Contact Information

Instructor: Martha Anderson, LPC

Office/Office Hours: 8:30-9am Monday through Friday by phone, or anytime via email or Moodle Message.

Telephone: 540.381.1848. Weekdays only

E-mail: The best way to reach me is by sending a Message within your Moodle course. You can also reach me via my email address, which is: manderson@depaulcr.org. This is my work email, and I will be able to see messages there throughout the day, however, I don’t always have access over the weekends, holidays, or if I am not in the office, so then this email should only be used as a last resort. Students should expect to receive message responses within 24 hours. I will post if I will not be available in the News Forum, so be sure to read the News Forum!

Course (Catalog) Description

VCCS Master Course Description:
Developmental Psychology studies the development of individual from conception to death. The text and outline of the course follows a life-span perspective on the development of person’s biological, cognitive, and socioemotional processes and the connections among these processes.

Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for Developmental Psychology, PSY 230, as well as have a basic overview of Development across the life-span.

Course Materials

Title: Life-span Development, 15th edition, 2015
Author: John W. Santrock
Publisher: McGraw-Hill Education

All course materials were selected to meet the course goals and objectives. Students should contact their facilitator or guidance counselor to receive all textbooks. If you are unable to receive a book within the first few days of class, please contact the instructor.
Time & Location of Class Meeting:

This course is asynchronous, which means you will be able to access your course material at any time of the day or night. You should have a specific time in the day that you will be assigned to work on your assignments for this course at school. It is critical to log into your course on a daily basis.

Technology Requirement:

Students will be required to complete and submit assignments by using Moodle, the learning management system for Elite Learning. The course can be accessed at www.svetn.org. Students will need use of the Internet for all coursework. Access to Microsoft Word and PowerPoint are also required.

Technical Support:

Technical problems are not common but occur from time-to-time. To receive prompt support, students must submit a Trouble Ticket by going to www.svetn.org and then selecting the Contact tab. The Trouble Ticket Form will be distributed to the Informational Support Team. You should receive a response within 24 hours (usually much sooner). After you have submitted the Trouble Ticket, please send me a Message through Moodle, or an email to let me know what problems you have been experiencing.

Teaching Methods:

Reading assignments will consist of primary text, posted PowerPoint Presentations, lecture guides, exam reviews, or research articles.

Audio/visuals such as video and sound clips, in addition to slide presentations will be posted to course website.

Weekly discussion questions will be posted by the instructor. Weekly written assignments, such as review questions, article reviews, current events in psychology, or short opinion papers will be assigned.

Weekly announced quizzes is to be posted on covered materials along with Section tests.

There will be two announced exams, a midterm and a final exam.

Course Learning Outcomes/Objectives

The content of this course will focus on the understanding and application of the covered material. Students will have the opportunity to integrate recent and classic scientific research and practical applications in the field of developmental psychology through various technologies and assignments.

American Psychological Association Course & Module Objectives:

Goal 1. Knowledge Base in Developmental Psychology
Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology.

• Describe patterns of change that begins at conception and continues throughout the life span.
• Identify and explain development in terms of biological, physical, cognitive, and sociocultural factors at various stages of life and their interconnections.

• Distinguish major theories and perspectives of developmental psychology (e.g., behavioral, physical, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

Goal 2. Research Methods in Developmental Psychology
Students will define basic research methods in developmental psychology.

• Describe the basic characteristics of the science and research methods.

• Explain how research on life-span development is conducted.

• Utilize APA guidelines in various writing assignments that include forums, essays, and research article reviews.

Goal 3. Critical Thinking Skills
Students will define and apply critical and creative thinking skills in reviewing perspective theories and research on life-span development and various stages of development.

• Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement.

• Make linkages or connections between diverse facts, theories, and observations.

• Evaluate new ideas with an open but critical mind.

• Develop sound arguments based on reasoning and evidence.

Goal 4. Application of Developmental Psychology
Students will be able to describe major developmental theories and principles and their application in the real world.

• Describe major applied areas of developmental psychology.

• Describe how principles of developmental psychology improve people’s lives.

• Describe various career opportunities in life-span development.

