

PY 201: Human Life-Span Development**Summer 2020****Time:** You choose!**Location:** online**Section 01** (CRN # 60518)**Class Web Page:** <https://canvas.uah.edu/>**Instructor:** Dr. Jodi Price**Office:** CTC 200C**Office Phone:** (256) 824-3321**Office Hours:** TWR 10-11 or by appointment**Contact:** jodi.price@uah.edu**REQUIRED E-TEXT**

Sigelman, C.K. & Rider, E.A. (2017). *Life-span Human Development* (9th ed.) with *MindTap*. Stamford, CT: Cengage.

You can either purchase access to the e-text and MindTap software in the UAH bookstore or the first time you log into the software. You will not be able to access the software after 6/1/20 if you have not purchased an access code. The MindTap software is used to complete the chapter reviews, which comprise 75 of the 350 points of your grade.

Once you have purchased the e-text and MindTap software, you can click on the assigned materials within each module in order to access the content. Clicking on each link will take you directly to that portion of the material.

REQUIRED HARDWARE/SOFTWARE

You will need access to a computer/laptop with a reliable internet connection. If this computer/laptop does not contain a built-in webcam, you will need to purchase an external one for use in this class. Many options are available for purchase in local stores and online (e.g., https://www.amazon.com/Microphone-Widescreen-Calling-Recording-Computer/dp/B01NCNP4WY/ref=sr_1_7?s=electronics&ie=UTF8&qid=1495478381&sr=1-7&keywords=webcam).

In addition to the webcam, you will need to download and install the Respondus/Lockdown Browser (RLDB) software in Canvas on your computer. Information regarding this software appears on our Canvas course webpage and will be necessary for all chapter quizzes you take in this class.

COURSE DESCRIPTION

This course is designed to introduce you to theories and issues in human development across the lifespan, from conception to death. The course is organized topically rather than chronologically. That is, topics including physical, cognitive, and social development will be discussed separately in terms of how they occur at each stage of the lifespan. As a prerequisite, students should have taken Introductory Psychology (PY 101).

OBJECTIVES

The primary course goal is to encourage broad application of course material to your personal life. It is my hope that you will be able to relate knowledge about how humans grow and develop to your own future career and relationships with others. In addition, the course will provide you with tools and information necessary to meet the following objectives:

1. **The “what” of human development:** You will be able to describe the nature of the developmental trends and behavioral processes that occur throughout the lifespan. You will also gain insight into the universality of human development.
2. **The “why” of human development:** You will be able to think critically about the theories that have been developed to explain and predict human behavior and developmental trends.
3. **The “how” of human development:** You will gain an understanding of how psychologists conduct research and gather information to describe developmental processes and assess developmental theories.

The grade for the course will be based on three criteria designed to address these objectives: (a) performance on 8 multiple choice quizzes given throughout the semester, with the lowest quiz grade dropped, (b) a paper, and (c) participation in weekly discussion boards.

LEARNING EXPECTATIONS

- Your understanding of the “what” and “why” of human development will be assessed on the quizzes.
- The paper and discussion boards will require you to think critically about the developmental theories and behavioral processes discussed in class. The paper and discussion postings will therefore further evaluate

your understanding of the “what” and “why” of human development and your ability to apply it to everyday life.

HOW TO USE THIS SYLLABUS

This syllabus contains most of the information that you need for understanding how the course is organized. You should read the syllabus and make sure you understand it. If you have a question, first check the material in the syllabus and if you still need information, by all means ask.

COMPONENTS OF THE COURSE GRADE

Orientation Quizzes (25 points total): You will be asked to complete several multiple choice orientation quizzes as you learn about how this course is structured and how to use the software. These quizzes are required and are worth 25 points.

Chapter Quizzes (105 points total): Students will be graded on eight multiple choice quizzes, each worth 15 points. Each of the quizzes will consist of 15 multiple choice questions. The questions will come from both readings, Panopto lectures, (including videos, discussions, demonstrations, etc.). None of the quizzes is cumulative. You will be given 20 minutes to complete each quiz, and will be expected to use Respondus Lockdown Browser (RLDB) software while taking each quiz. Quizzes must be taken in a quiet location, without others around, and without the use of any external electronic devices (e.g., phones or tablets), notes, textbook, or material. This, as well as any attempts to photograph or copy the test questions, will be monitored by the RLDB software, with any violations yielding a zero on that quiz. Please read the information posted on Canvas regarding this software as it will spell out how to download the software and test it and the required webcam prior to the first quiz. Your quiz grade will be based on the seven highest quiz scores with the lowest of the eight scores automatically dropped.

