

***** SYLLABUS *****

PRINT AND SAVE THIS

You are responsible for everything contained within this syllabus.

Due dates, assignment formats and expectations, and other important pieces of information are described here.

READ IT! KNOW IT! LOVE IT! :-)

Lifespan Developmental Psychology

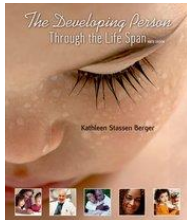
General Course Information:

Instructor: Jillene Grover Seiver, Ph.D. (please call me Jill)

Click on the "Inbox" link in the top right corner of the classroom screen.

A screen will open:

Email:	<i>In the left side:</i>	<i>In the right side:</i>
	You'll see all of the messages that you've received or participated in.	You can create a new message. Use the address book icon to find your recipient.



Text: *The Developing Person through the Life Span*, 9th edition, by Kathleen Stassen Berger, Worth Publishers.

This is what the cover of your textbook should look like.

See the "Textbook" information at the bottom of this Syllabus for answers to edition questions.

Videos: <http://video.pbs.org/video/1841157252/> for *Life's Greatest Miracle* video
<http://www.learner.org/resources/series54.html> for *Seasons of Life* videos
<http://www.learner.org/resources/series108.html> for *Death: A personal understanding* videos

System Requirements:

To ensure that the Canvas classroom interfaces with the LaunchPad classroom, you need to make sure your system is set up correctly.

- **Supported Browsers:** Chrome 28 and above; Firefox 13 and above; Safari 6 and above; Internet Explorer 10 and above. BEWARE: If you use an unsupported browser, your scores may not be recorded in the gradebook, and your effort will be lost.
- **Mobile devices:** iPads, iPods, iPhones, and other mobile devices are not supported. Using an unsupported device or browser may prevent you from registering, logging in, navigating the site, assigning items, and submitting answers to a quiz.
- **Pop-ups:** During the process of moving between Canvas and LaunchPad, pop-ups are used. Allow pop-ups on www.macmillanhighered.com.
- **Cookies:** You must allow session cookies.

- **Java:** JavaScript must be enabled (usually enabled by default). Click [here](#) for instructions on how to enable JavaScript in Chrome, Firefox, Safari, and Internet Explorer.
- **Multimedia requirements:** Adobe Flash Player version 11 or higher and the latest version of Adobe Reader.
- **Monitor Resolution and Color Depth:** 1024x768 minimum required; larger resolutions are recommended.

Course Requirements:

Syllabus Quiz:

To ensure that you are familiar with this Syllabus and its requirements, you will complete the Syllabus Quiz. You can answer the questions based upon information contained within this Syllabus.

- The quiz will give you immediate feedback about which items you missed.
- Once you've completed the Syllabus Quiz, I will be confident that you know the rules and requirements for this class.
- The Syllabus Quiz is in the "Start here!" module.

Weekly Modules:

I've set-up the Modules button to organize the assignments that are due weekly.

- Each week, you will complete a set of Learning Curve games, a Student Video Activity, and two Case Studies.
- The Learning Curve games and Student Video Activities can all be found, organized by chapter, in LaunchPad.
- See my document and video, each called "Joining LaunchPad" in the "Start here!" module for instructions on how to join the correct class.
- **There are ABSOLUTELY NO MAKE-UPS of these weekly assignments.**
- I will reveal your points in the Canvas gradebook on Thursdays.
 - You can't rely on the "percentage completed" feedback from the LaunchPad gradebook. The system doesn't know that you get to select ONE activity from the Student Video Activity folder.
 - When I reveal your points in Canvas, you will see your correct scores for that category.

Learning Curve Games:

Each week, you will complete the set of Learning Curve games that I have assigned in LaunchPad.

- Each set will include material covered during the week that the games are due.
- You will complete between 2 and 8 games each week.
- If you've done your reading before beginning the games, it should take you 30 minutes to complete each game.
 - I recommend that you read a section of the text, then complete the Learning Curve game that pertains to that section.
 - If you complete one game each day, you will be able to complete the games with minimal frustration and always ensure that you're on time.

Game procedure:

- Each week's games must be completed by 11:59 pm on the Wednesday they are due. Check the Canvas system calendar and/or the syllabus calendar for due dates.
 - You may complete a game at any time that it is available.
 - You may complete part of a game, and then come back later to complete it – as long as the deadline hasn't passed.

- You will earn full credit once you achieve the target score. This is an adaptive, pass/fail task.
- You will complete the assignment entirely in LaunchPad, and the system will record your points to the LaunchPad gradebook. I will reveal your points in the Canvas gradebook on Thursdays.

Student Video Activities:

Each week, you will watch **one** of the videos in the LaunchPad folder that is due that week, and complete the post-video quiz. The videos range in length from 5-15 minutes, and the quizzes are short – usually 3-4 items.

- You will complete the assignment entirely in LaunchPad, and the system will record your points to the LaunchPad gradebook. I will transfer your points to the Canvas gradebook on Thursdays.
- Make your selection from all of the videos that are due that week. If you complete more than one video, the first video that you complete will be the one that counts towards your grade.
- Answer the questions based on the information provided in the videos. Do NOT refer to your text for assistance; the questions were not designed to test text content.
- Due on Mondays by 11:59 pm.

Case Study exercises:

- In each weekly module, you'll find the assignment tool for the case studies.
- Complete **two** case studies from the chapter(s) that we're covering during the week.
- You can either make a file attachment or paste your work into the textbox in the assignment tool.
- If a link is dead in a particular Case Study, you have two choices for how to cope.
 - Either select a different case study from the same week
 - OR do a web search to find a different website that will provide information on the topic provided.
 - Please let me know if you come across a dead link so I can try to find a substitute in time for next quarter.

Projects:

You will need to complete five projects, and submit them to the proper Project Dropbox by 11:59 pm on Tuesday of the week that they are due.

- You will select **one** project from the list of several.
- It is NOT permitted to do more than one project from one list, as a substitute for doing another project on a different list. I have designed the projects to supplement the topics that we will be discussing as you concurrently work on the project. Therefore, you must complete them in order.
- The projects are graded based on three criteria.
 - **Accuracy.** Each project topic requires some factual content. You will lose points for inaccuracies.
 - **Completeness.**
 - You must answer all parts of the assignment that you choose. For example, if a project asks you to solve a problem and then describe your problem-solving strategy, you must do both of those things.
 - Length.
 - Each project has its own unique set of expectations. You'll know that you've completed the project fully when you've answered all of the issues and explained your answers/reasoning.
 - Projects must be at least 150 words long.
 - **Timeliness.** Projects are not accepted late, under any circumstances.
 - The dropbox will literally **lock you out** when the deadline passes, so be prepared to push the "submit" button no later than 11:58 pm on the due date.
 - If the dropbox allows you to submit after the deadline, I will not give you credit for your submission.

- Do NOT submit a late project to the next project's dropbox, as that will prevent you from being able to submit the next project to that box, and it won't earn any credit anyway.
 - I will deduct 20% (5 pts) for spelling errors that should have been picked up by spell check, or grammar errors that are egregious enough that grammar check should have picked them up.
- Psychological Scales: In some Projects, I will include a personality scale or other sort of psychological measure for you to complete and score. Your responses on such scales are meant to be kept anonymous, so DO NOT submit your responses or scores to me.

Submitting Projects

- To submit your project as an attached file:
 - Save your work as a .doc **or** .docx **or** .rtf **or** .txt file.
 - Click on Project X in the Assignments button.
 - Click on the "Submit Assignment" button on the right side of the screen.
 - Under the "File Upload" tab, click on the "Browse" button, find your file, and click "Submit Assignment."
- If you can't save in .doc or .docx format:
 - Click on Project X in the Assignments button.
 - Click on the "Submit Assignment" button on the right side of the screen.
 - Click on the "Text Entry" tab.
 - Copy and paste your work into the message box.
 - Click "Submit Assignment."

I will return your graded project in the dropbox, and will send an email with your points and my feedback. The points and feedback will also appear in the gradebook.

Exams:

There will be two midterms. Each will include material covered since the last exam; neither of the exams is cumulative.

Exam format: Exams will consist of multiple choice questions selected from the text since the prior exam. Each exam will contain 50 items.

Exam procedure:

- You will find a study guide for each exam on the Canvas classroom home page.
- I will submit each midterm to the weekly module that corresponds to the week that the midterm will be available. That's Week 5 for Midterm 1, and Week 10 for Midterm 2.
- You will have **one hour** to complete the exam, once you have opened it.
 - Opening the exam starts the timer; if you immediately close the exam, the timer will still continue to run, and the system will submit your zero score when 60 minutes elapse.
 - You won't be able to get back in to actually take the exam.
 - In other words: **Don't open the exam until you're ready to take it.**
- Do NOT take your exam on your smartphone, iTouch, tablet, or other such device. They are notorious for losing connectivity just when you need it most.
- Plan to take the exams from memory.
 - The system saves each answer as you click it, but your exam must be submitted in order to be graded.
 - If there are items that you're unsure about, and you have time after answering everything else, use that time to look up the answer(s) in the text.
 - Do NOT plan to take the entire exam open-book – you will NOT have time.

- Students with disability accommodations:
 - You need to have your college's disability support office send your accommodation letter to me at jseiver@bellevuecollege.edu.
 - To ensure that I have received the letter and have set up your exam with proper extended time, please send me an email in the classroom email system **no later than one week prior** to the exam's deadline.
 - If you're eligible for extended testing, I want you to have that accommodation; please make sure to double-check that your exams are properly prepared before attempting the exams.
 - Once you have taken an exam, there is no way for me to retroactively allow you extended time.

Making up missed exam:

- You may not make up exams unless:
 - There are arrangements made in advance with instructor's approval, or
 - *Dire Circumstances* require that you must miss **the entire week** that the exam is available
 - Definition of *Dire Circumstances*:
 - Funeral which requires significant travel, documented by a note from the funeral director
 - Illness of self or someone for whom you are the primary caregiver, documented by a note from a doctor excusing you from school **for the entire week**.
- If a make-up is appropriate, your score will be docked 10%.
- Things that **do not qualify** for make-up exam:
 - Forgetting when the deadline is.
 - Falling asleep while studying, and sleeping through the deadline.
 - Computer problems.
 - Have a back-up computer access planned, and move to your backup computer if necessary.
 - Make sure that you're using a computer with a reliable web connection.
 - Use a web browser that works correctly with the classroom's software. That's NOT Explorer in Canvas classrooms. Safari is not well-supported, either.
 - Travel that takes you out of town, whether for business, missionary work, or pleasure.
 - Being in a different time zone and not realizing that it is 11:59 pm here.
 - Changing work schedules or work demands.
 - Illness/injury of self or one's child that is not severe enough to visit a doctor.
 - Stressful life events.
 - Incarceration.
 - Any other excuse that seems compelling to you but that is not listed under the "dire circumstances" list, above.

Extra Credit:

Integration of *Seasons of Life* videos and our text

- Select up to five of the *Seasons of Life* videos that you have viewed this quarter. You can use any video from any point during the quarter.
- The videos can be found at <http://www.learner.org/resources/series54.html>. The list of videos that are associated with each week can be found in the weekly modules.
- Pose a question that comes to mind while viewing the video(s). Find evidence *in the Berger text* that answers your question(s).
- For each question:

- Explain why your initial question was posed – e.g., was the narrator or expert was unclear in his/her explanation, did he/she use an unfamiliar term that was confusing, had we not gotten to that topic yet in lecture/readings?
- Provide information from the Berger text that answers your initial question. Include page number(s) and quotations or paraphrases.
 - Do NOT cite outside sources.
 - Give proper credit to Berger for the information you got from her.
 - Place direct quotes in quotation marks
 - Even better – paraphrase her ideas into your own words, and give her credit for the ideas.
- Show that you now understand the concepts by providing an example from everyday life. It could be an example from TV/books/movies/music, or it could be from someone you actually know.
- Each question/answer is worth 5 points of extra credit. You must submit your questions NO LATER THAN the day that Midterm 2 is due.

Videos:

Check the Calendar below for the week's video assignment. I have included the direct web links for the videos so you can just click and view.

Life's Greatest Miracle is a 53 minute video about conception and prenatal development.

Seasons of Life is a 5-part series of one-hour videos that cover development from birth through old age. The first and second episodes span two weeks of text topics.

Death: A Personal Understanding is a series of 30 minute videos that cover various topics in death and dying. I have included the link so that you can view any videos in which you're interested.

I have also included weblinks to several brief videos that illustrate concepts that I address in my online lectures. You will find the weblinks in the weekly modules.

Academic integrity:

It is assumed that all students will maintain the highest academic integrity. Cheating of any sort, including copying on tests, falsifying records, plagiarism, etc. will not be tolerated, and suspected cheaters will be reported to the Dean of Academic Education.

It is plagiarism (cheating) to copy and paste information directly from a website into your projects or case studies. If you want to cite a website, you need to reword the information, then give the website credit for the ideas you got from it. Make sure to include the URL when you reference websites.

Finally, it is incorrect to use ideas from the Berger text and fail to mention that you got the idea from the text.

Grading Criteria:

Assignment	Points	Total Category Pts	Percent
Syllabus Quiz	1 @ 15	15	3%
Weekly Learning Curve Games	52 @ 1	52	11%
Weekly Case Studies	10 @ 10	100	20%
Weekly Student Video Activity	10 @ 5	50	10%
Projects	5 @ 15	75	15%
Midterms	2 @ 100	200	41%
Total		492	100%

Grading palette:

A	4.0	93.5 – 100%	C+	2.3	76.5 – 89.4%
A-	3.7	89.5 – 93.4%	C	2.0	73.5 – 76.4%
B+	3.3	86.5 – 89.4%	C-	1.7	69.5 – 73.4%
B	3.0	83.5 – 86.4%	D+	1.3	66.5 – 69.4%
B-	2.7	79.5 – 83.4	D	1.0	60.5 – 66.4%
			F	0.0	<= 60.4%

Each week, I'll report your points to the online gradebook (found inside the My Grades button) that will show your points to date. You can divide your total points earned by the total points possible so far, so that you'll always know how you're doing in the class.

I strongly recommend that you calculate your own percentage, using the formula:

$$((\text{Total Pts Earned})/(\text{Total Pts Possible So Far})) * 100 = \text{Percent in class so far}$$

The percentage provided by the online gradebook is not necessarily reliable. I compute final grades using an Excel spreadsheet which is always accurate.

The online gradebook sometimes gives incorrectly pessimistic feedback about the class' overall performance, as it includes incomplete assignments as zeros.

Incompletes and Hardship Withdrawals:

These options are reserved for students who, through unforeseeable circumstances, cannot complete a course that they were passing. If you wish to request one of these grading options, the following criteria must be met:

- **You are passing the class at the time of the request.**
- You must make your request in writing, explaining the circumstances and including any documentation.

In the case of an Incomplete, the circumstances must be acute. That is, they must be something that prevents completion of the course within the current quarter, but that would be resolved in time for the student to complete the course work within the next quarter.

In the case of a Hardship Withdrawal, the circumstances must be ongoing, such that the student would not be able to complete the course work within the following quarter. In other words, a student could not request a hardship withdrawal and then retake the course the following quarter.

Qualifying circumstances for Incompletes and Hardship Withdrawals *are limited to*:

- Death in the immediate family (spouse, child, parent) documented by a funeral director's note.
- Significant illness or injury (documented by a doctor's note) of self or a person for whom the student is primarily responsible.
- Relocation outside of the area.

What To Do If You Can't Log Into The Canvas Webpage

I hold you responsible for submitting your assignments on time, assuming that the classroom is working correctly. Ninety-eight percent of the time, the classroom is working fine. Occasionally, Blackboard goes down, preventing all students from accessing the classroom.

Most of the time when students can't get into the classroom, it's because they are trying to access it through a school homepage and that page is down, or because there is something wrong with the student's ISP.

To avoid the first problem, you should add the direct address to your "favorites" list:

Lake Washington Institute of Technology: <https://lwtech.instructure.com>

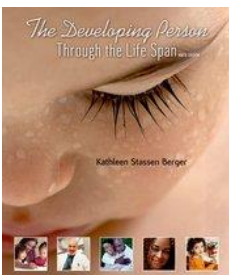
Bellevue College: <https://bc.instructure.com>

Pierce College: <https://pierce.instructure.com>

Don't rely on the link on the college webpage, because sometimes that webpage goes down. You'll be unable to log into the classroom, even though the classroom is up and available. Remember: If the classroom is available, you're responsible for getting your work into it.

Unless there is a system-wide event that is preventing all of us from accessing the classroom, I will not extend deadlines for students who have difficulties accessing the classroom. You need to make sure that you've left yourself enough time prior to the deadline to be able to cope with technical difficulties that may arise. And you need to arrange for back-up computer access (e.g. the public library, your college, a friend's house, your computer at work) so that if your primary computer has problems, you will still be able to keep up with your work.

Textbook:



I'd like to mention that our text is available as an **eBook** for \$85. For more information, visit the LaunchPad link in the Week 1 module and select "Purchase Access." If you want to try before you buy, select "Temporary Access."

Textbook FAQs:

"I ordered my text from the bookstore, but it hasn't arrived yet. What should I do?"

- Join LaunchPad using the free, temporary access. When your text with the access code included arrives, you can use that code to transition into your permanent account.
- When your permanent access code arrives, do NOT create a new account in LaunchPad; wait until your temporary access elapses, then enter your access code when the system prompts you.

"Do I really need the newest edition of the text?"

Because we're using LaunchPad, you can't avoid using the newest edition of the text. To save money, you can use the eBook which is included in your direct purchase of LaunchPad, instead of buying the bundle I ordered from the bookstore.

"Do I really need the access code for LaunchPad?"

Yes, all of your weekly homework will be completed in LaunchPad. To save money, you can buy LaunchPad directly (using the log-in information in the "Joining LaunchPad" document in the Start here! module in Canvas).

***** Scroll down for reading assignments and due dates *****

Reading/Video Assignments:

Remember: All assignments are due by 11:59 pm on their due date.

Week	Date	Chapter	Title	Videos	Assignments		
0	4/4-4/6	Zero Week			Syllabus quiz, post bio		
1	4/7-13	1	The Science of Human Development	<p><i>Nova:</i> Life's greatest miracle</p> <p><i>Seasons of Life:</i> 1. Infancy and Early Childhood (Birth–Age 5)</p> <p><i>Seasons of Life:</i> 2. Childhood and Adolescence (Ages 6-20)</p> <p><i>Seasons of Life:</i> 3. Early Adulthood (Ages 20-40)</p> <p><i>Seasons of Life:</i> 4. Middle Adulthood (Ages 40-60)</p> <p><i>Seasons of Life:</i> 5. Late Adulthood (Ages 60+)</p> <p>Death: A personal understanding (several video segments to choose from)</p>	<p><i>Monday:</i> Case Studies due <i>Tuesday:</i> Project 1 <i>Wednesday:</i> Week 1 Learning Curve Games Student Video Activity Quiz due</p>		
		2	Theories of Development		<p><i>Monday:</i> Case Studies due <i>Wednesday:</i> Week 2 Learning Curve Games Student Video Activity Quiz due</p>		
2	4/14-20	3	Heredity and Environment		<p><i>Monday:</i> Case Studies due <i>Wednesday:</i> Week 2 Learning Curve Games Student Video Activity Quiz due</p>		
		4	Prenatal Development & Birth				
3	4/21-27	THE FIRST TWO YEARS			<p><i>Seasons of Life:</i> 1. Infancy and Early Childhood (Birth–Age 5)</p>	<p><i>Monday:</i> Case Studies due <i>Tuesday:</i> Project 2 <i>Wednesday:</i> Week 3 Learning Curve Games Student Video Activity Quiz due</p>	
		5	Biosocial Development				
		6	Cognitive Development				
4	4/28-5/4	EARLY CHILDHOOD				<p><i>Seasons of Life:</i> 1. Infancy and Early Childhood (Birth–Age 5)</p>	<p><i>Monday:</i> Case Studies due <i>Wednesday:</i> Week 4 Learning Curve Games Student Video Activity Quiz due Midterm 1 available Covers Ch 1-8</p>
		8	Biosocial Development				
		9	Cognitive Development				
5	5/5-11	MIDDLE CHILDHOOD		<p><i>Seasons of Life:</i> 2. Childhood and Adolescence (Ages 6-20)</p>			<p><i>Monday:</i> Case Studies due <i>Tuesday:</i> Project 3 <i>Wednesday:</i> Week 5 Learning Curve Games Student Video Activity Quiz due Midterm 1 due 11:59 pm</p>
		11	Biosocial Development				
		12	Cognitive Development				
6	5/12-18	ADOLESCENCE					<p><i>Seasons of Life:</i> 2. Childhood and Adolescence (Ages 6-20)</p>
		14	Biosocial Development				
		15	Cognitive Development				
7	5/19-25	EMERGING ADULTHOOD			<p><i>Seasons of Life:</i> 3. Early Adulthood (Ages 20-40)</p>		
		17	Biosocial Development				
		18	Cognitive Development				
8	5/26-6/1	ADULTHOOD				<p><i>Seasons of Life:</i> 3. Early Adulthood (Ages 20-40)</p>	
		19	Psychosocial Development				
		20	Biosocial Development				
9	6/2-8	LATE ADULTHOOD		<p><i>Seasons of Life:</i> 4. Middle Adulthood (Ages 40-60)</p>			
		21	Cognitive Development				
		22	Psychosocial Development				
10	6/9-15	LATE ADULTHOOD					<p><i>Seasons of Life:</i> 4. Middle Adulthood (Ages 40-60)</p>
		23	Biosocial Development				
		24	Cognitive Development				
10	6/9-15	Epilogue	Death and Dying		<p><i>Monday:</i> Case Studies due <i>Wednesday:</i> Week 10 Learning Curve Games Student Video Activity Quiz due Midterm 2 due 11:59 pm</p>		