Course Information

❖ Section 1 The Life Span Perspective
  • Chapter 1 Introduction

❖ Section 2 Beginnings
  • Chapter 2 Biological Beginnings
  • Chapter 3 Prenatal Development and Birth

❖ Section 3 Infancy
  • Chapter 4 Physical Development in Infancy
  • Chapter 5 Cognitive Development in Infancy
  • Chapter 6 Socioemotional Development in Infancy

❖ Section 4 Early Childhood
  • Chapter 7 Physical and Cognitive Development in Early Childhood
  • Chapter 8 Socioemotional Development in Early Childhood

❖ Section 5 Middle and Late Childhood
  • Chapter 9 Physical and Cognitive Development in Middle and Late Childhood
• Chapter 10 Socioemotional Development in Middle and Late Childhood

❖ Unit 1 Midterm Assignments
  • Midterm Exam
  • Current Event Article #1 related to Middle or Late Childhood Development and Developing Resiliency Skills

❖ Section 6 Adolescence
  • Chapter 11 Physical and Cognitive Development in Adolescence
  • Chapter 12 Socioemotional Development in Adolescence

❖ Section 7 Early Adulthood
  • Chapter 13 Physical and Cognitive Development in Early Adulthood
  • Chapter 14 Socioemotional Development in Early Adulthood

❖ Section 8 Middle Adulthood
  • Chapter 15 Physical and Cognitive Development in Middle Adulthood
  • Chapter 16 Socioemotional Development in Middle Adulthood

❖ Section 9 Late Adulthood
  • Chapter 17 Physical Development in Late Adulthood
  • Chapter 18 Cognitive Development in Late Adulthood
  • Chapter 19 Socioemotional Development in Late Adulthood

❖ Section 10 Endings
  • Chapter 20 Death, Dying, and Grieving

❖ Unit II Final Assignments
  • Final Exam
  • Current Event Article #2 related to Resiliency in Late Adulthood

**Method of Evaluating Student Achievement**

**Grading Policy & Scale:**
This course will be graded on a ten-point scale:

100-90 % = A  89-80 % = B  79-70 % = C  69-60 % = D  59 % or less = F

Your facilitators and counselors will be able to access your grades through the SVETN Moodle system. Facilitators and counselor will be able to view a numeric grade and a recommended letter grade based on the 10 point scale above, but assignment of a final letter grade will be at the discretion of the student's school. Instructor will also post a letter grade to the community college at the end of the semester. Those dates are located in the Elite Learning Student Guide.

Each assignment will be based on a 100 points. Points will then be summed in each category of Forums, Current Events, Quizzes, Tests, and Unit Exams. **Unit Exams and Current Events carry more weight than other assignments and there are fewer of these assignments so missing one or getting a low grade on one can greatly affect your grade.** The points earned will be divided by points possible to determine students’ percentage grade for the course.

Rubrics and Guides have been posted for discussion question assignments and Study Guides are posted for each exam. Every assignment description will include specific guidelines and requirements for that assignment, and students should expect feedback through either the assignment or the Message system within a week of the assignment closing. Due to increased amount of time required to grade papers, those will be returned within two weeks of the assignment closing. If the instructor requires additional time to grade an assignment, an announcement will be made to the class.
Students are responsible for monitoring their grades by regularly clicking on the "Grades" link on the course page. If there is a "dash" in the grade slot on the assignment, it either has not yet been graded or has not been received.

A "zero" in the grade slot indicates that an assignment was not received, that the spelling and grammar were so poor it was not graded, it did not meet required instructions/standards for the assignment, or the assignment was not properly closed, and your instructor was unable to view it. If you have questions about your scores, or found that the provided feedback was insufficient, please contact your instructor through the Messages function.

Students must always use complete sentences with appropriate spelling and grammatical structure on all assignments. "Text-speak" is not acceptable and individuals will be graded down if this is used on any assignments.

**Late Work Policy:**

Please be aware that this is a rigorous college course which requires disciplined work habits and the meeting of deadlines. Due dates are located on the calendar and throughout the course outline. You should give yourself plenty of time on assignments and don't wait until the last minute. Assignments such as Forums are contingent upon all classmates completing the assignments prior to the due date, as each individual needs to comment on their classmates’ posts.

Most assignments in this course will be open for two weeks, allowing the student ample time to complete them. Please keep in mind that if you don’t attempt the weekly quizzes until 30 minutes before it closes, and then experience technical problems, you will not receive an extension because ample time was given on the quiz. The same goes for your tests and exams. I will not extend deadlines unless I am contacted by your school with an approved excuse, within a reasonable time frame (e.g., asking for an extension on an assignment that has been open for two weeks the day before it closes because you are going on Senior Trip will not result in an extension). You must plan accordingly if you will be out of school on trips, and arrange to complete the work PRIOR to leaving. I will not reopen an assignment after it has closed.

