

Psych 205-70: Lifespan Developmental Psychology**Credits:** 3**Class Time:** Tuesdays 12:00pm-1:15pm**Location:** ADM BLDG 12**Instructor:** Manee Moua, Ph.D.**Office:** Spaulding Hall 235 | **Email:** mmoua@lcmail.lcsc.edu

(Will respond to emails within 24 hours M-F; weekends within 48 hours. NO emails on Sundays)

Office Hours In-person drop-in: Tues 10am-11:30am**Zoom:** By appt only**Canvas Drop-In:** Wed and Thurs 10am-12pm**Required Text:**

Berk, L. E. (2018). **Development through the lifespan. Seventh edition.** Hoboken, NJ: Pearson Education, Inc.

Course Overview

This course is designed to help the student gain an understanding of the perceptual, physical, cognitive, emotional, social and moral development of infancy to adulthood. Basic theories of lifespan development will be studied to assist the student in the *practice* of understanding humans.

GENERAL EDUCATION LEARNING OUTCOMES (GELOs): Upon successful completion of this course, you should be able to demonstrate the following competencies:

Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Developmental Psychology

Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.

Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.

Evaluate how reasoning, history, or culture informs and guides **individual**, civic, or global decisions.

Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Assignments by which students will demonstrate achievement of the General Educational Learning Outcomes

General Educational Learning Outcome	Assignments through which students will demonstrate the Expected Learning Outcome
i. Demonstrate knowledge of the theoretical and conceptual frameworks	<ul style="list-style-type: none"> Final Project – This project includes a group presentation, and a reflective written paper.

<p>of a particular Social Science discipline; in this case, Psychology.</p>	<ul style="list-style-type: none"> • Assignments addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Case studies and field activities that will collect observable data. • Discussion boards, quizzes, and videos
<p>ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.</p>	<ul style="list-style-type: none"> • Quizzes, class discussions, activities and assignments addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Final Project – This project includes a group presentation, and a reflective written paper. • Case studies and field activities that will collect observable data.
<p>iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.</p>	<ul style="list-style-type: none"> • Class discussions, quizzes, activities and assignments addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Final Project – This project includes a group presentation, and a reflective written paper. • Case studies and field activities that will collect observable data.
<p>iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.</p>	<ul style="list-style-type: none"> • Quizzes, class discussions, activities and assignments addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Final Project – This project includes a group presentation, and a reflective written paper. • Case studies and field activities that will collect observable data.
<p>v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.</p>	<ul style="list-style-type: none"> • Quizzes, class discussions, activities and assignments addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Final Project – This project includes a group presentation, and a reflective written paper.

	<ul style="list-style-type: none"> • Case studies and field activities that will collect observable data.
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Course Goal / Connection with Teacher Education Standards This course is designed to help students meet the LCSC teacher education program's standard #2: "The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners."

Grading Weight

In-Class and Canvas Modules (8 Modules)

- Canvas Modules 30%
 - Canvas Assignments
 - Q & A's
- Class Assignments & Participation 30%
 - In-class participation
- Quizzes 10%

Final Group Project and Reflective (Individual) Paper 30%

**Additional assignments or extra credit points may be added at any time throughout the semester at my discretion.*

Course Assignments and Expectations

MODULES

The semester course is divided up into modules. Each module will cover at least 2 weeks' worth of contents and activities. There will be various tasks that you must complete by the end of each module deadline. **Make sure you read through all instructions and check the deadlines for each module carefully.** All documents, assignments, submission links, quizzes, etc. will be in its respective module folder.

Each module will be available to view according to the dates on the schedule. Please read and follow the directions on each module carefully and submit assignments as requested. Every module will have various components, assignments and expectations that is required to be complete by its deadlines in a timely manner. It is your responsibility to do the readings and watch the videos for each module.

Module Quizzes

Quizzes are only worth **10%** of your grade. The purpose of the quizzes is not to stress you out, but instead, help you check-in on what you have learned in the module. Quizzes will cover reading assignments, assigned videos, and online discussions. Quizzes are mainly multiple choice. It will be timed, can only be taken once, must be taken in one sitting, and cannot be made up or taken at any other time.

