

FALL 2011 and SPRING 2012
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS, LR 275
PSYCHOLOGY 231-232, LIFESPAN HUMAN DEVELOPMENTAL SCIENCE
PSYCHOLOGY 235, CHILD PSYCHOLOGY
DR. ROSALYN M. KING, PROFESSOR

COURSE SYLLABUS

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

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(703) 450-2629, Office

(703) 450-2527, Division Office

(571) 434-8285, Home

(202) 368-4328, Cell

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

REQUIRED TEXTS

Berger, Kathleen. (2011). **The developing person through the life span**. New York: Worth Publishers.

E-book & Access Card to the Developmental Portal. can be purchased at a much lower price in lieu of a paper copy of the textbook... This entitles you to the Online E-book and all Online Resources . E-book chapters can be printed from the Portal. (** Highly Recommended.)

Purchase access card at the Campus bookstore or online at: <http://courses.bfwpub.com/bergerls8e>

Additional Required Books

For Psy 231 & Psy 235:

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 the King book online at: www.c-s-p.org or www.amazon.com). The Coles book can be found at amazon. Both of these sites can be accessed on the course website, click on New Book from the homepage or any of the amazon.com icons.)

For Psy 232:

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.)

Erikson, Erik. (1968). **Young man Luther**. New York: Norton. (*For Psychology 232.)

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** . Connecticut:

Dushkin/McGraw-Hill, 2010. (*Recommended)

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 that 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.

The first phase of this two semester course will focus on 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 5 of the developmental periods of the life span: conception and prenatal development, infants and toddlers, early childhood, and middle childhood. Psy 235 students can include the study of adolescence.

The second phase of the course will focus on the developmental periods of 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.

CLASS SCHEDULE

Classes will meet at the regularly scheduled time. There will be about 15 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, public forums, formal debates, media presentations, etc. 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.**

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.

EXAMINATIONS

There will be a total of 3 examinations. **For Psychology 231 & 235 students this will include: 1 written exam** (up to 100 points), **1 oral exam of 2 book reports** (up to 50 points each, totaling 100 points), **1 Group or Class Community Project/Exam** (up to 100 points), and **1 research paper or participation in class debate** (up to 100 points).

Exam due dates are scheduled. No late exams will be accepted unless due to extreme emergency. You should provide written verification of the emergency to your professor. The exam has to be submitted within the next week of the date missed.

For Psychology 232 Students, there will be a total of 3 exams: 2 written or oral presentation exams and 1 total class project. Students are encouraged to propose either group projects or a total class community project on some aspect of development providing service to an organization. Presentations of the project will be presented on the final day of class.

You may substitute an 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 substitute a portfolio for an exam. 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.

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REQUIRED FINAL WRITTEN PAPER OR PROJECT

You have an option of choices for a final paper or project. Whatever option you choose, you must present a summary discussion in one of the 2 forums to be held during the semester, unless you opt to participate in the formal debate as a final project. An overview of each type of assignment is described below.

Research Paper

You will be required to develop a theoretically oriented research paper. This paper can also include an applied side; that is, you may incorporate some action-oriented research, observation or field work into the research analysis. The area of focus for your paper should be on one of the phases of development being covered during the semester (e.g. prenatal development, infancy, toddlerhood, childhood, etc.).

Ideally, your paper should be on the area of development you are most interested in or have plans to pursue in your professional career; or, that you want to know more about as a parent. You should take this paper very seriously, and should begin to think about it early in the semester. You will be required to develop an outline of your paper and submit it for approval by your professor. You should also be prepared to discuss your thinking relative to this paper with your professor.

Make an appointment to meet with me. A good time will be during the development of your initial outline prior to its submission. **Please do not attempt to discuss your paper or plans with me during class time or during the break. I will not remember the details, nor am I focused clearly on your needs at that time. My energies during class time are on delivering instruction. Make a separate appointment to talk to me during office hours.**

Projects

Instead of a research paper, you may develop a portfolio, photographic essay, video production or some other creative project. Your project should be similar to the requirements for a research paper. You can focus on a topic across all developmental periods covered during the semester or focus on one specific developmental period.

