Contact Information

Instructor: Martha Anderson, LPC

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

Telephone: 540.449.2593 Weekdays only

E-mail: The best and preferred way to reach me is by sending a message within your Moodle course through Moodle Messaging. This is the easiest and quickest way for me to respond to your questions. I will check Moodle messages regularly during office hours and will be able to see these messages throughout the day and early afternoon. Students should expect to receive Moodle message responses within 24 hours. I will post an announcement if I will not be available in the News Forum, so be sure to read the News Forum for announcements! You can also reach me via my email address, which is: andersonsvetn@aol.com. 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

Textbook Title: Life-span Development, 15th edition, 2015 Author: John W. Santrock Publisher: McGraw-Hill Education ISBN: 978-0-07-786182-7 and ISBN 0-07-786182-5

 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. You do not need a textbook for the first, second, and third week assignments as this information has been provided for you under course resources.

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. These are provided under the Chapter Resources on your course page.

Audio/visuals such as video and sound clips, in addition to slide presentations will be posted to course website. These are provided under the Chapter Resources on your course page.

Weekly discussion questions will be posted by the instructor. Other assignments include essays, an interview assignment, a naturalistic observation assignment, group project, and a short research paper.

Weekly scheduled quizzes are posted on covered materials along with Section tests.

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

Course Information (Check the Moodle Calendar for Specific Dates and assignments)
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

Assignments: All are scored 0-100	Percent of Final Grade The Moodle Course uses the % Grading System
Exams (2)	10%
Research Paper	10%
Projects -Group Activity (1) Parenting Guide -Attachment Observation Project (1) -Middle Adulthood Interview (1)	10%
Essays (3)	10%
Forums (approx. 10 forums)	20%
Section Tests (9)	20%
Quizzes (1-3 quizzes per week)	20%

Chapter Quizzes – One or two chapters of the textbook is covered each week. Additional resources in the form of lectures, PowerPoints, videos, and articles supplement the material of the text. Generally there are one to three quizzes covering important concepts of the chapter. 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.

Section Tests – There are 9 section tests that cover material from several chapters of the text and class resources (i.e., lectures, videos, PowerPoints, and articles). The Section tests are labeled as Chapter tests (ex: Ch 2-3 Tests Prenatal) and consist of 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 question 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 writing a research paper in APA style. Forums are contingent upon all classmates completing the assignments prior to the due date, as each student needs to comment on their classmates' posts. Typically there are one to two forums per week. Forum scores will be averaged to provide a weighted grade of 20% of the overall course grade.

Essays – There are three essays. Essay scores will be averaged to provide a weighted grade of 10% 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 list of the terms and concepts to study and review prior taking the exam. The two exam scores will be averaged to provide a weighted score of 10% of the overall course 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, and one group project in which students work together to develop a Parenting Guide. The Project grades will be averaged to provide a weighted grade of 10% of the overall grade.

Research Paper – Students will complete a 9 page research paper, in APA style, on a topic of their choice (related to 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 chapters 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 Essays (10%), Forums (20%), Projects (10%), Research Paper (10%), Quizzes (20%), Section Tests (20%), and Unit Exams (10%) and averaged within the category. Every assignment description will include specific rubric or guideline about requirements for the assignment. All assignments for the week are due on Saturdays by 1 pm to give students extra time to complete assignments. I will post/grade feedback on assignments starting on Monday morning and students should expect feedback within 48 hours or by Wednesday morning. 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, projects, and essays), you can expect feedback within 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 so be sure to complete them first during the school week where internet service is reliable.

AUTOMATIC EXTENSIONS are applicable to all WRITING ASSIGNMENTS (essays, forums, research paper, projects (except the group project) with a 10 point deduction on the assignment. Because 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 3:30 pm with a 10 point deduction (Standard 3.3) on writing assignments. Those students who complete their assignments on time are eligible to obtain full credit.

Student's should contact the instructor when they have posted their final work on extensions otherwise the student will receive zero's on these past due assignments if previously graded with a zero. You are allowed some flexibility, however, work should be completed by the deadlines. Students should recall that if they cannot submit a forum or written assignment in the course system due to a technical issue, just Moodle message it or email it to the instructor by the due date and time to be eligible for full credit on the assignment.

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 review the chapter resources on the course page and 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 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:

Southwest Virginia Education and Training Network (Elite Learning) http://svetn.org/news/ and review "Latest News" from your instructor.

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 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.