

FALL 2011 and SPRING 2012  
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS, LR 275  
PSYCHOLOGY 230 DEVELOPMENTAL PSYCHOLOGY

DR. ROSALYN M. KING, PROFESSOR

**COURSE SYLLABUS**

**Office Hours:** Monday, 2:00pm-4:00pm;  
Wednesday, 2:00pm-3:00pm; Thursday, 5:00pm-  
6:00pm. Other hours by appointment.

**E-mail:** [roking@nvcc.edu](mailto:roking@nvcc.edu)

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(703) 450-2629, Office

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(571) 434-8285, Home

(202) 368-4328, Cell

**Course Web site:** <http://www.psyking.net>

**REQUIRED TEXTS**

Berger, Kathleen. (2010). **Invitation to the Lifespan**. New York: Worth Publishers.

Required: E-book & Access Card to the Development Portal. You can also purchase a hard copy of the textbook with the portal access card. You may purchase the Psychology Portal without the textbook, which entitles you to the Online E-book and all Online Resources (\*\*Recommended)

Purchase access card at the Campus bookstore or online at:

<http://courses.bfwpub.com/bergerinvitels1e.php>

Brown, B., Larson, R. & T.S. Saraswathi. (2002). **The world's youth: Adolescence in eight regions of the globe**. Cambridge: Cambridge University Press. (Purchase from [www.amazon.com](http://www.amazon.com).)

Coles, Robert. (1997). **The moral intelligence of children: How to raise a moral child**. New York: Random House.

King, Rosalyn (2008). **Enriching the lives of children: Creating meaningful and novel stimulus experiences to promote cognitive, moral and emotional development**. Cambridge, England: Cambridge Scholars Publishing

.(Order online at: [www.c-s-p.org](http://www.c-s-p.org) or [www.amazon.com](http://www.amazon.com)).

**Recommended Supplementary Texts:**

American Psychological Association. (2010). **Concise Rules of APA Style**. Wash. DC: APA.

\*Freiberg, Karen L. (Editor). **Annual editions: Human development 11/12 or 12/13** Connecticut: Dushkin/McGraw-Hill, 2010. (\*Recommended)

Textbook Companion Web site: [www.worthpublishers.com/bergerinvitels1e](http://www.worthpublishers.com/bergerinvitels1e)



## COURSE DESCRIPTION AND OBJECTIVES

The development of the individual is an exciting process beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes of growth and aging. The study of development is also intriguing because each of us, and everyone we care about, is constantly developing. Therefore, this course embraces both scientific discoveries and personal insights.

The field of lifespan developmental psychology represents a relatively new approach to a longstanding interest in how people change with age. This course will examine the pertinent theories about development and discuss the findings from research, which reveal solutions, approaches, experimental and clinical evidence from measurement and testing.

This course is designed for you to learn about the best the field has to offer regarding guidelines, approaches, interpretations and solutions relative to the development of human potential across each phase of the lifespan. And, as a result, this course will contribute to your gaining new knowledge, understanding and the discovery of solutions to any current problems. Implications for application to everyday life will be drawn from the exploration of theories, research, and discussion. With this in mind, the following objectives are set for this course:

1. **CURIOSITY:** To develop and nurture a desire to learn more about development. This curiosity should be demonstrated through an enthusiasm for exploring information and knowledge set forth in the textbook, as well as discovering and examining supplementary reading material and research studies.
2. **APPRECIATION:** To appreciate the complexities and subtleties of change across the life span, to appreciate individual differences.
3. **KNOWLEDGE:** To become knowledgeable of the current research findings and guidelines about human development which contributes to empowerment and individual growth and development.
4. **UNDERSTANDING:** To learn the basic theories, concepts, principles, approaches and recommended strategies that comprise the body of knowledge about development.
5. **APPLICATION:** To apply the knowledge gained to your professional and everyday life.
6. **ENJOYMENT:** To enjoy the process of dialogue, exploration, inquiry, and learning in this course.

This course will focus on development across the lifespan. It will provide you with an overview and history of the field of developmental psychology, the critical questions and issues permeating the field, and the pertinent theories. In addition, the course covers all of the developmental periods of the life span: conception and prenatal development, infants and toddlers, early childhood, and middle childhood. adolescence, young adulthood, middle adulthood, and mature (or late) adulthood. In addition, explorations will be made of the final transitional period of dying and death, if time permits..

