Contact Information

Instructor: Martha Anderson, LPC

Office/Office Hours: 8:00 a.m. to 10:00 a.m. Monday through Friday by phone, or anytime via email or Moodle Message.

Telephone: 540.449.2593 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: andersonsvetn@aol.com. I will be able to see messages throughout the day. 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! The best time to contact the instructor is Monday–Friday 8:00 a.m.–10:00 a.m.

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.

This course examines human growth and development through the prenatal, infant, child, adolescent, and adult stages of life. Physical, emotional, psychosocial, and cognitive influences from conception to death are addressed throughout the course.

Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for Developmental Psychology, PSY 230.

Course Materials


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 word processing and presentation software is 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 study guides, and 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. Other assignments include essays, article reviews, an interview assignment, a natural observation assignment, group project, and a short research paper.

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

There will be two announced exams (i.e., a midterm and a final exam).

Course Information
Section 1  The Life Span Perspective
  •  Chapter 1
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
Midterm Exam
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

Final Exam

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

<table>
<thead>
<tr>
<th>Assignments: All are scored 0-100</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>-Article Reviews (2)</td>
<td>20%</td>
</tr>
<tr>
<td>-Group Activity (1) Parenting Guide</td>
<td></td>
</tr>
<tr>
<td>-Attachment Observation Project (1)</td>
<td></td>
</tr>
<tr>
<td>-Middle Adulthood Interview (1)</td>
<td></td>
</tr>
<tr>
<td>Forums (average of 1 forums per week and a total of 2 essays)</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Tests (9)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (1-5 quizzes per week)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Chapter Quizzes – Each week a chapter of the textbook is covered. Additional resources in the form of lectures, PowerPoints, videos, and articles supplement the material of the text. Each week there will be two to six quizzes covering important concepts of the chapter. Some of the quizzes are very short. Students are allowed to take the quizzes twice to achieve the highest points possible. The quizzes are open book and untimed. Chapter quizzes provide a thorough review for chapter tests. The chapter quiz scores will be averaged to provide a weighted grade of 20% of the overall course grade.

Chapter Tests – There are 9 tests that cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Chapter tests will include a variety of questions (multiple choice,
matching, and true/false questions). Chapter Test scores will be averaged to provide a weighted grade of 20% of the overall grade.

**Forums** – Weekly forums cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Forums include a variety of questions addressing the course material and your analysis of the material. Forums are often in essay format, include opinions, and require scientific analysis to develop critical thinking skills. Many of the initial forums require in-text and bottom source referencing to assist in developing referencing skills for scientific research writing in APA style. Typically there are one to two forums per week. Some weeks have more while some have none. Two essays are included within the Forum grades. Forum and Essay scores will be averaged to provide a weighted grade of 20% of the overall course grade.

**Exams** – Two (2) exams will cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Exams will include a variety of questions (multiple choice, matching, and true/false questions). A study guide provides a thorough review preceding each exam. The two exam scores will be averaged to provide a weighted score of 10% of the overall grade. Make-up exams will be given at the instructor’s discretion. Written documentation providing an explanation for the absence is needed to obtain an extension on a make-up exam.

**Projects** – Include one Attachment Observation Assignment, a Middle Adulthood Interview, two Article Reviews, and one group project in which students work together to develop a Parenting Guide. The Article Reviews assist students in preparation of their Research Paper– Students will compose two (2) research article reviews using recent research studies in Psychology. Articles for analysis must come from research that includes experimental research, a methodology section, and test results section. The article analysis should be at least three pages long and be in APA format. The Article Review scores will be averaged to provide a weighted score resulting included within the Projects category.

**Research Paper** – Students will complete a 9 page research paper, in APA style, in a Topic of their choice (e.g., prenatal development through adolescent development). The Research Paper is equal to 10% of the overall grade.

**Reading Assignments**: This course is set up to complete one to two chapters of the textbook per week throughout the semester. It is expected that students will have read the weekly chapter in their text, the lecture guide provided on the website, the PowerPoint provided on the website, and any media or research articles PRIOR to completing their assignments each week.

