-span: human development* (9th edition). Boston, MA: Cengage Learning.

Grading Information

Assignment Weights
- Syllabus Quiz: 10 points
- Introduction post & reply: 10 points
- Content Quizzes (13): 30 points each (390 total)
- Observations (13): 15 points each (195 total)
- Comments (13): 5 points each (65 total)
- Paper Proposal: 20 points
- Final Paper: 100 points
  790 points total

Please note: **There will be no extra credit assignment available.**

Grading Scale
Grade cutoffs are at the 7s and 3s for +/- (e.g. 87-89 =B+, 80-83 =B-).

Faculty Turnaround Time
Phone calls and emails will receive a response within 48 hours. Feedback on quizzes, observations, comments and paper materials (paper proposal, final paper) will be given within 1 week from the end of the module.

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 *prior* to the deadline.

Expectations for Student Attendance
You are expected to log into the Bb course at least twice over the course of the week, and you may very well need to log in more often to be successful in this course. I expect that you will participate in classroom activities and discussions. I estimate that you should expect to devote approximately 6 hours a week to this course.

You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Blackboard and how much time you've spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

Calendar

Week/Module (Dates)	Reading	Assignments
Module 0 (Jan 16-19)	Syllabus	Academic Integrity Statement Syllabus Quiz (due Jan 19) Introduction Post & Reply
Module 1 (Jan 17-23)	Chapter 1: Understanding Life-span Human Development	Quiz Observation (due Jan 21) Comment
Module 2 (Jan 24-Jan 30)	Chapter 2: Theories in Human Development	Quiz Observation (due Jan 28) Comment
Module 3 (Jan 31-Feb 6)	Chapter 3: Genes, Environment, and Development	Quiz Observation (due Feb 4) Comment
Module 4 (Feb 7-Feb 13)	Chapter 4: Prenatal Development and Birth	Quiz Observation (due Feb 11) Comment

Module 5 (Feb 14-Feb 20)	Chapter 5: Body, Brain, & Health	Quiz Observation (due Feb 18) Comment
Module 6 (Feb 21-27)	Chapter 6: Sensation, Perception, and Action	Quiz Observation (due Feb 25) Comment
Module 7 (Feb 28-Mar 6)	Chapter 7: Cognition	Quiz Observation (due Mar 4) Comment
Module 8 (Mar 7-13)	Chapter 8: Memory and Information Processing	Quiz Observation (due Mar 11) Comment Paper Proposal
SPRING BREAK (Mar 14-20)		
Module 9 (Mar 21-Mar 27)	Chapter 9: Intelligence and Creativity	Quiz Observation (due Mar 25) Comment
Module 10 (Mar 28-Apr 3)	Chapter 10: Language and Education	Quiz Observation (due Apr 1) Comment
Module 11 (Apr 4-10)	Chapter 11: Self and Personality	Quiz Observation (due Apr 8) Comment
Module 12 (Apr 11-17)	Chapter 13: Social Cognition and Moral Development	Quiz Observation (due Apr 15) Comment
Module 13 (Apr 18-24)	Chapter 16: Developmental Psychopathology	Quiz Observation (due Apr 22) Comment
FINAL PAPER DUE May 4		

Assignment Descriptions and Details

- **Syllabus Quiz:** This quiz will consist of 10 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. There will be a 1-hour time limit to complete this quiz, and the quiz may only be attempted once. This quiz is due by 11:59 pm on Friday, January 19.
- **Introduction post & reply:** Please consult the welcome announcement in Blackboard for details on what to include in your introduction. Please also reply to at least one other student's introduction with a follow-up question or comment. Your initial introduction will be worth 7 points, and your reply will be worth 3 points. These posts are due no later than 11:59 pm on January 19, but I would like to encourage you to post your initial introduction ahead of the due date so that your classmates may respond to your post.