****Important****In addition, quizzes require you to download Respondus Lockdown Browser. Please watch the videos to help set this up in advance and make sure your computer is compatible. Chromebooks are not compatible.

No **retakes or make-ups for module quizzes**. It is VERY important to save your answers frequently! Don't wait until the last minute to take quizzes to avoid any technical or personal issues that may arise.

Module Q&A Assignment Participation

Participation: Attendance, by itself, is insufficient. For each class session, all students are expected to competently engage in its events and **submit via email to me 2 key discussion questions to discuss with your peers about the readings for the week by it's deadline.** Please check your course Canvas for each chapter's Q&A assignment.

Questions or Key Discussion Points should:

- Ask critical questions on topic of readings that will challenge, clarify, and/or engage class to think more critically about the content.
- Allow others and yourself to engage in a safe space
- Be willing to be openminded to listen to constructive feedback, thoughts, and perspectives.
- Allow others and yourself to be able to understand or listen to real-lived experiences and stories from another lens.
- Create a safe space to share knowledge of one's own personal experiences that relates to the content, which can contribute to build culturally inclusive spaces that will continue to empower our voice as well as others.

Second question can continue with the same statement to push the dialogue further OR focus on a different section entirely.

Please have a copy of your Q&A ready to discuss in class.

FINAL GROUP PRESENTATION

This final presentation will focus on a specific age group/stage of life. The final group presentations will be presented at the end of the semester. Each group must prepare to do a thorough research presentation on their age group and prepare a well thorough presentation that aims to teach others about this stage and propose why their age group is the most important and is consider the BEST time of a person's life. More detail instructions and a rubric will be posted on Canvas.

FINAL REFLECTION PAPER

The final reflection paper is a summary and reflection of what you've learned throughout the course by applying and reflecting on some of the theories and stages of development to your own life. You should be able to connect to the different stages at a personal level where you can evaluate your own life and development based on the information that has been learned. In addition, reflect on your group project and your involvement. More detail information will be provided on Canvas.

General Information and Expectations

Hybrid/Canvas Expectations and Attendance Policies

Hybrid Class

As a hybrid class, we will only meet once a week. The remaining class time involves your required participation online. All assignments, instructions, and rubrics will be on Canvas, so please make sure that you are checking and being active on Canvas every day. It is expected that all students come to class prepared for discussion on chapters covered in the module for the week. Class time will NOT be for lectures, but instead, focused more on case studies and activities related to the scheduled topics for further engagement.

In-Class: Please make sure that you come to class prepared and ready to engage in activities and discussion related to the readings. Masks are to be always worn. If you have a laptop, feel free to bring your laptop and/pr cell phones. We will have many activities in class that will utilize the internet or your Q&A assignments. However, phones and laptops will be used only for note taking or class activities. Please do not check social media , other classes, or texts during class time.

MASKS: To maximize protection from the Delta variant and prevent spreading it, LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present, at least through the post-holiday weekend infection window (Friday, Sept. 17).

ATTENDANCE Policy: There will be **no** attendance policy (i.e., points deducted, or attendance taken). However, it is required and expected that you attend class for all scheduled course times. We will have class activities and assignments with points on various days throughout the semester. IF you miss the class assignment, you will lose points on those days, unless you have arranged things in advance with me. There will be NO zoom options. Unexcused absences will NOT be allowed for any make ups whatsoever.

IF you are feeling sick or think you may have Covid-19, please do not come to school. You do not need to let me know ahead of time if you are sick. Please follow campus procedures for this by reporting it immediately.

There will be NO excuses for missing module assignments/tasks unless you have talked to me far in advance on any emergency circumstances.

Respect for Diversity and Universal Learning

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible.

Learning is most effective when the classroom is comfortable, challenging, and fun. As such, we as a group must cultivate mutual respect for ideas, freedom/ability to speak in class, and a professional tone. I will, consequently, not tolerate any form of disrespect geared towards me or another in class, cursing of any kind, dishonesty, or disruptive activity. Spirited engagement and exciting disagreement, however, are encouraged.

What to Expect for Class and How to Prepare

[This is tentative and can change throughout the semester]

With all of the new changes to our inability to be together as a whole class, the class experience will be very different. As we continue to experience these challenges, I ask you to be flexible and patience in and out of the classroom.