### **CLASS SCHEDULE**

Classes will meet at the regularly scheduled time. There will be 16 class sessions. A detailed class schedule is attached.

### **CLASS PREPARATION**

This course will use a combination of activities in the classroom including lecture, discussion, critiques of books and periodicals, group work, cooperative and collaborative learning, symposia, and media presentations. The time constraints on this course are such that your professor may not be able to lecture on all aspects of your readings. **You will be held responsible for all material assigned in your text or supplementary readings and the course is designed that you learn much from each developmental period.**

Students are expected to read the assigned chapter(s) and any assigned readings before class and come to class prepared to participate. Individual students or groups of students may be asked to make special presentations in class periodically.

### **GRADED ASSIGNMENTS AND PRODUCTS**

This course allows you to learn and engage in course material in a variety of formats. Likewise, your graded assignments will include a combination of formats. These include a formal written examination, 3 book reports, several written reflection papers and participation in a formal symposium in oral and digital presentation format. Below is a breakdown of your assignments.

- I. **Overview of Development, Infants and Toddlers,**  
Written Exam, Chapters 1-4--Up to 100 Points
- II. **Childhood: 2 Oral Book Reports and 1 Written Reflection**  
Part 1: King Book--Up to 40 Points  
Part 2: Coles Book--Up to 40 Points  
Written Reflections on Childhood--20 Points  
Total Points-100

**III. Adolescence: 1 Oral Book Report and 1 Written Reflection**

Part 1: The World's Youth–50 Points

Part 2: Written Reflections on Adolescence–50 Points

Total Points-100

**IV. Young, Middle and Mature Adulthood: Reflection Papers**

Part 1: Young and Middle Adulthood-50 Points

Part 2: Mature Adulthood, Dying and Death-50 Points

Total Points-100

**V. Symposium on Development**

Digital Presentations (Group or Individual)–100 Points

**Note:** You will receive further instructions on the format of book reports and the questions for reflective narratives as the semester progresses. In addition, you will be provided with further details on your presentation for the symposium. All written submitted products must include the signed honor code and pledge statement attached to all submitted assignments, along with a cover page; and adherence to the APA format for writing.

All products must be submitted typewritten. No handwritten responses will be accepted. The first examination can be downloaded from the course website.. Please allow 2 weeks for the grading and return of written products.

You may substitute the first exam with a creative portfolio or exhibit that demonstrates your learning in the areas assigned for examination. You must get prior permission from your professor to make a substitution and adhere to the requirements and guidelines. This replacement assignment must cover the chapters or areas to be covered during the examination period and adhere to the guidelines set forth for portfolio development.

**Portfolio development** includes a collection of articles and objects that are examples of concepts, theories, and information learned during the semester. The portfolio collection will illustrate what you have learned and how what you include and discuss is connected to what you have learned. The portfolio can include articles, editorials, photographs, video clips, interviews, exhibits, etc. Each item, article or object included in your portfolio must have a reflective written narrative. The reflective narrative is a critical component of the portfolio. See the guidelines on the course website on portfolio development.

**Fieldwork** can include field observation in a school, classroom, or other educational or developmental setting such as a daycare center, nursery, preschool, kindergarten, alternative program, hospital, etc. You can also interview developmental psychologists, professionals or researchers. If you are currently working in a developmental setting, you can use your setting for research. Your field experience must be prefaced with a review of the related literature. This review will provide the background information

necessary to prepare for the fieldwork and to develop your field research questions. Therefore, your background research should be conducted prior to your going into the field. If you are interested in fieldwork, you should request written guidelines from your professor on preparing for fieldwork, including negotiating entry, observation methods, interview methods, field questions, preparing reports and how to exit the field site.

### **SYMPOSIUM ON DEVELOPMENT**

At the end of the semester, you will be required as your final product to participate in a student symposium on development. In this symposium, you will be asked to summarize and make an assessment of what you have learned during the semester on development. You will be further required to develop a digital presentation of one or more aspects of development that you found intriguing and tell the class why. You will receive a set of guidelines to follow for this presentation. Presentations may be in teams, groups or individual. You will be graded during the presentation based on a set of criteria.

