

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

Wayland Mission Statement:*Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.*

Course Title, Number, and Section: **PSYC 2301VC01- Developmental Psychology**

Term:  **Spring 2018 (February 26 - May 19, 2018)**

Instructor: Mrs. Cari Wood, M.S.

# ****Office Phone Number and WBU Email Address:****

cell: 808-226-4142

Email: cari.wood@wayland.wbu.edu

Office Hours, Building, and Location:I check my email throughout the day; therefore, if you email me, I will respond fairly quickly but please give me at least 24 hours to respond. I prefer an appointment for a phone call but if it is an emergency, feel free to call without an appointment. If you have a blocked number, please unblock the number when calling. I do not answer “withheld” or “unknown” numbers. If I am unable to answer my phone, please leave a message with your name, class, phone number, and reason for calling and I will return your call. **I live in Virginia (EST) so please check your time zone when calling. If you would like to send a text, feel free as well!**

Class Meeting Time and Location:Virtual Campus

**Catalog Description:** Physical, intellectual, emotional, and social maturation of the individual from conception through adulthood.

**Prerequisite:** PSYC 1301

**Required Textbook(s) and/or Required Material(s):** Berger, K. S. (2016). *Invitation to the life span* (3rd ed.). New York: Worth Publishers. ISBN Number:  978-1-319-01588-6

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Explain the 3 domains of development and the meaning of a ‘lifespan’ perspective
* Demonstrate knowledge of the major theoretical perspectives in developmental

 psychology

* Explain the basic methods of research in developmental psychology
* Describe the developing person at different periods across the lifespan
* Express your ideas about developmental psychology in a written format
* Apply some developmental concepts to your own life

**Virtual Campus Attendance Policy:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements:**

**\*\*Note: I do realize emergencies happen and unforeseen military deployments or TDY (temporary duty) occur; therefore, in order to avoid any deducted points on assignments, papers, and exams, please contact me immediately so we can make other arrangements.\*\***

1. **Participation:** Please see “**Virtual Campus Attendance Policy."**

**2. Readings and Online Discussions: Make** sure that you have read the chapter and the lecture before completing the assignments and understand terms from the book and the lectures. You will not be able to answer the questions correctly if you have not done the reading beforehand.

***However,******if you are late receiving your textbook, you can still answer Week 1 discussion questions and participate in class by reading my lectures and researching the answers on the Internet or other Psychology books you may have.***

**Requirements for the discussion questions:**

(a)Each discussion question answer must be at least 350 words of text.  So, if there are 2 discussion questions for the week, that totals 700 words (does not include re-writing the question and your reference list).

(b) *Each* d**iscussion question answer must be cited and referenced using your textbook or other credible Internet websites, books, journals, etc. that support the book.** APA (American Psychological Association) format is required for all writing assignments. I suggest buying the APA manual but if you do not have the manual, you can access the link provided for APA style of writing: http://www.apastyle.org/learn/faqs/index.aspx

Helpful Hint: Just because you reference a source at the end of your answer, does not mean you fulfilled the requirement.  If a source is provided in your reference list, a citation has to be provided in your paragraph (they go together).  Therefore, I need to see a citation AND reference. For example:

**Prenatal care teaches women the importance of taking vitamins, drugs to avoid, and what foods to eat in order to have healthy baby (Berger, 2016).**

**Reference**

**Berger, K. S. (2016).  Invitation to the life span (3rd ed.).  New York: Worth Publishers.**

(c) *Each* discussion question answer must be scholarly (use research to support your answers) and include correct grammar, punctuation, spelling, etc. If you want to add your opinions, stories, or life experiences to help support your scholarly answer, I encourage you to do so. This will keep the discussions fun and intriguing.  If we were in a traditional classroom, we would have the opportunity to share our thoughts, ideas, opinions, etc. It is completely optional to do this (unless stated otherwise) - it just keeps the class interesting.