Here are a few things to expect during class time:

- A mix of zoom and in-class. What this means is that although we have one group in-class, we will also have other groups on zoom synchronously. Therefore, class activities and discussion will be much more slowed paced and alternating between me (the professor) checking in the zoom and the classroom. I do hope to have in-class students help monitor the chat in zoom.
- Whether you are in the in-class group or zoom for the day, come prepared to discuss previous chapters. I will not lecture or cover everything in the chapters during class time. Class time will often look more like the following:
 - **Discuss Big Ideas or Main Points of Chapter #** (Students in and out of the class should be able to contribute to this).
 - Class time will typically focus on the chapter(s) covered in the current open module.
 - **Engage in class discussion or activities** relevant to the chapter contents.
 - Bring laptops to in-class. We may not necessarily have small group discussions, but there may be times I will ask those who are in-class to also be logged onto zoom to pair up with students online for various activities. In addition, I will be using more online programs and apps for activities (i.e., Kahoot).
 - Class will end earlier than normal now due to cleaning. Per request by new Covid-19 policies, each in-class group must help with cleaning before leaving.

Online Canvas Expectation

It is expected that you are checking and are active on Canvas a few times a week. In order to succeed, be sure you are staying on top of all tasks in each individual module. Do NOT wait until the last day to submit assignments or do your quiz.

Class during Covid-19

As you know, we are still in the middle of a pandemic, and it is far from over. It is important to be aware that information about the virus, procedures and policies are constantly changing. Therefore, our learning environment and academic plans can continue to change as well. We must stay flexible and open minded. The hybrid course has been formatted to easily transition to fully remote learning if LC requires it at any time during the semester.

We are fortunate to be able to meet and continue with learning during this unusual time. As we pursue learning together, I strive to keep the following guiding principles (inspired by The Chronicle of Higher Education and Dr. J. Tham).

1. Put people first. As we are learning about understanding human behaviors and development and its theories in this course, I would hope we practice empathy and be cognizant that our own reality (day-to-day life) can be imposed upon others whose lives may differ drastically from ours.
2. Stay informed. It's important to stay educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives. If you are feeling sick or just not well, do NOT come to class. Please stay home, rest and stay in communication with your professors.
3. Communicate early and often. Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various platforms. Always reach out if you need anything necessary to support your learning and own well-being.
4. Take care of yourself. Celebrate big and small accomplishments. Stay flexible and open-minded. Be kind to one another.

Writing Expectations

(This is applicable to ALL writing assignments)

I expect all students to use APA style, 12-point font, 1-inch margins, double space, and proper labeling, grammar and headings on all papers and assignments. It is also expected to use correct citations of references within each paper. I highly suggest you use spellcheck, writing resources or other forms of writing support applications (i.e., Grammarly, etc.). If I find too many grammatical errors to where it becomes distracting from the content, I will start to deduct points. If you have any questions or concerns about writing or APA style, please let me know.

For those unfamiliar with APA style, please consult the American Psychological Association [www.View APA style here](http://www.apastyle.org) [www.apastyle.org] or Purdue University's OWL website [View Purdue Owl Page here](https://owl.english.purdue.edu/owl/section/2/10/) [https://owl.english.purdue.edu/owl/section/2/10/] Library resource <https://lcsc.libguides.com/c.php?g=436547&p=2976121>

Suggestions for Writing and Criteria for Grading

Grading of paper assignments will be weighted as follow: *(points will vary depending on the assignment and length of assignment.)*

- 1) **Grammar, writing skills, APA style (10%)**
- 2) **Development of a theme, denotation of a specific stance (20%)**
- 3) **Use of examples that are relevant and supported by text and peer-reviewed resources (20%)**
- 4) **Creativity and depth of thinking (20%)**
- 5) **Integration and application; followed instructions and expectations of the paper (20%)**

More specific information on each dimension is provided below.

1. **Quality writing skills.** Write directly and informally yet write in standard English. I encourage you to use personal examples and to support your points with these examples when appropriate. Make sure your essays reflect college-level writing skills. Use complete sentences, develop your paragraphs, check your spelling, and put together a paper that reflects quality. You might ask someone to proofread your paper. Furthermore, paper is formatted following the APA guidelines and standards. This includes proper headings and title pages, etc. I do not require a cover page or abstract for most paper, but you must have proper headings, title, name, reference page, etc.

2. **Development of a theme.** Look for a central theme or central message in each essay. Make an outline and check to see that each point in your outline pertains to your central message. In particular:

- Create a short title for each essay that conveys your basic idea.
- State your message concisely in your opening paragraph.
- Have a solid and impactful concluding paragraph.
- The theme should be clear, concise, and specific (rather than global and generalized). Do not write in a general and abstract manner, or else your essays will lose a clear focus.
- Develop your thoughts fully, concretely, and logically (rather than rambling or being vague and wordy).
- In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to discover your intended meaning.
- Give reasons for your views rather than making unsupported statements. In taking a position, provide reasons for your position.
- Cover an issue or idea well and in depth, rather than spreading yourself too thin. For each essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand on your theme.

3. **Use of examples and resources.** In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples, and/or apply theoretical concepts to a hypothetical but realistic setting. Tie your examples into the point you are making (but be careful not to give too many details or get lost in personal examples). Most importantly, you **MUST** use peer-reviewed resources and/or the textbook to support your ideas. You **MUST** also use in-text citation to avoid any plagiarism. Learn how to paraphrase information. Do **NOT** put down quotes longer than 2 sentences. If you have questions about this, please talk to me **OR** look through the APA website or other websites I've provided.

4. Creativity and depth of thinking. Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the books.

For example:

- Approach the material in an original way.
- Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus, select an aspect of a problem that will allow you to express your beliefs.
- Show depth in expanding on your thoughts.

5. Integration and application. Your papers should emphasize an integration of perspectives and application of theory/principles to practice.

- Demonstrate that you know the material, or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations. Demonstrate that you understand and followed the instructions and criteria of the paper assignment. This varies between assignments.
- If you are writing a theory essay, focus on those specific aspects of the theory that you'd most like to incorporate into your own style of counseling. Stress the implications for counseling practice. Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.
- Apply your ideas to specific populations with which you expect to work – both in counseling and non- counseling situations. You may want to apply your essays to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make this a personal and meaningful experience.
- In writing about ethical issues, be sure to zero in on a specific message. What do you most want to convey?

Saving Your Work

When you submit your work online Canvas, please save your documents appropriately.

[Name.Assignment.Course]

For example, "JaneDoe.TheoryPaper.DevPsyc.doc"

Netiquette

Please get in the habit, if you do not already, using proper and professional *netiquette*, "guidelines that govern behavior when communicating on the Internet" (Shea, 2004). This is important, especially with emails to faculty, staff and others in academia and professional settings.

Email hours are M-F during regular business hours. Emails received on Friday after 5PM, or during weekends, should expect a response Monday morning. To ensure a response, all emails must adopt proper netiquette, for example:

- **Identify yourself:** Use a salutation (i.e., Hi Dr. Moua; Dear Professor Moua; etc.) and end with your name (i.e., Sincerely, YOUR NAME; Thank you, YOUR NAME; etc.)
- **Include a subject line:** Provide a descriptive phrase in the subject line that informs me of the topic of your message (i.e., PSYC205: Question)
- **Be concise:** Use appropriate language. Emails are not texts, tweets, or FB posts.

- Note 1: Email me to raise a question or concern related to course topics; to inquire about class standing; to share a news article, etc.
- Note 2: DO NOT email me inquiring about an item that can be found on the syllabus (i.e., did I miss anything in class? Or what are your office hours again?)
- Note 3: I reserve the right to not respond to emails that do not adhere to these guidelines. Double check before hitting that send button!

For more information on netiquette:

<https://www.education.com/reference/article/netiquette-rules-behavior-internet/>
<http://www.albion.com/netiquette/corerules.html>

Late Assignments

Deadlines are listed on each course modules and must be submitted via Canvas in its respective submission links, unless otherwise specified. Deadlines may be subject to change by me depending on circumstances, and in this case, the class will be notified of changes in advance. **It is your responsibility to finish each module on time.** I *do* accept late assignments; however, I will deduct 10% each day pass its deadline up to 3 days. Anything turned in after that will not be given any points higher than 50% of the points (i.e., *if it was a 100-point paper turned in at the end of the semester, you'll get no more than 50 points – not including other points deductions from rubric requirements*). If you need specific deadline accommodations, you must talk to me far in advance and have appropriate justification (i.e., attending a conference).