You can be as creative and imaginative as you wish to be during your presentation at the symposium. You can use videos, overheads, handouts, and other forms of media. Student presenters should consider this experience as participation in a formal conference where participants are coming to learn new information. Therefore, you should behave and conduct your presentation in a professional manner. Your topic and an abstract of your presentation/paper should be provided to the instructor the week before the forum to be included in the program for participants. Time allocations will be provided and usually are limited to 15-20 minutes, depending on the size of the class.

For this symposium, students in the class can invite the public, parents, other students and guests to attend. One or more students will be asked to volunteer from the class to serve as Coordinator(s). **The Coordinator will be responsible for organizing and developing the program, advertising the forum to the campus and public, preparing and posting flyers around campus, coordinating the potluck reception.** Bonus Points are earned by students serving as coordinators.

### **GUIDELINES FOR ALL WRITTEN PRODUCTS**

All written products will be read and evaluated based on a set of criteria and a point system totaling 100 points. Criteria will include: **organization and format (10 points); clarity/quality of content (25 points); typed paper with cover page (10 points); documentation and citation of data sources in text, or review and discussion of literature, or thinking and analysis displayed (25 points); thoroughness and conciseness of content (20 points); and, inclusion of a bibliography with at least 6 sources (10 points).** All other projects will be evaluated using a set of criteria as indicated on your guidelines handout for each type of project. All papers should be typewritten.

**Plagiarism will not be tolerated. Plagiarism can be defined as presenting the ideas or words of another as one's own.** Any information taken directly from a source should be credited to that author and/or source in a footnote. Even if you are paraphrasing an author's idea, you should give credit to

that author. A paper written without any citation of sources in the body will be suspect and you could be accused of plagiarism. Please be careful and ethical in this regard. Also list all your citations on your reference page.

**Your paper should include a cover page, with your name, course, instructor's name, type of paper or project and topic of paper. Also indicate the number of the project and the type. Your paper should be submitted on time. Papers will not be accepted after the due date.**

#### Regarding Sources from the Internet:

All sources taken from the Internet should be appropriately cited. Please consult the research manuals on reserve in the library, the APA Style page on their web site, or the sources listed in the web course for the proper written citation of Internet sources. You may not solely use the Internet for the sources included in your paper. **Internet sources may not amount to more than half the sources used in your paper.** Your professor strongly recommend you carefully screen the articles selected from the Internet for their validity and credibility. While the Internet is an invaluable resource, there are many reports that are not credible there also. If you are unclear about an article's validity, please check with your instructor before using it.

**WIKIPEDIA** is not an acceptable bibliographic entry and should only be used as a general reference leading to other sources. **DO NOT QUOTE OR USE WIKIPEDIA IN ANY SCHOLARLY REPORT IN THIS COURSE. Use Wikipedia as a reference source only that will lead you to other links.**

#### Formatting

It is required that you use the official **American Psychological Association (APA)** format for your written papers and projects in this class. See the **Publication Manual of the American Psychological Association or the Concise Rules of APA or the Online Style Manual.** The research paper must include citation of bibliographic data sources - in the body of the paper and on a reference page at the end of the paper. It is advised that you begin early in the semester learning the APA format as you will be heavily penalized for using any other form. You can also go to the APA web site to get examples of how to cite data sources including sources from the Internet and how to put a reference page together at: <http://www.apastyle.org>. On this page find the Frequently Asked Questions (FAQs) section. You also can purchase online your own copy of: *Mastering APA Style for Students*.

Another critical formatting requirement is that **you must include subtitles in the body of your paper. Please do not submit a running paper with no subtitles and no cited references included in the body of the paper.** Please also **do not** title your reference page as "**Works Cited;**" but instead "**References.**" **Use only the APA format for writing your paper.** If you need more direction on this point, please make an appointment to meet with me.

