

Developmental Psychology

Instructor: Amanda Halliburton, M.S.

Class Meets: Monday through Friday, 11:00am – 12:15 pm

Class Location: Williams Hall—Room 320

Instructor’s Email: ahallibu@vt.edu

Instructor’s Twitter Handle: a_hallibu

Office: Williams Hall—Room 325

Office Hours: Tuesdays 1:00-2:30pm; Thursdays 9:30-11:00am

Prerequisite: Introductory Psychology (PSYC 1004/2004)

Required Text: Belsky, J. (2016). *Experiencing the lifespan* (4th edition). New York: Worth Publishers.

Course Overview

Welcome to Developmental Psychology! This course takes a lifespan approach; we will be talking not just about babies and children but every developmental period from birth to death. The course is guided by theory, with a particular focus on Erik Erikson’s stages of psychosocial development. Your participation is a critical part of making the course fun and interesting 😊

Course Objectives

Students who complete this course are expected to demonstrate these skills:

- Describe major milestones and goals for each developmental period
- Discuss important conflicts that arise for each developmental period
- Explain how to measure developmental growth based on theoretical guidelines
- Evaluate critical controversies that confront modern developmental scientists
- Apply key concepts from developmental psychology to novel challenges

Grading Criteria

Course grades will be based on the following:

Quizzes.....	13 x 10 pts = 130 pts
Participation.....	25 x 1 pt = 25 pts
Blogging – Lead.....	10 pts
Blogging – Responses.....	5 x 2 pts = 10 pts
Picture Book Analysis.....	30 pts
Final Essay.....	25 pts
Extra Credit	
Good participation.....	up to 5 extra pts
SONA credit.....	up to 5 extra pts

TOTAL.....230 pts
(+ 10 EC)

Quizzes: After we finish each lecture, you will go onto Canvas and take a short quiz. The quiz will be multiple-choice and it will consist of 10 questions. The quiz will open right after we finish the lecture and will close right before we begin the next lecture, giving you just under 24 hours to complete it. The questions will mostly come from the lecture, but I reserve the right to include a few questions from the reading to make sure you are staying on top of it. Out of the total of 15 quizzes, I will drop the two lowest quiz grades. Please refer to the schedule (see page 4-5) to see when the quizzes are available. Although these quizzes can be completed at home and are thus open-book and open-note, you agree to abide by the Honor Code and thus cannot consult classmates or unauthorized sources (e.g., Google, Wikipedia) to answer the questions.

Participation: This class meets for 28 days. You will get one point of participation credit for attending class, up to 25 total, meaning that you can miss three days without penalty. I will keep a log of participation every day. If I see that you are going above and beyond (e.g., answering questions, participating in discussion), you may earn an extra point for that day, up to 5 extra points. If I see that you are consistently off-task during class (e.g., texting, being on Facebook), I reserve the right to take away your point for that day even if you are present.

Blogging: During the first week of class, I will pass around a list of controversial topics that confront modern developmental scientists. You will sign up to investigate one of these topics and write a blog post about it using the Discussion feature on Canvas. You will also respond to five other blog posts throughout the summer session. A rubric is posted on Canvas that explains in detail what is needed to provide adequate “lead” and “response” blog posts.

Picture book analysis: You will choose a children’s picture book and analyze how well it responds to developmental challenges as presented by key theories in our course. By the end of the first week of class, you will email me the title and author of the book you have selected for my approval. You will give a brief presentation to the class about your book; I will pass around a sign-up sheet for presentation dates during the first week of class. A rubric is posted on Canvas that explains this assignment in detail, along with an example to help guide you.

Final essay: In lieu of an exam, you will complete a short essay that will allow you to integrate and apply key themes from the course and turn it in during our final exam period. Details about the essay, including the topic, will be provided with enough time to allow you to prepare.

SONA credit: Extra credit can be earned by participating in SONA research conducted in the Psychology Department (<https://vt-psyc.sona-systems.com/>). For every 30 minutes of research participation, 1 point will be added to your total grade, up to 5 points (2.5 credits in SONA). EC points must be completed by Thursday, June 30. An alternative assignment is available if you do not wish or do not feel comfortable enough to participate in SONA research.

Grading scale:

93-100%: A	80-82%: B-	67-69%: D+
90-92%: A-	77-79%: C+	63-66%: D
87-89%: B+	73-76%: C	60-62%: D-
83-86%: B	70-72%: C-	59% or less: F

Note: I do not round up final grades; please do not ask me to do so after the final!

Course Rules & Regulations

Classroom conduct: I believe that an environment of mutual respect is critical in helping us all perform at our best in our roles as instructor and students. This implies that you are expected to come to class (prepared and on time!), participate when appropriate, and refrain from engaging in off-task behavior that will distract you and your fellow students. This also implies that I will respect you (e.g., by returning graded assignments to you in a timely manner).

Lecture notes: I will post a copy of my lecture notes on Canvas prior to the first class period in which that lecture will be given. My notes will overlap with the text in some ways and expand beyond it in others, so I recommend that you come to class prepared to take notes using your laptop (e.g., on the slides) or with a writing utensil and paper.

Reading: You are expected to keep up with the textbook reading as much as possible and to come to class prepared by having read the pages specified for that day (see below).

Canvas: I will be using Canvas to post grades and course materials, and we will also be using it to facilitate some of our activities (e.g., quizzes, blogging). I know it is new and we are all still getting used to it, so don't hesitate to ask if you have a question about Canvas features. *Additionally, I expect that you will pay attention to deadlines for assignments that are posted on Canvas (and for which you sign up in class) and will not need constant reminders from me.*

Instructor contact: You may reach me via email or Twitter, or we can meet during office hours (see page 1). Please don't be shy—I am always happy to address questions, provided that the information you need is not already available to you in this syllabus.

Late work: The *only* assignments I will accept late are the “lead” blog post and the picture book analysis. I will accept them up to three days late, with 10% taken off each day they are late.

Honor code: Academic honesty is to be maintained at all times. Any cheating, plagiarism, or falsification will result in heavy penalties up to expulsion. The VT Honor Code will be strictly enforced in this class. All coursework is covered by the Honor System. Any suspected violations of the Honor Code will be promptly reported. Please see <http://www.honorsystem.vt.edu/>.

Accommodations: If you need accommodations because of a disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment to discuss this with me as soon as possible. You must also notify Services for Students with Disabilities (SSD): Lavery Hall Suite 310, (540) 231-3788, <http://www.ssd.vt.edu/>.