Lifespan Development
PSY 376-501
Syllabus
Spring 2020

Professor: Sarah Savoy, Ph.D.
Department: Psychology
Office: McKibben Education Building Room 215K
Phone: (936) 468-5117
Location: https://d2l.sfasu.edu/
E-mail: savoysc@sfasu.edu

Monday: By appointment  
Tuesday: 2-5pm  
Wednesday: 8am-1pm  
Thursday: By appointment  
Friday: By appointment

Graduate Assistant: Carmen Jia-Wen Chek
E-mail: chekc@jacks.sfasu.edu

General Course Description: Examination of development from conception to death. Coverage includes theories and current research on the domains of physical, cognitive, social and emotional development, with a focus on how biological and environmental factors interact to influence development in these domains. Prerequisite: Sophomore standing or above.

Program Learning Outcomes: PLO

| The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | Intermediate |
| The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. | Basic |
| The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. | Basic |
| The student will understand and apply psychological principles to personal, social, and organizational issues. | Intermediate |
| The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. | Basic |

Student Learning Outcomes:
1. The student will explore the sequence of human development, the processes underlying developmental change and stability (e.g., hereditary and environmental influences), and the theoretical perspectives currently being used to examine human development.
2. The student will be introduced to the research methods currently being used to examine human development.
3. The student will understand explanations for individual differences in development.
4. The student will understand ethical principles underlying developmental research with children and adults.

Course Text and Resources:
Exploring Lifespan Development, 4th Edition
This course will also utilize the Brightspace learning online management system for assignment submission, grade reporting, and course communication. The Brightspace page for this class will be used to post course documents such as the course syllabus, supplementary readings, and lecture notes. You will also be able to check your grades using this system.

Assignments:

**Syllabus Quiz (10 points).** The syllabus quiz is an online quiz posted in the quiz tab of Brightspace. It contains questions about course policies and procedures that are discussed on the syllabus. You must complete the online syllabus quiz before **11:59pm on January 23rd**.

**Readings.** Students will be assigned readings that need to be completed according to the course schedule. This course schedule and the list of readings can be found under the content tab in D2L under the Getting Started Unit. The **majority of readings will come from the text**, although **you will also complete required article readings** over the course of the semester. These additional article readings will be provided by the instructor and posted on the Brightspace page. It is critical that these readings are completed according to the course schedule because class assignments will revolve around the readings.

**Application Projects.** You should complete 1 project involving observations of others, interviews with parents or child care professionals, or other appropriate observations so you can apply the concepts that we will be learning in class. A list of the projects will be provided on Brightspace, along with the corresponding chapter associated with the assignment so that you can plan accordingly. You must turn in a 3-5 page description of your activity with interpretation that applies course terms and concepts. **This assignment must be turned in on or before the appropriate deadline listed in the Application Project Index.** As a general rule, when you are writing your application project, you should include approximately one to two brief pages which describe your activity and observations, and in the rest of your paper you should explain/interpret your observations using course concepts and terms. See the Application Project Index for more important tips on developing a well written assignment. **Application projects should be turned in as Word documents or pdf documents via the Dropbox tab on Brightspace.** This assignment is worth 30 points.

**Article Reading Reactions.** To ensure that article readings are being completed, students are required to turn in **reading reactions for at least 2 of the 4 required article readings**. Each reading reaction should consist of an independently developed comment, interpretation, or application (i.e., real-world applications, or personal examples, etc.) for material covered in the article. Each reading reaction is worth 5 points. Students must turn in their reading reactions before the deadline listed in the course schedule. Reading reactions should be turned in via the discussion tab in BrightSpace. You will see Reading Reaction discussion sections for each of the articles covered in this course. Please make sure that you are posting your reactions in the appropriate topic. Also, it is very important that you make a serious effort in contributing a unique thought or idea to the discussion forum. In other words, try to avoid simply repeating what your classmates or the author/s of the article have already mentioned. Instead, try to use your own ideas, course terms, and course concepts in discussing your individual interpretation of the study. Your idea should be concrete and specific. Avoid vague opinions (i.e., “This was a very interesting article” or “I thought the authors did a great job in conducting this study”).
Support any opinions you offer with explanation and either logic or evidence. It should be clear to me that you read the entire article and that you put some thought into your post.

