

**COURSE DESCRIPTION:**

The student is introduced to the basic concepts, terminologies and theories in psychology and their application to various stages of human development, personality, perception, and learning. This course is a multicultural approach to the study of human behavior. The physiological and biological basis of behavior is emphasized.

**PREREQUISITES:**

Placement into College Level Courses

### REQUIRED TEXTBOOK & SUPPLIES:

Belsky, Janet (2019). *Experiencing the Lifespan (5th Ed.).* Worth Publishers.

### PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

### DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

### PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic

inquiry, and values – upon successful completion of the Associate of Arts in Liberal Arts, students should be able to demonstrate:

* 1. Proficiency and creativity in written and verbal communication.
  2. Effective use of current technology in support of academic work.
  3. Proficient use of qualitative and quantitative methods in problem solving.
  4. Critical and analytic thinking across a range of disciplines.
  5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
  6. The ability to conduct research using sources, strategies, and approaches across disciplines.

**STUDENT LEARNING OUTCOMES:**

1. Explain the physical and cognitive development of the human person.
2. Demonstrate knowledge of sociological development.
3. Compare the various theories of human development in each stage.

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| **Donnelly College Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| Students will communicate effectively in writing and speaking. | Students will demonstrate proficiency and creativity in written and verbal communication. | Students will have the ability to verbally express and write about the physical, cognitive, and sociological changes during developmental stages and compare human development theories. | By the end of the semester, students will complete a written assignment comparing developmental theories and evaluating which theory best describes physical, cognitive, and sociological changes during development. |
| Students will demonstrate proficiency in information literacy skills. |  |  |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. |  |  |  |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Students will demonstrate critical and analytical thinking across a range of disciplines. | Students will have the ability to evaluate, reflect upon and analyze theories of human development and the physical, cognitive, and sociological changes that occur in each stage. | By the end of the semester, students will complete a written assignment comparing developmental theories and evaluating which theory best describes physical, cognitive, and sociological changes during development. |

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| Students will develop an understanding across cultural differences locally, nationally, and internationally. |  |  |  |
| Students will engage independently and effectively in lifelong learning. |  |  |  |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. |  |  |  |

**COURSE REQUIREMENTS AND GRADING POLICY**

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| **Discussion board posts** | **10 points each (4 total)** | | **Total of 40 points (7%)** |
| **Assignments** | **20 points each (4 total)** | | **Total of 80 points (15%)** |
| **Midterm** | **120 points** | | **Total of 120 points (23%)** |
| **Dev. Disorder Assignment** | **50 points** | | **Total of 50 points (10%)** |
| **Final Exam** | **200 points** | | **Total of 200 points (40%)** |
| **Attendance** | **30 points total** | | **Total of 30 points (5%)** |
|  | **Grand Total:** | | **520 points (100%)** |
| **470-520 points** | | **A** | |
| **420-469 points** | | **B** | |
| **365-419 points** | | **C** | |
| **315-364 points** | | **D** | |
| **314 & below** | | **F** | |

**\*Extra Credit Opportunities: I am very willing to offer extra credit and we will evaluate this after the midterm. I want you to be successful in this course. An example of an extra credit opportunity may be to watch a psychology movie and write a short paper on a few key psychology concepts.**

# COURSE EXPECTATIONS:

CANVAS: All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on

a regular basis (i.e., 2X a week minimum).

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available

at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

Late Homework Policy

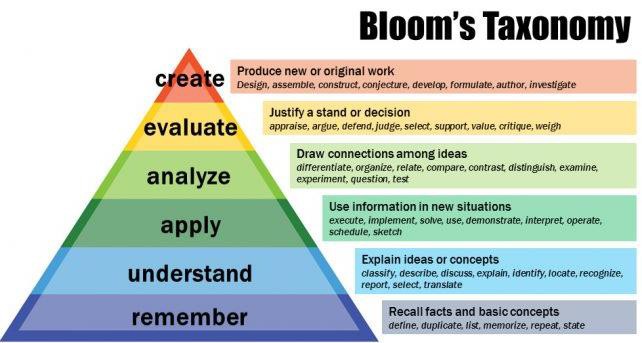
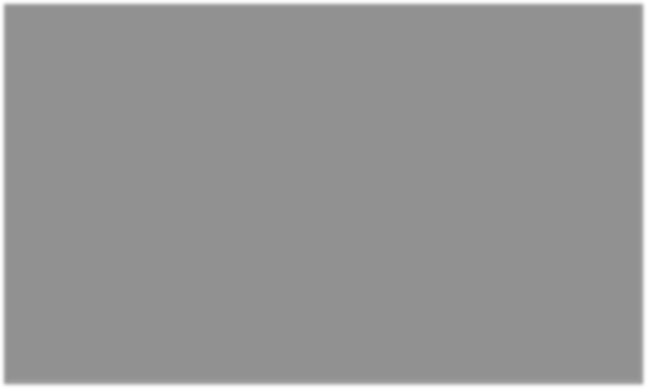
Please let me know if you will be turning in an assignment late. There will be no penalty for instructor prior knowledge or in the case of an emergency, or if you are experiencing a special circumstance. Special