Discussion Board Postings (40 points total): There will be five discussion options. Each will have a date on which it “opens” and a date by which all response posts must be completed. All students must complete the first discussion post in which you will introduce yourself to your classmates (10 points). You should then choose two other discussion topics to post (10 points each) and respond to (5 points each). Note that your response posts should be for the same topic for which you provide an initial post. Each initial post is worth 10 points; each response post is worth 5 points. To earn full points on the initial posts, your responses must show evidence of incorporating information from the textbook and lectures, when appropriate, and that you have given thought to the issue. The goal of these discussions is to get you to think about critical course concepts. Your posts should demonstrate that you have! You will not be able to view your classmates’ posts each week until AFTER you have posted your initial post. Once you can view others’ posts, you should respond to two of the posts in a thoughtful, courteous manner. You are not expected to agree with everything others write – some of the topics will likely yield divergent responses. Nonetheless, you can (and should) disagree in a respectful way, without attacking others for their different views. Keep in mind that it is not sufficient to simply say “I (dis)agree with your view.” This will NOT earn you full credit for your response post. Consider mentioning why you agree with them. When you don’t agree, what data or evidence would you point to in order to support your view instead of their view? The more your response is based on data, rather than mere opinion, the more likely you are to earn full points. The first two topics to which you choose to post will be the only ones graded, beyond the introductory post (i.e., you cannot post to all five in hopes of getting a higher grade if you are unhappy with an earlier post’s grade). Thus, give some thought to your posts so as to earn full points.

Chapter Reviews (75 points possible): Each chapter has *mastery training* portions, designed to help you learn key terms and concepts, as well as *review sections*, which allow you to evaluate your understanding of these concepts before you take the quiz on that material. Although no points are earned via the mastery training sections, I would encourage you to take advantage of this component of MindTap. The Review Sections contain 20 questions each and are worth 5 points each. You must complete 15 of the 17 chapter reviews (the lowest 2 review grades will be dropped). Each review is due by 11:59 pm on the same day as the quiz that covers that chapter (e.g., the chapter reviews for Ch 1 and 2 would be due the day of Quiz 1 which covers Chapters 1 and 2).

Paper (55 points total): As you study developmental psychology, it is important to learn how to apply it to your everyday life. It is also important to practice critically reviewing information from a scientific perspective. Writing a paper will give you the opportunity to do this. There will be one required paper. More information about the paper requirements and grading criteria are posted on the course webpage. You must submit and get your topic approved by June 1, 2020 (5 points). You will then submit two peer-reviewed articles for approval no later than June 8, 2020 (5 points). The paper (worth 45 points) is due (with paper and articles uploaded to Canvas) no later than 11:59 pm

CT on June 19, 2020. Fifteen points will be deducted for each calendar day (including weekend days), or portion thereof, that papers are late. Note that papers will not be pre-graded and whatever is submitted is what will be graded. No resubmissions will be accepted.

GRADING BREAKDOWN:

- 25 points of the final grade will be composed of the orientation quizzes
 - 105 points of the final grade will be composed of the seven highest quiz grades (15 points each)
 - 40 points of the final grade will be composed of your discussion posts
 - 75 points of the final grade will be derived from the 15 highest chapter review grades
 - 55 points of the final grade will be composed of your paper grade
- Total = 300 possible points**

A straight grading scale is the default (e.g., 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 or lower=F). The following details the number of points one must earn to obtain each letter grade:

<u>Grading Scheme:</u>	
270 – 300 points	= A
240 – 269 points	= B
210 – 239 points	= C
180 – 209 points	= D
< 179 points	= F

Criteria used in making grading decisions:

- I will usually round up, for example from 79.5% to 80%, but do not count on it (sometimes the quizzes may have been extra easy, for example—then the cutoffs will be firm).
- **As a general principle, I will never work harder for your grade than you do.** I try to apply consistent standards and treat students fairly, as well as fulfill my responsibilities to UAH in making difficult decisions about grades.
- In making discretionary judgments my focus is on giving a grade that fairly represents the student's performance in the class. Needing a better grade to keep your scholarship, parents' approval, or good academic standing is not relevant to decisions on final grades. Those issues should be addressed with me early in the semester so we can work together throughout the course to help you do what it takes to get the necessary grade. If you lose your scholarship or desired academic standing, it is because of your entire academic situation, **not** because there were one or two questions you got wrong on a quiz.

Grading problems: If you feel there has been an error in working out your grade please let me know as soon as possible. Work out your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been worked out correctly as described above, please don't ask for a better grade or extra opportunities to make a better grade as a "favor" at the end of the semester. The answer to such unfair requests must always be "no".

GRADING TIMELINES AND POLICIES

Working Ahead: This course is structured so you may work ahead. However, if you should opt to do so, make sure that you go back to complete the discussions (initial and response to others' posts) and quizzes within the allotted time frame.

