Instructor: Jen Wallin-Ruschman
Office Hours in Bowen 216: Mon. & Wed.: 10-10:50 & 1-1:50, Tues. & Thur.: 1-3, Fri: 10-10:50 & 12-1:30 and by appointment
Email: jwruschman@abac.edu - I prefer to be emailed directly at this address (please do NOT email me through D2L)
Office Phone: (229) 391-5092

Overview:
Welcome! This outline provides you a resource to consult for frequently asked questions. Read it completely before our second class meeting and consult it throughout the quarter. This course is an introductory, non-laboratory based examination of human development across the life-span with an emphasis on normal patterns of physical, cognitive, and social development.

Class content will cover history, theory, research, application, and critique. Class time will include discussions, presentations, activities, lecture, videos, and/or other interactive material.

Course Objectives:
A student who successfully completes this course will be able to:

- The student will demonstrate familiarity with the theories and research from many areas of expertise that form the basis for the study of human development.
- The student will demonstrate understanding of the human being as an individual whose development throughout the life span is influenced both by heredity and environment
- The student will demonstrate knowledge of the importance of satisfactory relationships with other humans in promoting the well-being of an individual.
- The student will apply developmental concepts and communicate this knowledge in the language of the discipline through oral or written forms of communication. (Be able to apply a developmental concept to your life or someone you know.)
- The student will synthesize research findings and interpret them in context of controversial issues. (Be able to discuss a controversial issue and support your opinion.)

Pre-requisites/Co-requisites:
Exemption from or successful completion of READ 0099 and ENGL 0099.

Course Requirements:

Desire 2 Learn:
This course will rely on the D2L system (https://abac.view.usg.edu/) as an additional resource for learning. I will be using D2L to post additional material, slides, links, grades, and
announcements. D2L is also a place to continue in-class discussions. I sometime send important announcements out through D2L so please check it daily.

Classroom norms:
To have a productive learning environment, I believe it is essential to promote a respectful class climate. Some guidelines to keep in mind in accomplishing this goal are: speak from your own experience, engage thoughtfully with the content of the class, do not expect yourself or other class members to speak as a representative of a social and/or cultural group. Differences of opinion are welcome, as they help us to re-examine our own thinking. You should always maintain respect for opinions differing from your own and practice confidentiality if other students choose to share personal information. In addition, please avoid side conversations, texting/cell phone use, off topic computer work, and other behavior that is distracting to me and other students. These guidelines are just a starting point, on the first day of class we will work together to develop a set of classroom guidelines that will be posted on D2L and referred to throughout the term.

Instructor norms:
I am committed to facilitating your learning of course material. Please feel free to contact me by email or speak to me after class or during office hours about any questions or concerns you have. You can generally expect me to respond to emails within 48 hours during the week. Also, I will make every effort to return assignments in a timely manner. Expect exams and assignments to be handed back two weeks after they are taken/Submitted.

Office Hours:
My office hours are listed on the first page of the syllabus. If my designated office hours do not work with your schedule feel free to email me so we can find an alternate time to meet. If you have a question about the material, want to review your exam, or have a concern about any of the assignments – please come by office hours.

Ethical Behavior:
Students are expected to maintain a high standard of personal ethics. Any evidence of cheating on exams, helping others to cheat, or plagiarism will lead to serious academic consequences, such as zero credit for associated work, and/or failing the course. To avoid plagiarism on written assignments students must use citations and references in APA format when they quote or paraphrase the work of other authors, including our text. If you have questions about the use of APA format and/or citations in general please see me.

College Policy on Academic Dishonesty:

Academic Dishonesty: Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to
themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

**Disciplinary Procedures & Appeals Process:** Incidents which violate this policy will be dealt with in accordance with the current procedures outlined in the College Catalog and Student Handbook. Students will have the right to appeal any disciplinary decision.

**Attendance**

Although I will be using PowerPoint to some extent and will make PowerPoint slides available to you online through D2L, this is only a small portion of the material that will be covered in lecture. I recommend printing the slides and bringing them to class. Further, reading the book does not replace attendance as I will use the book as a starting place and add material and information that builds on or even contradicts the material in the text.