Cell Phone Policy

Please do not play on your phone in class. Cell phones should be turned off (or on vibrate) and stored with personal items. Students who are designated as emergency caretakers or in an emergency situation may use phones with respect for the instructor and other students by keeping phone on vibrate and excusing themselves momentarily if needed. Please inform me before each class if you are the emergency caretaker or in a situation where you must have access to your phone that day.

Academic Honesty

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. No copying will be accepted. Students who violate this will receive an F as a final grade in this course and will be reported.

The following acts of academic dishonesty are NOT acceptable:

* **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam). You are NOT allowed to use other resources, such as browsing the internet outside of Canvas while taking quizzes or exams.

* **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

* **Plagiarism:** representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

* **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Please do not recycle papers. It is expected that all papers that are submitted must be created for the purpose of this course only. I may allow recycled contents with proper citations and paraphrasing if you discuss it with me beforehand; however, it must also be relevant and meets the criteria and writing expectations for the assignment.

PLAGIARISM

To avoid plagiarizing, you must make sure you are paraphrasing, summarizing valid resources in your own words, and adding proper in-text citations to ALL of your work. LCSC utilizes SafeAssign program to scan for all copied/plagiarized work. If you are found with any percentage of work higher than 5% (not including your references) with NO citations, you will be contacted by me for further discussion and process AND/OR be reported to Student Conduct, which will also result in a zero.

Student's with Disability

If you need course adaptations or accommodations because of a disability, emergency medical situations, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me. Make sure you submit your required forms from the center of Accessibility Services in the beginning of the semester to ensure your accommodations are met. You may also request the center to email me the forms directly.

For any inquiries or questions about accommodations:

Accessibility Service

Email: accessibilityservices@lcsc.edu

Phone: (208) 792-2677

Office location: Library Rm 161.

Note: The syllabus is subject to minor changes or updates at the professor's discretion at any time throughout the semester. Changes to assignments and grading will be given proper notification well in advance.

Course Schedule

Dates	Readings
Module 1 AUG 22- SEPT 5	Ch 1: History, Theory, and Research Strategies Ch 2: Genetic and Environmental Foundations Ch 3: Prenatal Development, Birth, and the Newborn Baby
Module 2 SEPT 5 - 19	Ch 4: Physical Development in Infancy and Toddlerhood Ch 5: Cognitive Development in Infancy and Toddlerhood Ch 6: Emotional and Social Development in Infancy and Toddlerhood MULTICULTURAL AWARENESS MONTH
Module 3 SEPT 19 – OCT 3	Ch 7: Physical and Cognitive Development in Early Childhood Ch 8: Emotional and Social Development in Early Childhood MULTICULTURAL AWARENESS MONTH
Module 4 OCT 3 - 17	Ch 9: Physical and Cognitive Development in Middle Childhood Ch 10: Emotional and Social Development in Middle Childhood
Module 5 OCT 17 - 31	Ch 11: Physical and Cognitive Development in Adolescence Ch 12: Emotional and Social Development in Adolescence Group Outline Check-in Form Due – Oct 31 – midnight on Canvas
Module 6 OCT 31 – NOV 14	Ch 13: Physical and Cognitive Development in Early Adulthood Ch 14: Emotional and Social Development in Early Adulthood Nov. 4. Last day to drop with a “W”
Module 7 NOV 14 - 26	Ch 15: Physical and Cognitive Development in Middle Adulthood Ch 16: Emotional and Social Development in Middle Adulthood Thanksgiving Break Nov 22-26
Module 8 NOV 28 – DEC 12	Ch 17: Physical and Cognitive Development in Late Adulthood Ch 18: Emotional and Social Development in Late Adulthood We will start Group Presentations after Thanksgiving Break. Nov 30 – Group 1, 2, and 3. Dec 7 – Group 4, 5, and 6.
Finals Week DEC 13 -17	Dec 16 @ 12pm: Final Group Presentations – Final points distribution and peer evaluations. Final Reflection Paper Due December 12 - midnight No Final Exam