Grading Timeline: All assignments will be graded once the due date has passed. Thus, if you complete an assignment (e.g., the paper) early, do not be alarmed if you do not immediately receive a grade on Canvas. Once something is submitted, you may not resubmit. Submissions are considered final. Keep this in mind and check your work before submitting it.

Late Policy: Things move quickly in a five-week course. Thus, it is critical that you do not fall behind as it will be difficult, if not impossible, to catch up. Should you get sick and miss a deadline, you will have 48 hours to makeup the work. If work is submitted late, albeit within this 48 hour time frame, then you will have the opportunity to earn up to 70% of the points associated with that assignment (i.e., late submissions will not earn full credit). The one exception to the 70% rule is on the paper, where 15 points will be deducted for each day (including weekend days), or portion thereof, that the papers are late. If you have questions about this policy, please contact me.

TIME COMMITMENT

There are both advantages and disadvantages to online classes. The biggest advantage is that you can complete the work at any point throughout the day, as long as the work is completed by the deadline. However, online courses require a great deal of self-discipline, given that you should expect to put in at least 3-5 hours each day. Some may need to put in more time in order to achieve the desired grade. I mention the time commitment involved so students are aware that online learning requires just as much, if not more, effort than face-to-face classes do.

OFFICE HOURS/CONTACTING THE INSTRUCTOR

I strongly encourage students that have questions or concerns to talk to me during office hours. You can meet with me virtually during office hours (i.e., webcam to webcam), via the chat or conference functions in Canvas. You can also call my office (256.824.3321) or schedule a Zoom meeting with me during office hours. If you are unable to meet with me during my office hours, please let me know and we will find a mutually convenient time to meet. Other than office hours, the best way to reach me is via email (jodi.price@uah.edu) rather than by phone. During office hours, I will respond immediately. I will respond to emails received outside of office hours within 24 hours (typically within the hour), but will only check email between 8 am and 6 pm. Thus, any emails sent earlier or later than this time frame will be answered once I view the email the following day.

E-MAIL CORRESPONDENCE

Emails sent to the entire class will be sent to your UAH email address (i.e., XXXXXX@uah.edu) in Canvas. Please either plan on checking your UAH account for emails at least once a day or check to ensure that emails sent to your UAH email account are forwarded to the account you use and check regularly.

STUDENTS WITH DISABILITIES

The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Disability Support Services Office ([256.824.1997](tel:256.824.1997) or Wilson Hall, Room 317) and their instructor as soon as possible to coordinate accommodations.

ACADEMIC INTEGRITY

All students are assumed to have read the Code of Student Conduct and consented to be bound by it. Violations of these rules of conduct are taken extremely seriously and will result in a failing grade for the course. Specific violations include (but are not limited to):

- Use or provision of prohibited assistance (notes, books, etc.) during quizzes
- Sharing of outside assignments such as papers or discussion postings
- Plagiarism- this includes both the use of the words and ideas without attribution (e.g., by copying portions of another student's paper from this semester or previous semesters, copying portions of journal articles without properly quoting and/or citing the source, presenting online materials as if they were your own work, etc.).
- Attempting to copy the quizzes in part or whole by any means
- Discussing the quizzes with anyone other than the professor

All quizzes administered in this course are to be taken without the use of notes, books, ancillary materials and without the assistance of any other person or group, in the class or outside of the class. Use of electronic devices such as cell phones, or audio devices during the quizzes is prohibited. Use of these devices during quizzes is viewed as a violation. All students should also plan on removing or turning their hats around during quizzes as the Respondus Lockdown Browser software must be able to view your entire face. If you have any questions please ask. I will assume that all students enrolled in the course know and understand what constitutes academic misconduct and agree to be bound by these rules.

EXPECTATIONS

- Read each assigned chapter before watching the Panopto video associated with that chapter. Pre-reading will allow you to gain a more in depth understanding of the material. The Panopto lecture will then expand on that material as well as detail content not covered in the assigned readings. Lectures will assume that you are familiar with the readings.

STUDENT PSYCHOLOGY CLUB INFORMATION

Psi Chi, the Psychology Honor Society, promotes Psychology at UAH. Psi Chi hosts campus activities, scientific research and travel to professional conferences. For more information, please see Dr. Tenhundfeld, the Psi Chi faculty advisor, or email him (nlt0006@uah.edu).