**Missing Class**

When you miss a class meeting you should utilize your peers to get notes and handouts from the class. One way is to post to the D2L discussion list asking the class as a whole if someone can help you or you could ask your discussion group.

**Institutional Absence**

A student who serves as an official representative of the college is defined as one who:
1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

**Late Assignments**

Late assignments will be marked down one letter grade for every day they are late. If you are not able to turn an assignment in during class time you should send me an email with the assignment attached AND submit a paper copy.

**Student Resources:**

**Disability Accommodations**

If there is a student in this class who has specific needs because of learning disabilities or any
other disability, please feel free to contact the instructor. Any modifications require appropriate documentation.

**Weather Hotline:** In case of inclement weather during class we will move to the safety of the designated shelter. If you have experienced inclement weather and want to check on the ABAC status for class meetings, check the ABAC website or call the Inclement Weather Hotline: 229-391-5225

**Other:**

If you feel there is something about you that might impact your experience in this class that I should be aware of, please let me know. If anything arises during the term, please speak to me as soon as possible. These policies are firm but not rock-hard (i.e., things happen). I encourage you to contact me sooner rather than later if you are having any sort of issue that affects your completion of the course.

**Grading Scheme:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Group Section Facilitation</td>
<td>100</td>
</tr>
<tr>
<td>Portfolios:</td>
<td></td>
</tr>
<tr>
<td>Part I (mini)</td>
<td>50</td>
</tr>
<tr>
<td>Part II</td>
<td>100</td>
</tr>
<tr>
<td>Part III</td>
<td>100</td>
</tr>
<tr>
<td>Part IV</td>
<td>100</td>
</tr>
<tr>
<td>Part V (mini)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Letter grades are based upon total points earned.

A: 600-540, B: 480-539, C: 420-479, D: 360-419, F: below 359 points

**Assignments:**

Class Participation and Attendance (100 points)

Attendance and participation are essential components of this class and all college courses. We will strive to create a classroom atmosphere in which open dialog and communication is comfortable and encouraged. Please ask questions, offer observations, and suggest alternative perspectives during class. Participation will also make up a portion of your grade and will be divide among the following three categories.

I. *Introduction Assignment* (10 points)

On the first day of class you will write a statement (about a page or two) about why you are taking this course (your objectives), what you want to learn, and some information about yourself (e.g., major, your future goals).

II. *Participating in class discussions, activities, and filling out exit cards* (80 points)

This course will include discussions and activities designed to increase your understanding of the material. ALL portions of in-class time (including lecture) require active
engagement for you to learn. Additionally, it is important that you read the addressed chapter being covered BEFORE you come to class. This will not only allow you to participate, but also help you comprehend the material which will set you up to do well on the exams.

**To be awarded the full 80 points for participation in this course you must come to class AND be an active participant by participating in the following two ways:**

1. Being active in class discussion and activities by contributing your voice and being a vocal participant in both large and small group discussions and activities. Asking questions is also a great way to be an engaged class member. Further, you cannot be engaged if you are on your phone or doing off topic work on your computer- so please avoid these activities that are distracting to yourself, myself (yes, I can see you), and other class participants.

2. In addition to active participation, daily reflection cards or Exit Cards will be collected. These will be written on index cards during the last few minutes of class. Each exit card should include a brief reflection on the day, which might include some combination of answers to the following questions:
   i. What did you learn today?
   ii. What are you still confused about? What questions do you still have?
   iii. What went well/poorly in the class today? What helped you learned? What inhibited your learning?

You will need to put your name on your exit cards so I know you are turning in thoughtful responses. **These cards not only let me know you are attending class and are an engaged class participant, but also help me be a better teacher and make the class the best it can be.**

Also Note: Active participation throughout the class is the only way to “bump” a borderline of two grades (e.g., between a B+ and an A-) to the higher grade.