Because this is an asynchronous course, if school is canceled due to weather, etc., on a day assignments are due, assignments are still due on that day. Nearly all assignments will close on Saturday at 1 p.m. Exams are always open for three days, and will close on Sunday at 1 p.m. If there is a different due date, it will say so in the assignment description.

**Reading Assignments:**

It is expected that students will have read the chapters in their text, the lecture guide provided on the website, the PowerPoint provided on the website, and any provided research articles PRIOR to completing their assignments each week. The text is based on 20 chapters and as a typical semester lasts 15 to 18 weeks, most weeks require reading and assignments for two or more chapters.

**Attendance Policy:**

At least once every school day, you are required to log on to MOODLE and perform three tasks:

1. Check your inbox for new Messages.
2. Check for new course announcements under “Latest News,” from your instructor found at the top of your course page. Also check SVETN news announcements under “Latest News.”
3. Check the calendar under “Upcoming Events,” to see what work is due.
You should then proceed to work on the assignments within the current unit. Please note that failure to follow these procedures could result in a loss of points.

Because this is an Internet-based course you need will need to establish tie to complete your course work as there is not a scheduled time set for your coursework. Each student must be dedicated to completing assignments independently by the due date. The student will be required to log in to this course on a regular basis, which will be checked by the instructor.

The school and/or parents will be notified if a student has not logged into their course for a three day period. Contacts will also be made if a student is logging into their course with only a minimum amount of work each day. Expect no less than 60-90 minutes of work each day, including both written and reading assignments.

**How to be Successful:**

These are examples of what students in the past have done to be successful in this course.

- Make sure you read through this entire document. There is useful information here.
- Stay on task by printing off your assignment sheets and keeping them in a notebook with a calendar, marking off what you have already completed, and when things are due.
- Plan ahead, and do not procrastinate. Dual enrollment classes are college courses, and an asynchronous class requires discipline. If you are not self-disciplined in your studies, then please re-evaluate your course choices with your guidance counselor.
- You must stay focused and keep a steady pace, or you will fall behind. In this course, it is the students’ responsibility to keep up with assignments.
- Technical difficulties may occur. Remember that technical difficulties happen with online courses. Report technical problems as soon as possible by submitting a trouble ticket at [www.svetn.org](http://www.svetn.org) under the Contact tab, which is located on the upper-left hand side of the main Elite Learning page.
- Print out the Lecture Guides and PowerPoints. If you do your reading from the text and the guides at home, you will be able to perform most of our class requirements during the period provided at your high school, where technical difficulties such as losing internet connectivity are less likely to occur.

**Disabilities:**

Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

**Emergency Policy:**

Follow all emergency policies for your home school.

**Academic Integrity:**

Each student will be bound by the academic codes of their school. Any violations will be reported to the student’s school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult, and will face the consequences of their chosen actions. It is assumed that students will maintain standards of
conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the Elite Learning Student Guide.

Plagiarism:

Plagiarism means taking someone else's work and representing it as your own, and it is not tolerated in this course. This includes:

Copying and pasting precise wording from websites into your work. Even if you give them credit, but don't use quotes, still counts as plagiarism.

Using an idea you got somewhere else without giving credit.

Paraphrasing someone else's work without giving credit.

The results of plagiarizing in this class are as follows:

The first offense the student receives a verbal warning, a zero on the assignment, and educational authorities are contacted.

The second offense may result in automatic failure of the class (a zero will be entered as the final grade), and the student will be reported to educational authorities (at your home school and community college) for further discipline.

Personal Conduct:

This standard applies to both formal and informal discussions within your course. You will be asked to dissent in a scholarly manner with your classmates during a number of assignments. Please keep the following in mind:

- Show respect for others.
- Always ask yourself ‘would I say this to a person’s face?’
- Avoid offensive language, profanity.
- Be tolerant of diverse opinions and perspectives.
- Be aware of the release of your personal information, and think about how comfortable you will be knowing that the class has read your work. In the past, students have had some difficulty with the over-sharing of overly personal information in some of the forum assignments. If you have any questions please contact your instructor.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

Course syllabus and schedule is subject to change at the discretion of the instructor.