**Grading:**

School facilitators and counselors have access your grades through the SVETN Moodle system. Facilitators and counselors are able to view a numeric grade and determine a recommended letter grade based on the scale above. Assignment of a final letter grade with the high school will be at the discretion of the student's school. Instructors will post a letter grade to the community college at the end of the semester and those dates are located in the Elite Learning Student Guide.

Each assignment is based on a score of 0-100. Scores are summed in each category of Forums, Projects, Article Reviews, Research Paper, Quizzes, Tests, and Unit Exams and averaged within the category. Every assignment description will include specific rubric or guideline about requirements.
for that assignment, and students should expect feedback through either the assignment or the message system within 48 hours after assignment closing with the exception that any forum assignments due on the weekend will be graded by Tuesday evening. When multiple written assignments are due at or near the same time the instructor will announce the need for additional time for grading to the class. Because it takes much longer to grade lengthy papers (research papers, article reviews, projects, and essays), you can expect feedback with seven (7) days of your submission (usually sooner), (Standard 5.3). 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 or 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 Moodle messages function. Students should strive to 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:

Student’s should give themselves plenty of time on assignments and don’t wait until the last minute. Due dates are located on the calendar and throughout the course, including the assignment. There are NO EXTENSIONS for QUIZZES or TESTS. I don’t open these assignments after they have closed.

AUTOMATIC EXTENSIONS on FORUMS – Assignments such as Forums are contingent upon all classmates completing the assignments prior to the due date, as each student needs to comment on their classmates’ posts. Because Forums are due on Saturday at 1 pm and things happen (computer breaks, WIFI isn’t working, out of town, stressed, overextended, prom week, etc.) automatic extensions for any reason are provided through Monday at 3 pm with a 10 point deduction (Standard 3.3). Those students who complete their assignments on time are eligible to obtain full credit.

AUTOMATIC EXTENSIONS are applicable to all other WRITING ASSIGNMENTS up to 48 hours with a 10 point deduction on the assignment.

Student’s should contact the instructor when they have posted their final work on extensions otherwise you will receive zero’s on these past due assignments if I have previously graded with a zero. You are allowed some flexibility, however, work should be completed by the deadlines.

Extensions without point deductions may be given in cases of serious emergencies (i.e. hospitalization, a death, auto accident, doctor’s excuse) when approved by your school counselor/facilitator in an email to the instructor.

Most all of the assignments in this course will have been open for over a month if not longer. You must plan accordingly if you will be out of school on trips, and arrange to complete the work PRIOR to leaving.
**Attendance Policy:**

We are committed to academic quality and student success. Elements that support both of these values at the college level are regular attendance and participation in class, therefore regular participation is required and expected. Because Distance Education students are not normally required to attend class on campus, completion of assignments constitutes attendance in the class.

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.”
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 week. Please note that failure to follow these procedures could result in a loss of points. Because this is an Internet-based course there is no scheduled time set for your coursework. Each student must be dedicated to completing assignments independently and logging onto the course regularly, which will be checked by the teacher. The school and or parents will be notified if a student has not logged onto the 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. If you are more than one week behind in your work, then you are not attending. If you are not attending and you have not logged into your course for more than three days in a row, high school counselor(s) or school facilitator(s) will be notified unless you are current on all of your assignments.

When an absence from a class becomes necessary, it is the student’s responsibility to inform the instructor prior to or immediately after the absence. Students are responsible for all work due during an absence. Generally there are no extensions on assignments due. While the instructor may “excuse” a particular necessary absence, any extensions occur at the instructor’s discretion and are rare.

**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.

**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:

1. Plagiarism is the appropriation of passages, either word for word or in substance, from the writings of another and the incorporation of those passages as one’s own in written work offered for credit. It is assumed that the written work offered for credit is the student’s own unless proper credit is given the original author by the use of quotation marks, footnotes, references, or other explanatory inserts.
2. Collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit is prohibited unless such collaboration has been specifically approved in advance by the instructor. Examples of collaboration include extensive use of another’s ideas for preparing a creative assignment and receiving undue assistance in the preparation or editing of written materials.
3. Giving or receiving, offering or soliciting information on any quiz, test, or examination is prohibited; this includes the following:
   - Copying from another student’s document/work and/or submitting a purchased document/work.
   - Use of prepared materials during the examination.
   - Collaboration with another student during the examination.
   - Buying, selling, stealing, soliciting, or transmitting the contents of an examination.
   - Substituting for another person during an examination or allowing such a substitution for one’s self.
   - Bribery of any person to obtain examination information.
   - Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.