Your 80 potential points in this category will be assigned utilizing the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 72-80 points</td>
<td>Actively participates every week. Asks questions and brings up discussion points without having to be prompted. Questions are exceptionally thoughtful and demonstrate a thorough understanding of the readings. Completes high quality out of class activities. Attends at least 90% of classes.</td>
</tr>
<tr>
<td>B 64-71 points</td>
<td>Actively participates each week. Demonstrates an understanding of the readings on a weekly basis. Questions are relevant, and demonstrate an understanding of the readings. Completes the out of class activities. Attends at least 80% of classes.</td>
</tr>
<tr>
<td>C 56-63 points</td>
<td>Participates each week. Engages with the week’s topic and readings although some gaps in understanding may be evident. Listens but rarely comments. Only completes some of the out of class activities. Attends at least 70% of classes.</td>
</tr>
<tr>
<td>D 48-55 points</td>
<td>Does not participate actively. Responds to direct questions but does not volunteer opinions. Comments reveal only surface level understanding</td>
</tr>
</tbody>
</table>
of the readings/topic. Does not volunteer information and lack of
preparation may be evident. Does not complete out of class activities.
Attends at least 60% of class.

| F         | Below 47 points | Does not participate in class. Is distracted in class (e.g., on phone, side
conversations, off topic computer word). Does not read before class.
Attends 50% or less of classes. |
|-----------|-----------------|--------------------------------------------------------------------------|

III. Closing Assignment (10 points)

On the final day of class you will write a short response (approximately two pages)
detailing your experiences in the course. Specifically, some examples of what you took away
from the course, what you would do differently if you took the course again, and what I could do
differently if I taught the course again. There is no right or wrong answer, the assignment is
simply intended to facilitate reflection on what you have taken away from this course and help
me improve the course in the future.

Group Section Facilitation: (100 points)

The last three parts of the textbook will be taught by you (the students). At the beginning
of the semester a sign up sheet will be sent around for the group chapter facilitation. You will
sign up for Part VI (Emerging Adulthood), Part VII (Adulthood), or Part VIII (Late Adulthood).
Working with the other members of your group you will be responsible for facilitating the entire
class period (1 hour and 15 minutes) on the date indicated in the course schedule. I call this
assignment chapter facilitation and not chapter lecture because I do not expect your group to
stand in front of the class and give a power point lecture. Rather, you should be innovative and
creative in your facilitation and utilize activities, discussions, dances, songs, demonstrations,
videos, and maybe a little lecture. Each part includes three chapter so you WILL NOT be able to
cover everything in the section. In fact, you will only be able to cover a few key concepts and/or
theories- part of your job is figuring out what you will cover and what you will cut. Because the
groups are quite large I recommend having smaller groups of 3 or 4 that work together on some
aspect of the section. Maybe you divide into three smaller groups that each cover a chapter.
However, if you do split into sub groups it is important to be in communication as a large group
so that your facilitation will be on time and will flow. I advise that you start brainstorming and
discussing this with your group sooner rather than later. You should have everyone in your
groups name and email. Additionally, I will create a space in D2L so that you can share materials
and discuss online. However, this does not replace meeting in person.

Group section facilitation will be worth 100 points of your final grade. The points will
come from a combination of peer evaluation (45 points), instructor evaluation (45 points), and
self evaluation (10 points) a rubric will be handed out early in the semester – following this
rubric will help ensure you do well on the assignment. Presentations take up the entire class
period and allow for 2-3 minutes at the end of class for the completion of the rubrics by myself
and other students. I am happy to meet with groups that are struggling to put together a
presentation. Brining in additional information outside the textbook is great but remember to cite
your sources using APA format.
Portfolios (400 total points)
Part I - Chapters 1-4 (mini) 50 points
Part II - Chapters 5-7 100 points
Part III - Chapters 8-10 100 points
Part IV - Chapters 11-13 100 points
Part V – Chapters 14-16 (mini) 50 points

Each portfolio includes:
A. Journal Entries= 4 x5 points= 20 points
B. Small Assignments= 1x20 points= 20 points
C. Large Assignments= 1x60 points= 50 points
Total= 100 points

Each mini-portfolio includes:
A. Journal Entries= 2x5=10 points
B. Small Assignments= 2x20 points=40 points
Total=50 points

A. Journal Entries
The purpose of journal is to help you think critically about assigned readings and to consider how readings relate to the lectures, other readings, current events, social problems, to your community, and your own life experiences. Each journal will use a question as a guide. The purpose of these reflection questions is to provide you with an opportunity to process new information obtained from the readings through the context of your lived experience. However, your answers must be grounded in the readings. Each journal entry should be one to one and a half double-spaced pages. More instructions will be handed out later.

B. Small Assignments (20 points each)
Will include activities such as:
i. Film Review
ii. Wiki Entry
iii. Research article Review
iv. Review of news or magazine article
v. Educational videos

For each section of the course you will be given a sheet (handed out at a later date) with the multiple assignment options for the section and you can pick the assignments that interest you most.

C. Large Assignments (60 points each)
Will include activities such as:
i. Conducting Observations
ii. Conducting Interviews
iv. Creating a Zine or Pamphlet
vii. Potential Grant Proposals
vii. Research Papers

For each section of the course you will be given a sheet (handed out at a later date) with the multiple assignment options for the section and you can pick the assignments that interest you most.

Extra Credit: (up to 10 pts)

This term we will cover a wide range of topics, each of which people dedicate their entire lives to understand. As such, I do not know everything. If someone asks a question in class that the instructor or another classmate is unable to provide a satisfactory answer to, then you will be given an opportunity to independently research the question. Please let me know if you decide to take this opportunity and what you will be writing about. To receive any credit you must submit your findings in writing (at least 2 double spaced pages) by date indicated in the schedule. You should be using at least one scholarly source for your response. Students may be encouraged, but not required, to spend a few minutes presenting their results in class. There may be opportunities for this throughout the term but there is designated time during the last week of class.

Grade Disputes: All grade disputes must be submitted in writing. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.

Fall 2013 PSY 2103 Schedule

NOTE: This schedule is subject to change. Any and all changes will be announced in class or on D2L. It is your responsibility to stay aware of any changes.

Wednesday, August 14th: Review syllabus, complete introductory assignment, and create classroom community

Monday, August 19th: Chapter 1

Wednesday, August 21st: Chapter 2 and Group facilitation rubric and group formation

Monday, August 26th: Chapter 2

Wednesday, August 28th: Chapter 3

Monday, September 2nd: Labor Day!

Wednesday, September 4th: Chapter 4

Monday, September 9th: Chapter 5 and part I mini-portfolio due

Wednesday, September 11th: Chapter 5

Monday, September 16th: Chapter 6

Wednesday, September 18th: Chapter 6

Monday, September 23rd: Chapter 7

Wednesday, September 25th: Chapter 7

Monday, September 30th: Chapter 8 and part II portfolio due

Wednesday, October 2nd: Chapter 8

Monday, October 7th: Chapter 9

Wednesday, October 9th: Chapter 9
Monday, October 14th: FALL BREAK!!!

Wednesday, October 16th: FALL BREAK!!!

Monday, October 21st: Chapter 10

Wednesday, October 23rd: Chapter 10

Monday, October 28th: Chapter 11 and **part III portfolio due**

Wednesday, October 30th: Chapter 11

Monday, November 4th: Chapter 12

Wednesday, November 6th: Chapter 12

Monday, November 11th: Chapter 13

Wednesday, November 13th: Chapter 13

Monday, November 18th: Chapter 14 and **part IV portfolio due**

Wednesday, November 20th: Chapter 15

Monday, November 25th: Chapter 16

Wednesday, November 27th: Have a nice Thanksgiving break.

Monday, December 2nd: Emerging Adulthood Group Presents and **part V mini-portfolio due**

Wednesday, December 4th: Adulthood Group Presents

Wednesday, December 11th: **FROM 2:45-4**

Late Adulthood Group Presents

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**Syllabus Signature Page**

After reading the entire syllabus please fill out this page and return to me on the second day of class WITH your introduction assignment.

Name:____________________________________________

Class:_____________ Phone:______________

Alternate Email Address:__________________________________

I have read and understand the classroom rules and policies. I agree to follow the policies.

___________________________________________ Date __________________

Name ____________________

What questions do you have?_____________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________