

\*\*\*PRINT this guide and keep it handy for use ALL semester\*\*\*

## Developmental Psychology-INTERNET Syllabus Fall 2007

**Organization** Chippewa Valley Technical College  
**Course Number** Course Number: PSY 809-188-Section: 001  
(CRN: 11049)  
**Credits** 3.0  
**Course Title:** Developmental Psychology  
**Instructor** Julia Raehpour  
**E-mail Address** [JRaehpour@cvtc.edu](mailto:JRaehpour@cvtc.edu) →  
**Office Location** 01-B (basement, Eau Claire Business Center Campus)  
**Office Hours** *These times are available for your calls and visits. Other times can be arranged by appointment. When I have a meeting during these times, I will post a sign on my door or desk with a place for you to leave me a note.*

***Email is the fastest, most convenient, best way to connect with me outside of class.***

Mondays: 11:00 AM - NOON and  
1:00 – 2:00 PM  
Tuesdays: NOON – 2:00 PM  
Wednesdays: 1:00 – 2:00 PM  
Thursdays: NOON – 1:00 PM

***Please check Bb or if you're in Eau Claire, my office door, for any adjustments to office hours. Thanks!***

**Mailing Address** 620 W. Clairemont Ave.  
Eau Claire, WI 54701  
**Office Phone** 715-833-6669 (leave a message anytime)  
**Office Fax** 715-833-6470  
**Beginning Date** Monday, August 27, 2007  
**Ending Date** Monday, December 17, 2007  
**Number of Weeks** 16

### Meeting Times/Location

This class meets via the Internet asynchronously (this means, students will log into Blackboard at different times during each week of the semester to complete activities and submit assignments).

**Class Website:** **(Blackboard, log in through VISTA)** *Plan to access Blackboard **at least** twice per week. There you will find information, assignments, testing, and group work - much of which is required weekly.*

### Prerequisites

*Introduction to Psychology is strongly recommended*

**Textbooks** *(All students must purchase this textbook for this course.)*

Understanding Human Development by Grace J. Craig and Wendy L. Dunn. Pearson Education, Inc. (Pearson Prentice Hall), 2007. Publisher's website: [http://wps.prenhall.com/hss\\_craig\\_essentials\\_1](http://wps.prenhall.com/hss_craig_essentials_1)

### Supplies

Usual academic/organizational supplies: *pen/pencil, paper and notebook*

Computer access: *know your username/password to access VISTA (your CVTC student email and Blackboard)*

**Description**

**Course Description:** Developmental Psychology is the study of human development throughout the lifespan. This course explores developmental theory and research with an emphasis on the interactive nature of the biological, cognitive, and psychosocial changes that affect the individual from conception to death. Application activities and critical thinking skills will enable students to gain increased knowledge and understanding of themselves and others. It is recommended that either Intro to Psychology (809-198) or Psychology of Human Relations (809-199) be completed before taking this course.

**Core Abilities**

1. Think critically. (*Enhance critical thinking skills: comparing, analyzing, clarifying, concluding, etc. when facing ethical dilemmas, social concerns, and individual issues.*)
2. Behave ethically. (*Demonstrate an obligation to self and others for decisions and actions.*)
3. Cultivate global awareness. (*Appreciate the dynamics inherent in the perception of individual differences and cultural diversity.*)
4. Develop self-awareness and demonstrate social interaction. (*Recognize one's self-worth and potential for pro-social behavior. Exhibit the ability to work with others to gather information, complete tasks, solve problems, and reach a common goal.*)
5. Use science and technology. (*Gain familiarity with the impact of modern technology on human behavior.*)

For more information on these and other CVTC core abilities, please see the current catalog or visit the college website at: <http://www.cvtc.edu/Welcome/Overview/Core.htm>

**The goal of this course** This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

**The focus of this course** ...to apply developmental theories to life. Ideally, students will gain an increased knowledge and understanding of themselves and others, while gaining the ability to critically appraise generalizations and values in order to optimize development throughout life. A key component of the course is to be able to identify “normal” vs “abnormal” development (growth patterns, emotional abilities, etc.).