Portfolio development will include 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.

You also will be required to present your portfolios to the class during one of the open forums. If you are interested in portfolio development, you should download the written guidelines from the course website and carefully review them. These guidelines outline the requirements and criteria for portfolio development and how it will be graded.

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.

Service Learning is an opportunity to do 8-16 hours of community service in a psychology-human development related setting. Service learning programs involve students in organized community service that addresses local needs, while at the same time you are developing your academic skills and sense of civic responsibility and commitment to the community. You serve and learn. In this regard, you will select an organization related to the areas of life span human development that we will be covering during the semester. You are responsible for finding and negotiating entry into an organization for your service. **The Loudoun County Office of Volunteer Services** can also help you. They can provide you with a directory of volunteer opportunities. You can contact them at **(703) 777-0113** or locate their web page at: www.state.va.us/Loudoun/C-volop. You also may contact the **Volunteer Services Office in Fairfax County at (703) 246-3460**.

You are required to write a description of your service or produce a photographic essay and journal; or, you can produce a videotape of your service. You also are required to discuss the significance of your service to your personal, professional and academic development. Students must also address how the service is related to lifespan human development content covered in class during the semester. If you are interested in participating in service learning, please download written guidelines from the course website.

STUDENT FORUMS

Student forums will be held throughout each semester on each developmental period covered. Student research papers and projects will be presented at these forums.

For psychology 231: **Forum 1** will focus on heredity & environment, prenatal development, infants and toddlers. **Forum 2** will focus on early and middle childhood and adolescence. A formal debate will also be held during Psychology 231.

For psychology 232: **Forum 1** will focus on adolescence. **Forum 2** will focus on adulthood. **Forum 3** will focus on mature adulthood & aging, death and dying.

Any student interested in any of these topics for research, must be prepared to present their research on the date of the forum. Students will be encouraged to divide themselves proportional to the class size between the 3 forums. The formal paper also should be ready to hand-in at the time of the forum, but the instructor will allow you to submit a draft paper initially. The final paper must be submitted within the next week after the forum.

Any topical subjects, such as domestic violence, rape, Alzheimer's disease, etc. should be specific to a developmental period rather than a general paper. If you are developing a portfolio that includes examples of objects from each aspect of the life span covered during the semester, you can present at the last forum or divide your presentation between both forums but hand in your final portfolio during the last forum for evaluation.

You can be as creative and imaginative as you wish to be during your presentation at the forum. 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 accordingly. 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 prior to your forum and usually are limited to 15-20 minutes.

Students in the class can invite the public, parents, other students and guests to attend these forums. One or more students will be asked to volunteer from the class to serve as Forum 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, along with identifying and inviting expert guest speakers.** Bonus Points are earned by students serving as coordinators.

FORMAL DEBATE- (Psychology 231 & 235 Students Only)

Students who have a desire to cultivate their thinking, speaking and writing skills will have the opportunity to participate in a formal debate on a development issue selected by debate teams. This debate requires research and preparation time outside of class. The research produced to develop your arguments can also be used for your required research paper or project. The debate will be a formal production and will be judged by a team of faculty members and will be videotaped for students to review. A student will also act as moderator and the debate may decide to invite a guest expert to speak on the issue after the debate and to serve on the panel of judges. Students who participate in the debate will not be required to participate in the student forums but are encouraged to do so. Student teams will be required to prepare a written open argument that will be provided to the panel of judges. Teams also will be required to submit a formal written team paper. Guidelines for the debate can be found on the course website, along with many related study links in preparation for the debate. Debate team members must be familiar with guidelines and format of debate.

GUIDELINES FOR ALL PAPERS

All papers, reports 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. Such as: Portfolio for Exam #1, etc. Your paper should be submitted on time. Papers will not be accepted after the due date. Papers should be between 5-8 pages in length. PAPERS SHOULD NOT BE OVER 10 PAGES.

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.**

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 4 products and therefore will have a total of 4 grades. 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.

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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)