UAlert EMERGENCY NOTIFICATION SYSTEM

UAHuntsville has implemented the **UAlert** emergency notification system. UAlert allows you to receive time-sensitive emergency messages in the form of e-mail, voice mail, and text messages. Everyone who has a UAH e-mail address will receive emergency alerts to their campus e-mail address. In order to also receive text and voice message alerts, you are asked to provide up-to-date phone contact information. Participation in UAlert text and voice messaging is optional, but enrollment is strongly encouraged. **You can't be reached through UAlert unless you participate.** The information you supply is considered confidential and will not be shared or used for purposes other than emergency notification. To review your UAlert account, add or update phone and alternate e-mail addresses, and set the priority for your contact methods, please visit the UAlert web site: <http://ualert.uah.edu>.

IMPORTANT DATES

- May 26: Tuition deadline (late payment after this date at 5:00 pm)
- May 28: Last day to add a class; Last day to withdraw and receive a refund
- May 29: **Quiz 1: Chapters 1 and 2**
- June 1: **Paper topic due by 11:59 pm**
- June 3: **Quiz 2: Chapters 3 and 4**
- June 5: **Quiz 3: Chapters 5 and 6**
- June 8: **Two articles for papers due by 11:59 pm**
- June 9: **Quiz 4: Chapters 7 and 8**
- June 11: **Quiz 5: Chapters 9 and 10**
- June 15: Last day to withdraw
- June 16: **Quiz 6: Chapters 11 and 12**
- June 19: **Paper and articles due by 11:59 pm**
- June 22: **Quiz 7: Chapters 13, 14, and 15**
- June 24: **Quiz 8: Chapters 16 and 17**

Schedule of Topics and Readings

<u>Date</u>	<u>Topic for which to Read and Watch Panopto</u>	<u>Assignments Due</u>
Week 1		
5/25 Monday	<i>Memorial Day – University Closed!</i>	
5/26 Tuesday		-Orientation Canvas Quiz -RLDB Download and Quiz -Discussion Post 1 opens (due 5/29)
5/27 Wednesday	Read/Watch Panopto for Ch 1	-Complete Review for Ch 1
5/28 Thursday	Read/Watch Panopto for Ch 2	-Complete Review for Ch 2
5/29 Friday	Quiz 1: Ch 1 and 2 Read/Watch Panopto for Ch 3 Watch the Dominant/Recessive Gene Video	-Complete Review for Ch 3 -Discussion Post 1 due

Week 2

6/1 Monday	Read Ch 4 Watch Life's Greatest Miracle Movie	-Discussion Post 2 opens (due 6/5) -Paper topic due
6/2 Tuesday	Watch Panopto for Ch 4	-Complete Review for Ch 4
6/3 Wednesday	Quiz 2: Ch 3 and 4 Read/Watch Panopto for Ch 5	-Complete Review for Ch 5
6/4 Thursday	Read/Watch Panopto for Ch 6 Watch short vision/taste/smell videos	-Complete Review for Ch 6
6/5 Friday	Quiz 3: Ch 5 and 6 Read/Watch Panopto for Ch 7 Watch the "A not B video" clip	-Complete Review for Ch 7 -Discussion Post 2 due

Week 3

6/8 Monday	Do Ch 8 demonstration Read/Watch Panopto for Ch 8	-Discussion 3 opens (due 6/12) -Complete Review for Ch 8 -Paper articles due
6/9 Tuesday	Quiz 4: Ch 7 and 8 Read/Watch Panopto for Ch 9 Watch "Human Camera" video	-Complete Review for Ch 9
6/10 Wednesday	Read/Watch Panopto for Ch 10 Watch "marshmallow video"	-Complete Review for Ch 10
6/11 Thursday	Quiz 5: Ch 9 and 10 Read/Watch Panopto for Ch 11	-Complete Review for Ch 11
6/12 Friday	Read Ch 12	-Discussion Post 3 due

Week 4

6/15 Monday	Watch Panopto for Ch 12 Watch "Babies and Fathers" video Watch "Gender Early Childhood" video Watch "Gender Middle Childhood" video	-Discussion 4 opens (due 6/19) -Complete Review for Ch 12
6/16 Tuesday	Quiz 6: Ch 11 and 12 Read/Watch Panopto for Ch 13	-Complete Review for Ch 13
6/17 Wednesday	Read/Watch Panopto for Ch 14	-Complete Review for Ch 14
6/18 Thursday	Read/Watch Panopto for Ch 15	-Complete Review for Ch 15
6/19 Friday		-Paper and articles due today! -Discussion Post 4 due -Discussion 5 opens (due 6/23)

Week 5

6/22 Monday	Quiz 7: Ch 13, 14 and 15 Read/Watch Panopto for Ch 16	-Complete Review for Ch 16
6/23 Tuesday	Read/Watch Panopto for Ch 17	-Complete Review for Ch 17 -Discussion post 5 due
6/24 Wednesday	Quiz 8: Ch 16 and 17	