**Method of Instruction** This course will be completed entirely via the Internet. Emphasis is placed on participation and discussion of material. In order to do well in the course, students must log into the class website at least twice per week and are expected to read the assigned sections of the textbook and participate in the activities and assignments as posted on Blackboard.

**STUDENT RIGHTS:** See the link in Blackboard (click “Course Information” and scroll down) for the rest of the “Student Rights” document.

**CVTC is committed to quality education and values YOUR success.** In most cases student concerns are best resolved through discussion with instructors. However, there may be times when you need to talk with someone else. The following contacts are provided for your information.

Concern	Contact
General student concerns; formal grade appeals, college service complaints, or concerns regarding other students	Enrollment Management Administrator, Clairemont Campus, Room ECB116, Contact at 715-833-6341
Complaints concerning the quality of instruction	Academic Council (list available on VISTA) (If unknown, contact Turi Miller at 715-833-6309 or Email: <a href="mailto:tmiller@cvtc.edu">tmiller@cvtc.edu</a> )
Incidents of discrimination or harassment	Ka Vang, Diversity/Equal Opportunity Specialist Contact at 715-833-6343 or Email: <a href="mailto:kvang@cvtc.edu">kvang@cvtc.edu</a>
Accommodations for disabilities	Disability Services, Clairemont Campus, 715-833-6234

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

1. Examine current research as relevant to lifespan development. ( <a href="#">Chapter 1</a> )
2. Analyze key issues that influence developmental perspectives. ( <a href="#">Chapter 1</a> )
3. Compare the various theoretical frameworks as they apply to development. ( <a href="#">Chapter 1</a> )
4. Evaluate the integration of genetics and environmental influences on development. ( <a href="#">Chapter 2, 3a</a> )
5. Analyze developmental issues related to <u>physical/biological</u> changes across the lifespan. ( <a href="#">Chapters 3, 4a, 6a, 8a, 10a, 12a, 14a, 16a</a> )
6. Analyze developmental issues related to <u>cognitive</u> changes across the lifespan. ( <a href="#">Chapters 4b, 6b, 8b, 10b, 12b, 14b, 16b</a> )
7. Analyze developmental issues related to <u>psychological/emotional</u> changes across the lifespan. ( <a href="#">Chapters 5, 7, 9, 11, 13, 15, 17</a> )
8. Analyze developmental issues related to social changes across the lifespan. ( <a href="#">Chapters 5, 7, 9, 11, 13, 15, 17</a> )
9. Examine issues surrounding death and dying. ( <a href="#">Chapter 18</a> )

**COURSE REQUIREMENTS:** (1250 Total Points)

Course Orientation	Pass/Fail
Pre-Test	Complete/Incomplete
Activities (6):	600 points
Unit Tests (7):	350 points
Discussion Boards (8):	200 points
Post-Test (1):	<u>100 points</u>
	1250 Total Points

*Details provided, next page....*

**COURSE EVALUATION and GRADING SCALE:**

Grade	Percentage	Approx. Points	Grade	Percentage	Approx. Points
A+	100%↑ <i>with active participation</i>	over 1250	C+	77-79%	962-999
A	93-99%	1162-1250	C	73-76%	912-961
A-	90-92%	1125-1161	C-	70-72%	875-911
B+	87-89%	1087-1124	D+	67-69%	837-874
B	83-86%	1037-1086	D	63-66%	787-836
B-	80-82%	1000-1036	D-	60-62%	750-786
			F	below 60%	below 750

Please keep track of all graded assignments returned to you for verification with the grade report. Notify the Instructor immediately of any discrepancies. *Thanks.*

**Units of Study:**

- Pre Unit: Course Orientation and Pre-Test
- Unit 1: Research and Theoretical frameworks ([Chapter 1](#))
- Unit 2: Genetics and Environmental Influences on Development ([Chapters 2, 3a](#))
- Unit 3: The Beginning: Childbirth, Infancy, and Toddlerhood ([Chapters 3b, 4, 5](#))
- Unit 4: Growing Up: Early Childhood and Middle Childhood ([Chapters 6, 7, 8, 9](#))
- Unit 5: Coming of Age: Adolescence and Early (or Young) Adulthood ([Chapters 10, 11, 12, 13](#))
- Unit 6: Adulthood: Middle Adulthood and Late (or Older) Adulthood ([Chapters 14, 15, 16, 17](#))
- Unit 7: Leaving a Legacy: Death and Dying ([Chapter 18](#))

**Details of Course Requirements:**

## **COURSE ORIENTATION: (Pass/Fail)**

Students will complete a series of Blackboard and technology tasks to ensure their success in the online course format. A "pass" is required to access the rest of the course materials.