**Discussion questions are to be posted in the appropriate forum located in the "Discussion Board" by 11:59pm Central Standard Time (CST) on Saturday of each week - *only exception is during Spring Break and Easter weekend.***

I know this is not an English class but the majority of upper level college and graduate classes expect you to know how to properly write using APA, especially if you are a Psychology major. Therefore, it is important to know how to properly write before going into a class that will deduct points for every little mistake you make regarding APA. Understand that any writing style is complex; because this is a sophomore level college course, I am going to keep this simple, so that you get a feel for it. If you need further assistance with this style of writing, please email me and I will be more than happy to help. Additional information on APA will be provided in class. ***Do not feel intimidated! I will help guide you!!***

**Deductions: 1 point for each day the discussion questions are late.**

3. **Interaction with Classmates:** In addition to posting answers to the discussion questions, **you are also required to respond to *at least* one other student's posting,** either agreeing with the comments or expressing an alternate opinion in **1-2 paragraphs.**

**Your response to another student’s posting is to be posted in the appropriate forum by 11:59pm CST on Sunday of each week - *only exception is during Spring Break, Easter weekend, and Week 11.***

Try to respond to postings which haven’t already been responded to, or which have fewer responses. Please do not respond to a classmate by only saying, “I agree with your post, great job!” You need to elaborate as to “why” you agree or disagree and try to support your response/feedback with references as well. The discussions are designed to help you clarify your thinking and compare your opinions to those of others.  Any opinion, backed by solid research, lends itself to a stronger position.

When posting your answer and your responses to other students’ answers, be sure to use correct grammar, punctuation, and syntax. All posts should be checked for spelling and grammatical errors before posting them. Remember that you are communicating with others and correct English usage is critical because you are expecting others to understand what you are saying. It would be helpful to type out your answer/response, spell and grammar check, then proofread once more before posting. Improper grammar, punctuation, and/or syntax will reduce your grade.

Also be aware that derogatory comments, bad language, and rudeness will not be tolerated. Disagreement is fine and open discussion is encouraged, as long as it is done with respect and tact. **Postings which are derogatory in nature will be immediately removed and your grade will be significantly reduced**.

**Deductions: 1 point for each day the response to another student’s posting is late.**

4. **Exams:** There will be four exams given. Some questions will be from the book only, some from the lessons only, and some from both - you need to be familiar with the information contained in all required readings. Just because we do not cover something in the class, does not mean it will not be on the test. Once again, it is up to you to read and study all the chapters assigned. Questions may consist of multiple choice, true/false, matching, short answer, and/or essay/critical thinking exercises. The exams will be open book and open notes (not open friends or spouse). You should take the test as if you were in a classroom and allowed to use your books and notes.  Even in a classroom, you still would not discuss the questions with someone else before or during the test.Even though the test is open book and notes, you will not be able to answer the questions correctly if you have not read the assigned material - both the lessons and the chapters. You will not have any problem with these as long as you have read the assigned material.

You only have one attempt so do not begin taking the exam online until you are ready and free from distractions. You are not allowed to stop and start the exam so if you encounter technology problems, contact me immediately. I realize computer problems can occur, so please make sure you do everything you can to assure you will not have computer problems.

**Deductions: 1 point for each day an exam is late.**

5. **Eating Disorders on the Internet:** After reading Chapter 9, take your learning a step further by testing your critical thinking skills on this problem-solving exercise.

In this exercise, you will examine the eating disorders anorexia nervosa and bulimia nervosa, including the symptoms, treatment options, and latest research findings that are unlocking the mysteries of these disorders. Two credible websites that are helpful in your research are:

<http://psychcentral.com/disorders/>

<https://www.nimh.nih.gov/index.shtml>

Don’t limit your exploration to these sites, however; rather, use it as a starting point in your investigation to find answers to the following questions.

1. Summarize the online diagnosis criteria for anorexia nervosa and bulimia nervosa.

2. Given the many developmental contexts of anorexia nervosa and bulimia nervosa, treatment must focus on the biosocial, cognitive, and psychosocial roots of these disorders. Describe the treatment options available for anorexia and bulimia. Which have proven to be most effective?

3. How do the recovery rates differ for anorexia nervosa and bulimia nervosa?

4. Briefly summarize a true story from ***each disorder*** – a person who battled anorexia nervosa and a person who battled bulimia nervosa.

**\*The paper must be typed, double spaced, *at least* 600 words, a Microsoft Word document, and contain at least 2 references. Additionally, the paper will contain a title page at the beginning and a reference page at the end, which are not included in the 600 words of text.   APA format is required, margins have to be set at 1 inch, and font must be 12 points (using the common font Times New Roman). Attach and submit paper through the assignment link that will be provided in class.**

 **Deductions: 1 point for each day the Eating Disorders project is late.**

6. **Nursing Home Tour:** *There will be a time in your life when you are an elder and may need assistance because you are unable to take care of yourself. What happens if you do not have a spouse or family member to take care of you when you are old? No matter if you are 18 or 50, it is important to understand the different kinds of long term care available and make sure others know your wishes and desires. Long term care options include home care, day programs, senior housing, assisted living, continuing-care retirement communities, and nursing homes. Did you know that you can buy long term care insurance and the younger you are the cheaper the policy will be? You need to be in control of how you want to live the rest of your elder years. Therefore, I challenge everyone to research ALL long term care options in your own time but during this 11 week course, we will explore one long term care option more in detail: Nursing homes.*

You will be required to tour a nursing home in your community and record details about the physical setting, the social interactions of the residents, the activities of the staff, and other basic information. A checklist will be provided in class as a guideline. Please make sure that you call the facility in advance and speak to someone in admissions so you can set up a tour date. You should be able to schedule a tour within the week. After your tour, I encourage you to ask permission if you can interact with one of the residents. Simply sitting and talking or playing cards with a resident will make their day.

***\*\*If you are deployed, please contact me immediately so we can make other arrangements.\*\****

When writing your paper about the nursing home facility you toured, include the following information:

1. The name of the facility, date, and time you visited.

2. Your recorded details of the facility (checklist will be provided in class as a guideline for your written details).

3. Would you like to work or live in this place? Why or why not?

4. Research the advantages and disadvantages of nursing home care by using the textbook or other credible sources.

5. Factors that affect the ability to perform activities of daily life (ADLs) and instrumental activities of daily life (IADLs).

\*This paper must be typed, double spaced, 4-6 pages in length, contain at least 2 references, and a Microsoft Word document.  Additionally, the paper will contain a title page at the beginning and a reference page at the end, which are not included in the 4-6 page paper. APA format is required, margins have to be set at 1 inch, and font must be 12 points (using the common font Times New Roman).  **Attach and submit paper through the assignment link that will be provided in class.**

**Deductions: 1 point for each day the Nursing Home Tour paper is late.**

**Grading Criteria:**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

**Reminder: Discussion questions are to be posted in the appropriate forum by 11:59pm CST on Saturday of each week. Your response to another student’s posting is to be posted in the appropriate forum by 11:59pm CST on Sunday of each week. You will be notified if there are any changes.**

**Week #1: February 26 – March 4**

\*Read Syllabus

\*Send email confirmation, from your WBU email address or another email that you use most frequently, to cari.wood@wayland.wbu.edu that syllabus was read and understood.

\*Introduce yourself in the Discussion Board under the forum "Welcome." Post a photo if you would like!

\*Read Chapter 1 - *The Beginning: The Science of Human Development*

\*Read Chapter 2 - *The Beginning: From Conception to Birth*

\*Discussion Assignment #1 (two discussion questions). ***Reminder,******if you are late receiving your textbook, you can still answer Week 1 discussion questions and participate in class by reading my lectures and researching the answers on the Internet or other Psychology books you may have.***

**Week #2: March 5 – 11**

\*Read Chapter 3 – *The First Two Years: Body and Mind*

\*Discussion Assignment #2 (two discussion questions)

***\*\* Spring Break: March 12 - 16 \*\****

**Week #3: March 19 - 25**

\*Read Chapter 4 - *The First Two Years: The Social World*

\*Discussion Assignment #3 (two discussion questions)

**\*Exam #1 (chapters 1-4; due Sunday, March 25th, by 11:59pm CST)**

**Week #4: March 26 – April 3 (EASTER HOLIDAY WEEKEND)**

\*Read Chapter 5 – *Early Childhood: Body and Mind*

\*Read Chapter 6 – *Early Childhood: The Social World*

\*Discussion Assignment #4 (two discussion questions, **due Tuesday, April 3rd, by 11:59pm CST**)

**Week #5: April 2 - 8**

\*Read Chapter 7 – *Middle Childhood: Body and Mind*

\*Read Chapter 8 – *Middle Childhood: The Social World*

\*Discussion Assignment #5 (two discussion questions)

**\*Exam #2 (chapters 5-8; due Sunday, April 8th, by 11:59pm CST)**

**Week #6: April 9 – 15**

\*Read Chapter 9 – *Adolescence: Body and Mind*

\*Read Chapter 10 – *Adolescence: The Social World*

\*Discussion Assignment #6 (one discussion question)

**\*Eating Disorders on the Internet (due Saturday, April 14th, by 11:59pm CST)**

**Week #7: April 16 – 22**

\*Read Chapter 11 - *Adulthood: Emerging Adulthood*

\*Read Chapter 12 – *Adulthood: Body and Mind*

\*Discussion Assignment #7 (two discussion questions)

**Week #8: April 23 - 29**

\*Read Chapter 13 – *Adulthood: The Social World*

\*Discussion Assignment #8 (two discussion questions)

**\*Exam #3 (chapters 9-13; due Sunday, April 29th, by 11:59pm CST)**

**Week #9: April 30 – May 6**

\*Read Chapter 14 - *Late Adulthood: Body and Mind*

\*Discussion Assignment #9 (two discussion questions)

**Week #10: May 7 - 13**

\*Read Chapter 15 - *Late Adulthood: The Social World*

\*Discussion Assignment #10 (one discussion question)

**\*Nursing Home Tour (due Saturday, May 12th, by 11:59pm CST)**

**Week #11: May 14 – 19**

\*Read Epilogue - *Death and Dying*

\*Discussion Assignment #11 (two discussion questions)

**\*Final Exam** **(chapters 14-Epilogue; due Saturday, May 19th, by 11:59pm CST)**

**Evaluation:**

1. Discussion Questions: 100 points (20 discussions at 5 points each)

2. Interaction with Classmates: 22 points **(2 points each week)**

\*\*this can be the difference between a letter grade\*\*
3. Exams: 200 points (4 examinations at 50 points each)
4. Eating Disorders on the Internet: 25 points

5. Nursing Home Tour: 100 points

**Total Possible Points: 447**

| **Grading:** |
| --- |
| 447 - 403 = A402 - 358 = B357 - 313 = C312 - 269 = D268 or less = F |

***NOTE:* Assignments will be graded on Monday and Tuesday from the previous week. I will send an announcement in class regarding when your Eating Disorders and Nursing Home Tour papers will be graded since each one takes longer to grade. Grades can be found by clicking the "Tools" tab located on the left side column of class and then click "My Grades."**

**Academic Catalog:** [**http://catalog.wbu.edu**](http://catalog.wbu.edu)

**About the Class Schedule/Syllabus:**

A syllabus is not a contract between instructor and student, but rather a guide to course procedures on attendance, requirements, grading, objectives, and class topic and reading schedule. The instructor reserves the right to amend the syllabus when circumstances dictate or unusual opportunities for student learning arise. Students will be notified.

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**Wayland Baptist University**

**Statement on Plagiarism and Academic Dishonesty**

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's ***writing or ideas*** as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

* Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one’s own discussion.
* Paraphrasing the ideas presented in any source or oral discussion without ***appropriate citation***. Using the evidence and conclusions of any source as the controlling framework for one’s own paper.
* Recycling work from a previous or current course, whether your own work or another student’s work.
* Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute ***appropriate citation*** of any source:

* Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
* Placing borrowed text directly from another source within “quotation marks.”
* Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).
* Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

* Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.
* If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to

the university executive vice president/provost, as per university policy. ALL CASES OF

ACADEMIC DISHONESTY WILL RE REPORTED.

* Per university policy as described in the Wayland Academic Catalog, second offenses

WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.

* In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Policy 8.4.1 Attachment Inception 10/08/2014