circumstances may include, but are not limited to a family problem, funeral, hospital visits, flight delays, technology issues, illness, something COVID-related, etc. The instructor should be notified ahead of time. However, in the case of an emergency or special circumstance, the student should make every effort to contact the instructor within 24 hours of the missed due date. The instructor will be happy to help the student create a reasonable timeline for missed work. It is considered late after the due date, if there is no prior instructor knowledge, or if there is no contact made by the student to the instructor within 24 hours of the due date with their special circumstance or emergency. Two points will be deducted from the assignment each day it is late.

Suggestions for Success

## To be successful in this course, here are a few suggestions:

1. **I need you to communicate with me. If you are struggling finishing the reading or assignments or grasping the material, please let me know. You can always reach me by email, but if you need to speak with me immediately, please call or text me. I want you to be successful in this class.**
2. **I need you to prepare to the best of your ability. Due to the large amount of work we are covering; this course does not allow you enough time to “catch up” if you fall behind. The reading may seem overwhelming, but I will always point out the most important themes in your reading during lectures.**
3. **I believe that if you understand the material, you will naturally do better on exams. I do not believe in memorizing notecards or reading every detail in the text. Instead, I prefer if you learned main concepts, and tried to generate examples that you can apply to life. One of the best resources I had in my general psychology course was a copy of Bloom’s Taxonomy.**



## The bottom tier is simple knowledge and most likely, the step expected of you in your earlier educational years. As you continue to move up the following tiers, you are required to go deeper with your thinking. In this course, I will challenge you to move up a few more steps on Bloom’s ladder.

1. **This one is extremely important. You should do the work. Here is a little secret for you. One of the easiest ways to succeed in college courses and higher education is to do what the professor asks you to do.**
2. **Please write in complete sentences and check over your grammar and spelling. If you use quotes, please acknowledge them. Everything you will use will be in the textbook or other articles written by the experts in the field.**

**I know you will have expectations for me as well. I will try my best to do the following:**

1. **I will do my best to deliver. All your assignments, exams, grades, etc. will be posted and graded on time, unless there is a technology issue.**
2. **I will be open. I will listen to any questions, concerns, or situations that arise and listen with an empathetic ear.**
3. **I will try my best to keep it interesting, especially for discussion board topics, lectures, and class activities.**
4. **I will accept your feedback. If you think it is too much material to cover, if you do not like certain assignments, then please let me know. Receiving your feedback is important, so I can continue to improve.**
5. **I will be a resource for you. If you need help navigating college life, or your path within**

**psychology, or any position where I can be your guide, then please let me know.**

**American Psychological Association Expected Student Learning Outcomes in Human Growth and Development**

1. Explain the primary topics of lifespan development and how research is conducted in the field
2. Describe the major developmental theories in lifespan development
3. Describe the prenatal development process, including genetics, from the moment of conception through delivery
4. Describe human development during infancy
5. Describe development during early childhood
6. Describe development during middle childhood
7. Describe the physical, cognitive, emotional, and social changes that occur during adolescence
8. Describe developmental changes during early adulthood
9. Describe development during middle adulthood
10. Explain development and change through late adulthood
11. Explain experiences and emotions related to death and dying

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**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Students are expected to attend every class session and be on time for every class session. Absences, late arrivals, and early departures may contribute to the final grade a student earns. Each academic program has a policy stating how many absences are permitted before the instructor will expect the student to withdraw from the course.

Instructors will include the specific attendance policy in the syllabus for the class and adhere to the policy for the duration of the course. If a student has exceeded the number of allowed absences, faculty may institute an administrative withdrawal based on non-attendance. If a student is absent for two consecutive weeks, they are to be administratively withdrawn from their course within a week of the last absence.

In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic and Student Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

Accommodation of Religious Observances

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations, and other course requirements.

Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

Public Information

This policy is published on the College website, in the Student Handbook and the College Catalog.

**EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

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| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.



### COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

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| Week # and Dates | Topics covered | Assignments due |
| ***Week 1***  ***August 16-August 22*** | **Introduction to Developmental Psychology**   * Course Introduction and Syllabus Overview * Introduction to Developmental Psychology | **No Assignments due this week** |
| ***Week 2***  ***August 23-August 29*** | Missed week due to instructor illness |  |
| ***Week 3***  ***August 30-September 5*** | **Lifespan Perspective**   * Define human development and identify the stages of human development * Explain the lifespan perspective   **Research in lifespan Development**   * Examine how to do research in lifespan development | **Discussion 1 post due Friday Sept. 3 Assignment 1 due Sunday Sept. 5** |
| ***Week 4***  ***September 6-September 12*** | **Major Developmental Theories**   * Freud’s Psychosexual Stages * Erikson’s Psychosocial Stages   **Other Influences on Development**   * Behaviorism * Cognitive Perspective * Humanistic, Ecological and Contextual Perspectives | **No Assignments due this week** |
| ***Week 5***  ***September 13-September 19*** | **Prenatal Process**   * Genetics * Stages of prenatal development * Approaches to Childbirth | **Discussion 2 post due Friday Sept. 17 Assignment 2 due Sunday Sept. 19** |
| ***Week 6***  ***September 20-September 26*** | **Infancy**   * Physical Growth * Cognitive development * Social and emotional development   o Attachment theory | **No Assignments due this week** |
| ***Week 7***  ***September 27-October 3*** | **Early Childhood**   * Physical and Cognitive Changes * Moral development   o Kohlberg’s Moral Development | **Discussion 3 post due Friday Oct. 1 Assignment 3 due Sunday Oct. 3** |
| ***Week 8--Midterm October 4-October 10*** | * Review for Midterm on Monday Oct. 4 * **Midterm on Wednesday Oct. 6** | **No Assignments due this week** |
| ***Week 9***  ***October 11-October 17*** | **Middle Childhood**   * Developmental changes (physical, cognitive, emotional, social, moral, etc.) * Intelligence and learning disabilities | **No Assignments due this week** |

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|  | * School influences on development |  |
| ***Week 10***  ***October 18-October 24*** | **Adolescence**   * Pubertal changes * Identity development   o Macias’ Identity Theory | **Discussion 4 post due Friday Oct. 22 Assignment 4 due Sunday Oct. 24** |
| ***Week 11***  ***October 25-October 31*** | **Early Adulthood**   * Developmental tasks * Psychosocial development * Relationships   **Middle Adulthood**   * Changes and consequences * Relationship maintenance | **No Assignments due this week** |
| ***Week 12***  ***November 1st-November 7th*** | **Late Adulthood Death and Dying**   * Leading causes of death * Emotions related death and dying * Care and practices related to death | **No Assignments due this week** |
| ***Week 13***  ***November 8th-November 14*** | **Developmental Psychopathology**   * Diathesis Stress Model * Trajectories * Risk and Protective Factors | **Developmental Disorder Assignment\* assigned** |
| ***Week 14***  ***November 15-November 21*** | **Problems during Development**   * Developmental delays * Autism * Communication Disorders | **Continue work on Developmental Disorder Assignment** |
| ***Thanksgiving Week***  ***November 22-November 28*** | Have a wonderful break! |  |
| ***Week 15***  ***November 29-December 5th*** | **Disorders associated with Development**   * Attachment disorders * Behavior disorders * Anxiety disorders * Learning Disabilities | **Developmental Disorder Assignment due Friday December 3rd** |
| ***Week 16—Finals Week December 6th-December 12*** | * Review for Final on Monday * **Final Exam on Wednesday December 8th** | **No Assignments due this week** |

\*Topics for the Developmental Disorder Assignment could be any of the following:

* Autism Spectrum Disorder
* Attention Deficit Hyperactivity Disorder
* Attachment Disorder
* Conduct Disorder
* Disorder of Written Expression
* Disruptive Mood Dysregulation Disorder
* Encopresis
* Enuresis
* Expressive Language Disorder
* Mathematics Disorder
* Intellectual Disability
* Oppositional Defiant Disorder
* Reading Disorder
* Rumination Disorder
* Selective Mutism
* Separation Anxiety Disorder
* Social (Pragmatic) Communication Disorder
* Stereotypic Movement Disorder
* Stuttering
* Tourette’s Disorder
* Transient Tic Disorder

# FALL 2021 COVID–19 Good Faith Agreement Statement

Due to the COVID-19 pandemic Donnelly college has instituted several measures for your safety. The Donnelly college website has an update center. Here is a link to the Donnelly College COVID information: <https://www.donnelly.edu/updates>

All students will read and sign the following Good Faith Agreement; “I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “W’s” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contact tracing to preserve the wellness of the Donnelly Community.”

Additionally, Donnelly College is instituting the following attendance policy; “All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form”.

Here is a link to the COVID-19 Incident Report Form: [https://forms.office.com/Pages/ResponsePage.aspx?id=S\_8IWW-](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u) [rUkmWHLbDxQ34Kzw0\_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRB](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u) [Vi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u)

I have read and agree to Good Faith Agreement above: Date:

Printed Name:

Signature: