NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Syllabus - PSY 350 – Human Lifespan Development
Instructor: Rebecca Brown, M.S., Ph.D.  Office: None on Campus
E-mail: brownr6@onid.orst.edu  Telephone: 541-318-7341
Please check-in with Dr. Brown at brownr6@onid.orst.edu to begin your work.

Instructor’s Office Hours: Geography and the nature of Distance Education preclude my having scheduled office hours; however, you may contact me by telephone or e-mail whenever the need arises.

Course Description: An introduction to physical, social, cognitive and linguistic development with an emphasis on theory and methodology.
This course was designed to explore central issues related to human development that arise throughout the life span. We will discuss physical, cognitive, and social/emotional development within the developing individual from prenatal stage to death. Similarities among people in their development will be examined, as well as differences due to various individual experiences.

This course combines approximately 120 hours of instruction, reading, online activities, and assignments for 4 credits.

PREREQS: PSY 201 and PSY 202

Course Objectives
1. Develop a basic understanding of the life-span developmental perspective and the relevance of this perspective for studying development as an ongoing process, involving both continuity and change.
2. Gain knowledge about major theories of human development and demonstrate the knowledge by articulating and critically evaluating each theory.
3. Become familiar with the research methodology commonly used by developmental psychologists, and be able to articulate the benefits and limitations of each research method.
4. Demonstrate an understanding of development that an individual experiences across the life course in physical, cognitive, and psychosocial domains, and the inter-relationship among development in those domains.
5. Identify and describe internal and external factors influencing human development, and critically evaluate and apply the course information in this regard to everyday life.

Course Materials
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

I strongly recommend purchasing the loose-leaf text through the OSU Bookstore. You can order it online through this website: http://osubeaverstore.com/. The publisher produces an online study aid called MindTap, which is being made available to students at no extra cost when purchasing this loose-leaf version from OSU bookstore. MindTap is where you will do practice quizzes for each Chapter in the textbook. It is your responsibility to make sure you have access to the text and MindTap starting the first
week of the term. If you add the class after the term starts or are experiencing delays in receiving your text, please contact me.

**REQUIREMENTS**

**Internet:** Students must have access to and ability to use computers, the internet, and email. For more information related to necessary technology and skill, go to [http://ecampus.oregonstate.edu/forms/browsercheck/](http://ecampus.oregonstate.edu/forms/browsercheck/)

Students will use e-mail and the Blackboard Course Web Site at [http://my.oregonstate.edu/](http://my.oregonstate.edu/) to communicate with me and with other students.

Students should check the **Announcements** page on the PSY 350 web site daily. **Discussion Board Forums** will be used for weekly assignment discussions with other students and with the instructor. Reading assignment schedules, study questions and learning exercises will be found each week on the **Week by Week Assignments** page. The course syllabus is posted in **Start Here: Course Information**. Supplemental reading material and videos will be accessed from the course web site.

Please explore the PSY 350 Web site before beginning course work. Please read carefully "**Communication**, "**Tips for Success**, "**Exams and Proctoring**, and "**Discussion Board Guidelines**" in Course Information on the PSY 350 web site. This is not a self-paced course. Students are expected to follow the weekly schedule given in this syllabus and to finish all course work during the quarter in which enrolled. Late assignments may result in reduced grades. Students who have emergencies interfering with getting work completed on time should contact me before the work is due.

**Examinations:** There will be **two proctored exams** worth 300 points each. The Midterm Exam will cover material presented in Lessons 1-5. The Final Exam will cover material presented in Lessons 7-10. Exams may contain multiple choice, definitions, matching, and essay questions. Exams will be based on the reading, videos, Discussion Board forums, and projects. The weekly study questions in Week by Week assignments will help you focus on material that is likely to be on the exams. Exams will be proctored (administered by a pre-arranged proctoring agent) online using Blackboard technology.

Arrangements must be made with OSU Statewide and a proctoring agent local to you for administering the test. The proctor must have access to the internet to administer the test electronically. If you are planning to use a proctor other than OSU Ecampus Testing, you should begin the process for designating a proctor during the first week of the term. You may use ProctorU, if you make arrangements through OSU Ecampus Testing [ecampustesting@oregonstate.edu](mailto:ecampustesting@oregonstate.edu).

Instructions for designating a proctor may be viewed on the E-campus web site at [http://ecampus.oregonstate.edu/services/](http://ecampus.oregonstate.edu/services/). In addition to sending your proctor information to the OSU e-campus, please send me your proctor's name, organization and email in case I need to contact her/him. If you are using Ecampus Testing or ProctorU, just let me know that is where you are going, I don't need a name and email for those proctors.

**Chapter Quizzes:** Quizzes for each chapter in the text will be available at [http://login.cengagebrain.com/course/MTPQQVJPZSH5](http://login.cengagebrain.com/course/MTPQQVJPZSH5). Students are expected to complete one quiz for each chapter of assigned reading. The link to the quizzes appears in each week’s lesson, directly below Study Questions.

**Project Paper** Students will interview someone younger than 18 and someone over the age of 50 about their “dreams”(plans, hopes, aspirations) and write a 2–3 page paper reporting and analyzing the interview. Sample interview questions, based on students’ collective thoughts/insights and guidelines for doing the project are in **Start Here: Course Information, “Guidelines for the Interview Project”**.
Participation: Students are expected to read text assignments, using the weekly study questions as study guides, watch videos, complete quizzes, and participate in online written discussions with the instructor and other students. All discussion board activities are asynchronous; however, students are expected to participate in discussion board activities in a minimum of three separate sessions each week, spaced throughout the week. Online discussions consist of writing informal essays on assigned topics, and replying to others' discussion board contributions. The discussion board is a vital part of your learning experience in this class. Participation on the discussion board accounts for 200 of the 1000 points comprising your grade.

Students are encouraged to post each weekly informal discussion board essay as early in the week it is assigned as possible; however, to receive full credit, it must be posted by Sunday midnight of the assignment week. Students may reply to classmates’ posts during the assignment week and throughout the week following the assignment week. See “Discussion Board Guidelines” and “Netiquette and Message Tips“ in Start Here: Course Information for a more detailed description of my expectations.

Communication: Students are responsible for maintaining communication with me. Generally, I read my e-mail every day and will respond to your communications within 24 hours. I will notify you if I plan to be away from my e-mail for longer than 24 hours. I want to hear from you if you have questions about anything related to the coursework, (e.g.; If you don't understand something, if you are having trouble with an assignment, if your life causes disruptions in your school work, etc.) You may also call me on the telephone. I prefer email because it provides me with a record of what I have said to whom.

OSU Student Conduct and Community Standards Policy: Students are expected to conduct themselves according to the OSU Student Conduct Code:
http://ecampus.oregonstate.edu/services/policies/conduct.htm or
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

Academic Honesty: All of the work you turn in must be your own, in your own words (unless citations are used), and your exams must be completed without help from others. Deviating from these standards will be considered academic dishonesty, and may result in an “F” grade for the assignment or for the course. See OSU Student Conduct Code for further description of academic dishonesty.
http://ecampus.oregonstate.edu/services/policies/conduct.htm or
http://studentlife.oregonstate.edu/studentconduct/offenses-0

Students with Disabilities: Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at the Getting Started with DAS page.

SUMMARY OF GRADING: The relative contribution of requirements to total points is:
Exam #1 (Week 6) 300
Exam #2 (Week 11) 300
Chapter Quizzes (Weekly) 100
Project Paper 100
Weekly Discussion Board Participation 200
TOTAL 1000

Grade Assignments: Grades will be calculated by dividing the total number of points you have earned by 1000. Letter grades will be assigned on the following schedule:
93.5-100% A 87.5-89.9% B+
90-93.4% A- 83.5-87.4% B
80-83.4% B-
Grading and Feedback Policies. I will evaluate students’ Discussion Board performance during Week 6, assigning a preliminary grade based on 100 (1/2 total discussion board points possible) and making suggestions for improvement if fewer than 100 points are given. I will evaluate again during Week 11 and post a final discussion board grade based on 200 points. Improvement during the 2nd half of the course will improve your percentage Discussion Board grade overall. Exams will be graded on a first come first served basis. Students who take their midterm exams early in Week 6 can expect to receive feedback on their scores by the end of the week. Students who wait until later in the week may have to wait 7-10 days for feedback. Feedback on Final Exams will be limited to posted scores and all Final Exams will be graded by Monday following the end of the quarter. Projects will be graded and feedback provided by the end of Week 11. Students are welcome to email me if there are grading questions.

Topics and Reading Schedule
You will be reading most of the Sigelman and Rider text this quarter plus a few supplemental readings accessed from each week’s Week by Week Assignments page. This schedule divides the reading into weekly units between 40 and 60 pages long. It is important that you follow this schedule in order to be ready for exams during the weeks they are scheduled and to complete the discussion board assignments in a timely fashion.

Week 1
Chapter 1 Understanding Life-Span Human Development

Week 2
Chapter 2 Theories of Human Development
Chapter 3 Genes, Environment and Development

Week 3
Chapter 4 Prenatal Development and Birth
Chapter 5 Body, Brain and Health

Students should arrange for midterm exam proctoring. See "Exams and Proctoring" on the OSU Ecampus web site http://ecampus.oregonstate.edu/services/. Please schedule the midterm exam to be proctored anytime during Week 6. If you want quick feedback, you should schedule your exam early in the week.

Week 4
Chapter 6 Sensation, Perception, and Action
Chapter 7 Cognition

Week 5
Chapter 8 Memory and Information Processing
Chapter 9 Intelligence and Creativity

Week 6
Midterm Exam. The exam may be taken at any time during Week 6 from 1:00 a.m., Monday to 11:59 p.m. Sunday

Week 7
Chapter 10 Language and Education
Chapter 11 Self and Personality

Week 8
Chapter 12 Gender Roles and Sexuality
Chapter 13 Social Cognition and Moral Development

**Week 9**
Chapter 14 Emotions, Attachment, and Social Relationships
Chapter 15 The Family

**Note: Interview Project Paper is due on Sunday, Week 9**

**Week 10**
Chapter 16 Developmental Psychopathology
Chapter 17 The Final Challenge: Death and Dying

**Week 11**
Please take your Final Exam on Monday, Tuesday, Wednesday, or Thursday.

**Student Evaluation of Teaching**
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.