- **Content Quizzes:** Each week that you have an assigned reading from the textbook, you will be required to complete a quiz. Quizzes will include 20 multiple-choice questions worth 1 point each, and 2 short-answer questions worth 5 points each. Multiple-choice questions will be graded automatically, and the instructor will manually grade the short-answer responses. You may attempt each quiz only once, and there will be no time limit. Quizzes are 'open book' so you may consult your textbook and other course materials. Quizzes are due by 11:59 pm on the day that each module is scheduled to end.
- **Observations:** Each week that you have an assigned reading from the course textbook, you will be required to make a personal observation. Your observation should describe an event from your life, an experience you've had, or a popular press report on a topic covered in the reading for that week (15 points each). Your observation should be **at least 300 words in length**, and is due by 11:59 on the date listed in the calendar above.
- **Comments:** Each week that you have an assigned reading from the course textbook, you will be required to comment on at least one other student's observation post, reacting to their comment. Your post may be a follow-up question, adding your own personal experience, or relating the information to other concepts presented in the course. Your comment should further explore the connection between the initial observation posted and course material. Your comments should be **no fewer than 150 words in length**, and will be due by 11:59 pm on the day that each module is scheduled to end.
- **Paper proposal:** Students are required to submit a paper proposal to the instructor for approval. The proposal should include at least one paragraph describing the proposed topic for the final paper and list at least two sources that the student intends to use in their final paper. Students can choose any topic related to course material; students struggling to find a topic of interest should contact the instructor. Proposals are due by 11:59 pm on March 14th.
- **Final Paper:** The purpose of the final paper is for students to explore an issue raised in the course in greater depth than might be afforded by the text. Students should introduce the topic and a specific research question, and then evaluate that research question based on findings from peer-reviewed research. The paper should include references from **at least 5 peer-reviewed articles** and should be between **4-6 pages in length**. Journal articles can be obtained from several sources including online databases from the Washington University library such as **PsycInfo**. Students unfamiliar with using online databases are encouraged to contact a library employee for assistance.
The paper should be written in APA format and should provide a complete reference section. Information about APA formatting can be found in the APA manual 6th edition or from online sources such as the Purdue Online Writing Lab (OWL). Please note that you will not be required to provide sections corresponding to those found in a research manuscript (Introduction, Methods, Results, Discussion) but that the title page, pagination, in-text citations and references section should conform to APA style. Points will be awarded based on clarity of writing, quality of evaluation of the research question and primary

literature, and adherence to APA style. The final paper is due by 11:59 pm on May 4th.

Technology

Notice on Java Updates and Supported Browsers
- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_14/Instructor/015_Browser_Support and click on "Browser Support" for more detailed information on which browser works best for Blackboard, based upon your computer's operating system.
- Be sure you have downloaded the most recent version Java. This free software program helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues **at least once** during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Blackboard.   (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For additional Blackboard resources, visit the Blackboard Help Page (https://en-us.help.blackboard.com/Learn/Student).

"Netiquette" Statement on Internet Communication
- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

University College Policies

Statement Regarding Academic Honesty: Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity

All students are expected to abide by the citation and attribution techniques explained here: https://owl.english.purdue.edu/owl/section/2/

Student Accommodations: Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit Blackboard's accessibility statement at: http://www.blackboard.com/platforms/learn/resources/accessibility.aspx

Academic Support

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit http://cornerstone.wustl.edu/ for more information.
- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. Visit http://writingcenter.wustl.edu/ for more information.
- **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit http://computing.artsci.wustl.edu/labs for more information.
- **Library**: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc

Computing Lab, and so much more. Visit http://library.wustl.edu/ for more information.

General Online Learning Tips and Guidelines

Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED**. Bookmark our course websites (Blackboard, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES**. Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **SHOW UP & ASK QUESTIONS**. Contact me during office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via Skype or phone. You can also email me any questions that arise.

5. **DO THE READING**. The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of…. which will prepare you to participate in the classroom discussion forums.

6. **STUDY "OFFLINE" SOMETIMES.** Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON'T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor's instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

Guidelines for Discussion Forum Participation

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.
4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.
5. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with your classmates and me.