PSYC260-Introduction to Developmental Psychology Summer, 2018 Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Jiaxi Wang, Ph.D.
Office: Science Building D239
Office Hours: online video chat sessions can be arranged via Email
Office Telephone: 715-346-3096
E-mail: jwang@uwsp.edu (preferred method of communication. You should expect reply from the instructor usually within 24 hours.)

Course Information
Course Description: Survey growth and development; physical, perceptual, cognitive, linguistic, emotional, and social development; emphasis on human development from conception through adulthood.
Credits: 3
Prerequisite: PSYC110

Textbook & Course Materials
Required Text: Berk, L. E. (2013). Exploring Lifespan Development. *Upper Saddle River, NJ: PearsonEducation.*
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Course Requirements
- Minimum recommended computer and internet configurations for online courses can be found here.
    - http://www.uwsp.edu/d2l/Pages/requirements.aspx
- Microsoft Office
- PDF reader

Course Structure
This course will be delivered entirely online through the course management system D2L. You will use your UWSP account to login to the course from the

D2L Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using D2L.

D2L Access

This course will be delivered partially/fully online through a course management system called D2L.

To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the D2L settings link.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a Student Technology Tutor
- Seek assistance from the HELP Desk

Course Learning Outcomes

By the end of this class, students should be able to
1. explain terminology and concepts associated with the psychological study of children, adolescent and adults;
2. recognize myths and stereotypes regarding human development;
3. evaluate research and popular presentations concerning human development;
4. communicate effectively in a scientific format while simultaneously examining and integrating personal experiences within that scientific framework.

Course Assignments and Assessments

You will meet the outcomes listed above through a combination of the following activities in this course:

Exams:
This course will take place in the span of 6 weeks. In each week, you will need to read the materials and complete an exam covering the corresponding chapters. The exam questions will cover information in the

textbook. Each exam will consist of 30 multiple-choice questions. **The exams intend to assess the learning outcomes 1 and 2 listed above.**

Research reports:
Each week, a published research article will be assigned for reading. You will need to write a brief summary of the article. Specifically, you need to summarize 1) what topic the article focused on; 2) what research question(s) the study investigated; 3) what methods were used to collect data; and 4) what the research findings were. Be sure to cite using APA style. Please see the rubric below for detailed grading information. Each report should be between 1 and 2 pages long. **The research reports intend to assess the learning outcomes 3 and 4 listed above.**

Criteria	Points
Summarize the main topics of the articles	2
List the research questions	2
Describe the research methods	2
Report the research findings	2
Grammar, organization and APA style	2
Total	**10**

Discussion
Each week, a topic of discussion will be given. You will need to respond to the discussion topic using information from the textbook, information you have collected from outside sources, or your personal experiences. You can get 1 extra credit per discussion by replying to a fellow student with a detailed response. An acceptable response will consist of rationales and explanations. Simply replying "I agree with you" or something similar will not be acceptable. See the rubric below for detailed grading information. **The discussions intend to assess the learning outcomes 1, 2 and 4.**

- **0 pts (0%)- Incomplete:** no post
- **2 pt (20%)- Unsatisfactory:** A very short post such as, "I agree", "I disagree", or "Good job".
- **6 pts (40%)- Minimal:** A minimal post that contains some brief explanation.
- **8 pts (60%)- Good:** A meaningful post that contains well-thought explanation/reasoning for the topic. The post contains few or no grammatical, spelling, or punctuation errors.
- **10 pts (100%)- Exemplary:** A thorough, well-constructed post that contains explanation/reasoning, and references course content/materials. The post is very well written with no or few grammatical, spelling, or punctuation errors.

Reading quizzes

For each chapter (except 19), there will be a brief reading quiz testing the information from that chapter. The reading quiz will consist of 5 multiple choice questions. **The research reports intend to assess the learning outcomes 1 and 2.**

Topic Outline/Schedule

Important Note: Refer to the D2L course calendar for specific meeting dates and times. If you have any questions, please contact your instructor.

- All quizzes, discussions and research reports are due the Thursday (11:30pm) in the corresponding weeks.
- All exams are available on Friday at 12am, and due on Saturday at 11:30pm in the corresponding weeks.
- Each week's content will be accessible starting on Sunday at 12am.

Weekly schedule

Week	Chapters
1	1, 2, 3
2	4, 5, 6
3	7, 8
4	9, 10
5	11, 12, 13, 14
6	15&16, 17, 18, 19

Grading Policies

Graded Course Activities

Visit the **Assignments** link in D2L for details about each assignment listed below. Click on **Assessments** to access quizzes and exams. (See Part 4 for more information about accessing tools and activities).

Grading Procedure: Total (380 pts.+11 bonus pts.)

6 Exams	(30 pts. each)	180 pts.
6 Research summaries	(10 pts. each)	60 pts.
6 Discussion topics	(10 pts. each)	60 pts. + 6 bonus pts.
17 Reading quizzes	(5 pts. each)	80 pts. + 5 bonus pts.

Letter Grades (percentages)

A:	100-94	C+:	79-77
A-:	93-90	C:	76-74
B+:	89-87	C-:	73-70
B:	86-84	D+:	69-67
B-:	80-83	D:	66-60

Note: percentages will be rounded up. For example, 83.1% will be counted as 84%.

Complete Assignments

All assignments for this course will be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date.* Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Late Work Policy

Makeup opportunities for late/missed assignments will only be granted for valid reasons that can be substantiated by students.

Viewing Grades in D2L

Points you receive for graded activities will be posted to the D2L Grade Book. Click on the Grades link to view your points.

Your instructor will update each grading item two days after the completion of the item.

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.

- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert

timeframe here].

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.