*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.

**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. In the event of a wide spread emergency, course requirements, classes, deadlines, and grading schemes may be subject to changes that may include alternative delivery methods; alternative methods of interaction with the instructor, class materials, and/or classmates; a revised attendance policy; and a revised semester calendar and/or grading scheme.

For more general information about SVETN wide emergency situations, please refer to:


In the event of an extended emergency, this class will continue with the reading and writing assignments, tests, timelines, and deadlines as outlined in the course syllabus as posted at SVETN and distributed by hard copy to all students enrolled in the course.

**Course Learning Outcomes/Objectives**

**Course Learning Outcome 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.
The student will learn:

- The basic developmental issues in developmental psychology.
- To distinguish genetic, biological, environmental, and sociocultural influences on development.
- To identify patterns of normal physical, motor, cognitive, language, social and personality development in infancy and childhood.
- The major issues concerning the nature of the modern family and parenting.
- The importance of brain and memory development throughout the lifespan.
- About psychological research in the study of adolescence, early adulthood, middle adulthood and late adulthood development.
- The development of the self as an integration of physical, cognitive, social, and emotional elements.
- To recognize physical and mental health issues affecting human development from adolescence to late adulthood.
- To identify the characteristics of successful aging.
- And demonstrate improved personal learning competencies, through interactive self-assessment of learning, observation, assessment of others, and improved interpersonal written communication with others.

American Psychological Association (APA) Student Learning Outcomes/Objectives:

Content Area: Knowledge Base in Developmental Psychology
Learning Objectives: Students will be able to:

- Demonstrate knowledge of theories, theorists, perspectives, research studies, major concepts, and themes in patterns of growth and development.
- Explain how psychology’s domains (cognition, biological, social, emotional) influence and contribute to the changes and stages of human development at various stages of life and their interconnections.
- Describe individual and group developmental differences in the contests of culture, diversity, social groups, and a changing environment.
- Differentiate the characteristics of typical and atypical development over the lifespan.
- Describe patterns of change that begins at conception and continues throughout the life span.
- Distinguish major theories and perspectives of developmental psychology (e.g., behavioral, physical, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
- Describe the perspectives and issues related to death and dying.

Content Area: Scientific Inquiry
Learning Objectives: Students will be able to:

- Define and evaluate scientific research methods in developmental psychology (e.g., descriptive, experimental research, and quantitative analysis).
- Explain how research on life-span development is conducted.
- Demonstrate the ability to use APA style writing and referencing guidelines in various writing assignments that include forums, essays, research papers, and article reviews.

Content Area: Critical Thinking Skills
Learning Objectives: Students will be able to:

- To define and apply critical and creative thinking skills in reviewing and evaluating perspective theories, research articles, and lifespan topics in various media at various stages of development
with persistence, open but critical-mindedness, tolerance for ambiguity and intellectual engagement.

- Make linkages or connections between diverse facts, theories, and observations.
- Develop sound arguments based on reasoning and evidence.

**Content Area:** Ethics and Social Responsibility  
**Learning Objectives:** Students will be able to:
- Describe how ethical standards apply to psychological science and everyday practices.

**Content Area:** Communication  
**Learning Objectives:** Students will be able to:
- Synthesize ideas, interpret quantitative and qualitative data, and present evidenced-based argument in various formats including writing and oral communication.

**Content Area:** Professional Development and Application of Developmental Psychology  
**Learning Objectives:** Students will be able to:
- Will be able to describe major applied areas of developmental psychology, theories, principles, and strategies and their application in real-life situations in the real world.
- Describe how principles of developmental psychology improve people’s lives.
- Describe various career opportunities in life-span development.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at [www.svetn.org](http://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.