## **PRE-TEST: (Complete/Incomplete)**

During the first week of the course, students will complete a Pre-Test. The Pre-Test will include a random sampling of 100 multiple choice questions covering topics from the entire course. Students are not expected to pass the Pre-Test or earn a high score on it. Your Pre-Test score will serve as a baseline for your learning (where you started) and the score will simply be listed for your information (and to compare to once you've completed the course), the points do not count toward your total in the course. All students must complete the Pre-Test before they can access the Units of Study.

## **ACTIVITIES: (600 points)**

There will be six (6) activities required from each student. An activity usually involves preparation beyond the textbook and outside of the time you spend on the computer researching and studying. Interviews, observations, or written reports are typical activities offered in this course. Details and directions for each Activity will be provided within each related Unit of study Unit folder. There are 6 Activities. Each Activity is valued at [100 points](#).

## **UNIT TESTS: (350 points)**

There will be seven (7) Unit Tests covering material from two to four chapters each and administered online. Students may access the tests after finishing each Unit of study. These tests will consist largely of multiple-choice questions, but could include fill-in-the-blank, matching, and/or short answer. The tests are designed to help students stay current in the reading assignments, keep up-to-date in the course, meet the basic competency requirements needed to succeed in the course, and as preparation for the required Post-Test. Each Unit Test is valued at [50 points](#).

## **DISCUSSION BOARDS: (200 points)**

Throughout the semester, each student will be responsible for participating in eight (8) discussions on selected topics. The Discussion Boards will be associated with selected Units of study. Details and directions will be posted in the related Unit of study. Each Discussion Board is valued at [25 points](#).

NOTE: Participating in the Discussion Boards will usually require substantive postings.

\*Substantive means:

- a. at least 5 sentences
- b. introducing a "solution" or "intervention" or "strategy" - depending on the topic - and
- c. asking a follow-up question.

\*A "posting" is the message you type and add to the Discussion Board.

## **POST-TEST: (100 points)**

One (1) Post-Test (a cumulative Final Exam) will be required from each student. This test will include 100 questions in multiple choice format.

## **EXTRA CREDIT: (25 points maximum)**

There will be many opportunities for students to request extra credit on topics related to the course. All students are eligible for extra credit. No more than 25 points total will be available for extra credit in this course.

**EMAIL POLICY:** Please do NOT use email addresses (mine or your classmates') as distribution lists to forward chain letters, advertisements, "spam", any kind of junk mail, or general updates about your personal life that go to mass addresses. If you've arranged to send information to an individual or wish to communicate one-on-one, that's fine as long you're both consenting. Jokes and inspirational stories can be wonderful items to send. If you'd like the whole class to enjoy something you found on the Internet, I will provide a place on our Bb site for such sharing or you can email me and I will pass along anything that would benefit the entire class.

### **MAKE-UP POLICY:**

Due dates are posted in the "Due Dates" document at the beginning of the semester, so students are encouraged to begin working on them as soon as possible. ***Work submitted after a due date will not be accepted (or accepted with significant points deducted for being late). Please get work in on time so you won't have any worries about losing points. Thanks!*** You CAN do it. Set up a schedule and get rolling! (see "Due Dates" document for details)

### **Guidelines for Success/Academic Honesty**

Log into our Blackboard site OFTEN, participate fully, take deep breaths, roll up your sleeves and pat yourself on the back often for all the work you'll be producing!