## GRADING POLICY

For this class, you are responsible for 5 products and therefore will have a total of 5 grades: 1 written exam or portfolio; 1 oral exam and presentation on 2 book chapters and 1 set of reflections on childhood; 1 oral book report on the world's youth and one set of written reflections on adolescence; 1 set of reflective narratives on adulthood and mature adulthood; and 1 digital presentation on development and a summary of what you learned over the semester. Your course grade will be determined by adding raw scores from all assignments and examinations and computing the average score. Therefore, every assignment is important. **It is important to make every grade. Missing any grade assignment can result in your failing this course.** The grading system is as follows: **100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 & Below=F.**

## ATTENDANCE AND PARTICIPATION

Students are expected to attend all class sessions except in cases of emergency (e.g., illness, death in the family), the advent of religious holidays - the observance of which requires restriction of daily activity), or when participating in official college functions (e.g., field trips or other designated events). **In these cases, you are to inform the instructor prior to missing class as to the reason for your anticipated absence. In the case of absence for special personal reasons other than those mentioned, it is your responsibility to confer with the instructor about whether the absence is to be considered as excused. You will be penalized for an excessive number of absences.** Attendance and participation will be factored into all grades. Points will be deducted from the total grade for persons with poor class attendance. **Being on time for class also is important. It is your responsibility to withdraw from the course before the designated withdrawal date.** Your instructor will not withdraw you and you will receive an "F" grade for non attendance.

## BONUS POINTS

You can receive a number of bonus points to be added to your final average at the end of the semester for your participation in a variety of related class activities during the semester. Download the Student Performance Record from the course website and keep up with your performance and points earned in this class.

## OTHER REQUIREMENTS

### 1. Class Summaries

Students will be asked to volunteer (or randomly selected) to summarize the activities and discussion of the previous class based on their notes, understanding or analysis. This summary takes place at the beginning of each class. The assigned student will be responsible for providing their own thinking and analysis of information covered in the previous class and to discuss how the material discussed can be applied to everyday life.

Each student assigned to provide the summary should also be prepared to bring a one minute motivator to class to energize your classmates. This one-minute motivator could be a poem, a game, a puzzle, some physical activity, a song, a quotation or something innovative and creative from your imagination. The beginning of class is also a time that you may share with the class an article or study you have read related to the topic of discussion.

## 2. Class Presentations

Students may be asked to make special presentations or share thinking or written assignments. All students are required to make a brief presentation of their research paper/project to the class during the topical forums. This is an opportunity for all of us to benefit from your research by sharing information, knowledge and scientific data.

## 3. Creating an Ideal Learning Environment

We are confident that you will continue to make every effort to help create a warm, friendly, courteous, respectful, and positive learning environment for all in the classroom. Please turn off cell phones and take your hat off when entering the classroom. Talking with classmates during class lectures and discussion will not be tolerated. This also is disruptive and disrespectful to your instructor and your classmates. **Regardless of the clock, please wait until the instructor indicates that the class has ended before closing books, gathering belongings, putting on coats, etc. This is disrespectful and disruptive to others.**

## 4. Outside Assistance

Students are encouraged to use the many services offered by the college to assist and support your academic work. This includes the counseling center, the writing center, the tutoring center, among others. These services are available to you at no cost to provide assistance and support. Meetings may also be arranged with the instructor during office hours or by appointment.

# Honor Code and Pledge Statement

Embodying the ideals of academic honesty, integrity and responsible citizenship is at the core of the foundation of all academic work and student conduct here at NVCC and most other colleges and universities. Enrollment at NVCC presupposes a commitment to the principles embodied in these codes and a respect for the tradition of integrity and honesty. Your participation in this course comes with my full expectation that your work will be completed in full observance and respect of the Honor Code. Academic dishonesty in any form is unacceptable and is a breach in academic integrity. However small, such dishonesty would be destructive to the life and work of the College. As a result, the following statement is required to be attached to all submitted papers and projects:

*In this paper, every opinion from someone else has been properly credited (whether it is a direct quotation enclosed in quotation marks, a summary, or a paraphrase). All factual information (common knowledge or uncontested knowledge), though not credited in any way, has been stated in my own words. In using factual information, I have not copied entire sentences or portions of sentences in the exact words of another. This paper is my own work. No one has helped me in the organization or writing of this paper. I have read the complete assignment.*

Signed: \_\_\_\_\_ (Your Name)