The following code system will be used for grading the Discussion posts.

<table>
<thead>
<tr>
<th>Code (what you will see as your D2L feedback)</th>
<th>Discussion post error</th>
<th>Point deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The discussion post offers too vague of an opinion.</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>The discussion post is not about a specific aspect of the study described in the article and/or it is not clear that you have read the article</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>You are only re-stating what your classmates have already mentioned without adding your own unique interpretation</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>You are only re-stating what is described by the author/s of the article without adding your own unique interpretation.</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>You are not using relevant course concepts and terms in your discussion post.</td>
<td>1</td>
</tr>
</tbody>
</table>

Participation Posts and Professionalism: In addition to posting 2 of your own reading reactions, you must also post follow-up comments or questions to your classmates’ reading reactions throughout the course and participate in any supplementary online discussions that the professor posts for videos and other supplementary materials. This is how you will earn participation points in the class and contribute to the class learning environment. You will also be expected to complete online exams, application projects, and reading reactions on time and respect your classmates in discussion forums. This is how you will earn professionalism points. Participation posts and your professionalism throughout the course will be worth 10 points.

Evaluations: There will be 6 exams throughout the semester. There is no comprehensive final. The exams will cover textbook material and information from the module material, article readings, and videos, presented with each unit. Exams will be 35 questions (all multiple-choice, 2 points each). Each exam is worth 70 points. If you miss an exam, proof of illness or death of family member/friend will be required for a makeup. Please see the course schedule for specific dates.

Deadlines: All deadlines for this course are hard deadlines. Use the course schedule as your guide for course deadlines. In order to receive credit for assignments you must complete them before the deadlines listed in the course schedule. This means that no exceptions will be made for late assignments without documented excuses (e.g., a signed note from a medical doctor or other proof of illness or death of a family member). Deadlines for all assignments are indicated clearly in the course schedule and in the D2L page. If you have a documented excuse, email Dr. Savoy regarding a makeup.

Your course grade will be based on the number of points that you earn on all course assignments. There will be one syllabus quiz worth 10 points, 6 exams worth 70 points each, 2 article reading reactions worth 5 points each, participation and professionalism points worth 10 points, and 1 application project worth 30 points. The total number of possible points for the course is thus 480. Grades will be determined as follows:

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<tr>
<th></th>
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<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Percent</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>&lt;60*</td>
</tr>
<tr>
<td>Points</td>
<td>432</td>
<td>384</td>
<td>336</td>
<td>288</td>
<td>&lt;*288</td>
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To earn a specific letter grade, you must meet the minimum point total for that grade. There are no exceptions to this policy.

PSYC 376 “Lifespan Development” (3 credits) is designed to introduce students to the study of lifespan development by covering development from conception to death including theories and current research on the domains of physical, cognitive,
social and emotional development with a focus on how biological and environmental factors interact to influence development in these domains. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

**Academic Integrity (A-9.1):** You are responsible for making yourself aware of and understanding the policies and procedures in the Student Handbook Cheating and Plagiarism Policy (A-9.1) that pertains to Academic Integrity.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

**Procedure for Addressing Student Academic Dishonesty**
A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student(s) involved, and initiate the following procedure:
- The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. The faculty member shall inform the student(s) of the procedure for addressing academic dishonesty, as well as the appeals process.
- After hearing the student(s)’ explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will inform the student(s) what action will be taken. Penalties may include reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, or failure of the course. The faculty member may consult with the academic unit chair/director and dean in making these decisions.
- After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student’s major by submitting a Report of Academic Dishonesty, along with supporting documentation as noted on the form. This report shall be made part of the student’s record and shall remain on file with the dean’s office for at least four years.
- Upon second or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University. Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.