**A terrific tip:** *"Pretend" to be interested in the course, even if you're not...  
...really....try it, it works!*

### **Instructor Conduct:**

1. **Availability:** I will check the Blackboard site multiple times each week, Monday-Friday. I will respond to emails promptly (usually within 24 hours, Monday – Friday). I have set office hours, to make visits convenient for students. If I have a special meeting during a set office hour, I will post an announcement on Blackboard and a sign on my office door. I return phone calls about once per week as long as the caller leaves their name and a phone number where I can reach them.
2. **Grading:** I will review and score your work, usually within 1 week after the due date. At times, it may take as much as 2 weeks before your work is graded and posted, but never longer. I will provide feedback (general and individual) to help guide students and focus their work on critical concepts, principles and skills.
3. **Pedagogy:** This refers to the "art or profession of teaching". I have prepared myself with education, training, and ongoing learning about both the content of the course (developmental psychology) and the delivery format (online delivery). I have carefully designed the course (activities, assignments, materials, resources, etc.) so students will have opportunity to master the course content successfully in an online format.
4. **Management:** I have set the agenda and pace for the course and will manage the layout of course materials as well as the objectives for course assignments, activities and discussion boards. I have developed the policies for the course and will enforce the rules.
5. **Technology:** I know many things about the technology involved in our course, but I don't know nearly enough to help with all of the technological issues which may arise during our course. My goal is to make students comfortable with the technology so it becomes transparent and so students can concentrate on the academic components of the course. I will provide links and information for technology helps provided by CVTC, software companies, and any other resources which are approved by CVTC and may help with student technology needs.

**Student Conduct:**

1. **Class Preparation and Attitude:** Please plan now to approach this class with an “A” attitude. This means logging into the course several times each week, reading your textbook each week, participating in the activities, demonstrating respect for yourself and others, and reminding yourself that you have something to offer and something to gain each week. There are a variety of reasons people enroll in a college course. Make it a priority to participate and stick with it! If you’ve never taken a college class before (esp. an Internet course) or if you have and not yet earned an “A”, these behaviors will help you reach that goal.
2. **Online Format:** This is a fully online course. This means that the entire course will take place via a computer over an internet connection.

**Technology** - With basic technology skills, you will be able to do well in the course. Be prepared for occasional technology problems or “glitches” – it happens. Focus on mastering the content of the course and demonstrating your understanding of course concepts; technology is just the way to access the course and submit work. If you aren’t already comfortable with technology, you will gain confidence as the course progresses. Be familiar with the Helpdesk and don’t hesitate to ask for help or report a technology problem. If you can send an email with an attachment and use Microsoft Word, you should have no problem with the technology in this course.

**General Tips** - Here are some helpful tips related to succeeding in an online course:

- \*Spend some time clicking around in Blackboard: Get familiar with the buttons, tools, and areas.
- \*Review the announcements and directions for assignments.
- \*Download documents and print them so you can review them even when you’re not online.
- \*Create a calendar of due dates for all your courses and create a timetable for when you will work on and complete all of your academic tasks.
- \*Treat your “attendance” in an online course like a classroom course – log in at regular times each week. Set aside time for working on assignments. Be a good manager of your time.
- \*Ask for help if you are unsure or unclear about something. Keep the instructor’s email and contact information handy so we can communicate.
- \*When posting in the Discussion Board, review your messages before you send them.
  - Typing in ALL CAPS is like SHOUTING in an online environment – don’t shout.
  - Use full sentence structure in your postings and communication, this is an academic environment, not an instant message or chat.
  - Be careful when using humor in postings, remember, your body language and facial expressions won’t be seen so use “smiley’s” or be sure to indicate “just kidding” if you want to include a humorous line in your postings. Humor is great, don’t be afraid to include it, just be extra clear in the online environment.
- \*Stick with it! Have extra portions of patience and persistence as you work through the course. It is worth it and the majority of students enjoy the format as they learn course concepts!

3. **Class Discussions and Topics:** Everyone should be prepared to contribute and respond to the postings in the Discussion area. Please remember to proof read your postings before your hit "send" and never send a response when you are very emotional (or passionate) about a topic. This is one of the wonderful things about an all-Internet format, you are able to wait (and possibly modify) a response instead of just blurting out something which might be hurtful or disrespectful. Remember: Avoid using ALL CAPS, which in the Internet world is like "SHOUTING". I will check postings often and remove anything inappropriate.