**Student Appeals**
These steps are to be followed when making an academic appeal:
1. In the event of course-related disputes, the student must first appeal to the instructor within thirty (30) calendar days after the first class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit chair/director.
2. If the dispute is not resolved, the student may appeal in writing, stating the specific issues, to the instructor’s academic unit chair/director. The academic unit chair/director shall request a written statement from the faculty member. The academic unit chair/director shall provide both parties with a written recommendation for resolution.
3. If the dispute is still unresolved after appeal to the academic unit chair/director, the student or faculty member may appeal in writing to the instructor’s dean. The dean will notify the other party of the continuation of the appeal and provide all parties with a written recommendation after reviewing all documentation.
4. If the dispute is still unresolved after appeal to the dean, the dean may refer the appeal to the college council. If the college council has no student members, the dean will ask the president of the Student Government Association to
recommend no more than two students from that college to be appointed as voting members. The college council will review all documentation and submit its recommendation to the dean.

5. If a resolution of the matter is still not reached, the student or the faculty member may appeal in writing to the provost and vice president for academic affairs. The dean’s written recommendation in addition to all documentation will be submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs in the appeal process. The provost and vice president for academic affairs will evaluate all documentation and any additional oral presentations from the student and faculty member.

6. The provost and vice president for academic affairs will inform the student and all persons involved in the appeal process of the final recommendation.

A student or faculty member shall have ten (10) business days from the conclusion of each step in which to appeal to the next level. A faculty member, after considering the outcome of the appeals process, shall retain complete academic freedom, including the right to assign semester grades.

Incompletes or Grade Withheld: Semester Grades Policy (A-54): In keeping with the University’s policy on the grade of Incomplete, a grade of WH will NOT be given as a substitute for a failing grade – the failing grade stands. Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities: If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the term. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Topics</th>
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| 1/15 | Read Syllabus and Getting Started Materials  
Chapter 1 | History, Theory, & Research Strategies |
| 1/23 | Syllabus Quiz due at 11:59pm | Biological and Environmental Foundations |
| 1/30 | Chapter 3 | Prenatal Development, Birth and the Newborn |
| 2/4  | Article 1  
Reading Reaction for Article 1 due in discussion board | Completion deadline: 11:59pm |
| 2/6  | Exam 1 | Covered Material: Chapter 1-3 and Article 1  
Completion deadline: 11:59pm |
| 2/11 | Chapter 4 | Physical Development in Infancy and Toddlerhood |
| 2/13 | Chapter 5 | Cognitive Development in Infancy and Toddlerhood |
| 2/18 | Article 2  
Reading Reaction for Article 2 due in discussion board | Emotional and Social Development in Infancy and Toddlerhood  
Completion deadline: 11:59pm |
| 2/20 | Exam 2 | Covered Material: Chapters 4-6 and Article 2  
Completion deadline: 11:59pm |
| 2/25 | Chapter 7 | Physical and Cognitive Development in Early Childhood |
| 2/27 | Chapter 8 | Emotional and Social Development in Early Childhood |
| 3/3  | Article 3  
Reading Reaction for Article 3 due in discussion board | Completion deadline: 11:59pm |
| 3/5  | Exam 3 | Covered Material: Chapters 7 & 8 and Article 3  
Completion deadline: 11:59pm |
| 3/17 | Chapter 11 | Physical and Cognitive Development in Adolescence |
| 3/19 | Chapter 12 | Emotional and Social Development in Adolescence |
| 3/24 | Exam 4 | Covered Material: Chapters 11 & 12  
Completion deadline: 11:59pm |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date/Deadline</th>
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<tbody>
<tr>
<td>3/31</td>
<td>Chapter 13</td>
<td>Physical and Cognitive Development in Early Adulthood</td>
</tr>
<tr>
<td>4/2</td>
<td>Chapter 14</td>
<td>Emotional and Social Development in Early Adulthood</td>
</tr>
</tbody>
</table>
| 4/14   | Article 4
Reading Reaction for Article 4 due in discussion board | Attachment and Relationships Completion deadline: 11:59pm |
| 4/16   | Exam 5                                          | Covered Material: Chapters 13 & 14 and Article 4 Completion deadline: 11:59pm |
| 4/21   | Chapter 17                                      | Physical and Cognitive Development in Late Adulthood |
| 4/23   | Chapter 18                                      | Emotional and Social Development in Late Adulthood |
| 4/30   | Chapter 19                                      | Death, Dying, and Bereavement |
| 5/6    | Exam 6                                          | Covered Material: Chapters 17-19 Completion deadline: 11:59pm |