*The subject matter in this course can sometimes be very personal and though not intentionally, it may be that something discussed will be painful or offensive to particular students. Please respect each others' points of view. If an issue is raised that is "not your cup of tea", feel free to share your perspective, but no one should use derogatory or offensive language intended to hurt others or put people down. And, if you are offended by someone's comment, please address it or tell me confidentially. We can't read each others' minds or know everything that may be hurtful. We'll all learn from each other.*

4. **Academic Honesty:** Cheating, plagiarism, or academic impropriety are serious offenses and will not be tolerated. CVTC policy requires academic honesty from all students. I expect personal integrity and academic honesty from myself and from students. And, of course, your good character depends on your demonstration of honest, ethical behaviors. Violation of such ethics may result in failing an assignment, failing the course, expulsion from the course or ultimately failing in life. *(Please see the "Plagiarism" Policy in this syllabus and check Blackboard for more information on plagiarism and how to cite sources.)*
5. **Rigor and Expectations:** This is a college course. Succeeding at this level may be a new experience for many students. As your instructor, I am privileged and excited to guide you toward success. There is much experience and wisdom in our class so there are many reasons to connect with your classmates and with me. Please feel free to contact me if you have any questions, comments, or concerns about the class.

**ENJOY THE COURSE!!!! There are so many fun concepts to master!!**  
**Learning online can be exhilarating and enjoyable!**  
***Give it "the old college try"!!***

**Keeping Track of Your Grade:**  
*(1250 points total)*

Course Orientation\* [\(PASS/FAIL\)](#)

\_\_\_\_\_ /PASS

Pre-Test\* [\(COMPLETE/INCOMPLETE\)](#)

\_\_\_\_\_ /COMPLETE

*\*The Course Orientation and Pre-Test MUST be completed in order to continue in the course.*

Activities [\(600 points\)](#)

\_\_\_\_\_ /100 **Activity 1:** *How Does Your Generation Differ?*

\_\_\_\_\_ /100 **Activity 2:** A Family Pedigree

\_\_\_\_\_ /100 **Activity 3:** Attachment Behaviors

\_\_\_\_\_ /100 **Activity 4:** Playground

\_\_\_\_\_ /100 **Activity 5:** Practical Life Skills

\_\_\_\_\_ /100 **Activity 6:** Life Review

Unit Tests [\(350 points\)](#)

\_\_\_\_\_ /50 **Unit 1 Test:** Chapter 1

\_\_\_\_\_ /50 **Unit 2 Test:** Chapters 2, 3a

\_\_\_\_\_ /50 **Unit 3 Test:** Chapters 3b, 4, 5

\_\_\_\_\_ /50 **Unit 4 Test:** Chapters 6, 7, 8, 9

\_\_\_\_\_ /50 **Unit 5 Test:** Chapters 10, 11, 12, 13

\_\_\_\_\_ /50 **Unit 6 Test:** Chapters 14, 15, 16, 17

\_\_\_\_\_ /50 **Unit 7 Test:** Chapter 18

Discussion Boards [\(200 points\)](#)

\_\_\_\_\_ /25 **DB 1:** Theory (shyness)

\_\_\_\_\_ /25 **DB 2:** "Perfect" People

\_\_\_\_\_ /25 **DB 3:** Daycare

\_\_\_\_\_ /25 **DB 4:** Parenting Style

\_\_\_\_\_ /25 **DB 5:** Identity

\_\_\_\_\_ /25 **DB 6:** Young Adulthood Topic-TBA

\_\_\_\_\_ /25 **DB 7:** Middle Adulthood Topic-TBA

\_\_\_\_\_ /25 **DB 8:** Grief/Loss

To figure your current average at any point in the course, do the following:

1. Total all your current points.
2. Total all the points possible.
3. Divide your total points by the points possible.

For example: If you've earned 203 points and there are 225 points possible...  $203 \div 225 = .902$  (or 90%, which is an "A-").

Post-Test [\(100 points\)](#)

\_\_\_\_\_ /100 (all topics and chapters)