

DEP 3053 –DEVELOPMENTAL PSYCHOLOGY, LIFESPAN, SPRING 2009
Section # 0069

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E-Learning based course: <https://lss.at.ufl.edu/>

This course uses E-Learning for access to the entire course. The course is *not* self-paced. Students must complete weekly readings, and assignments by the due dates specified in the syllabus and in E-Learning. Instructions for using E-Learning and the materials and programs that will be accessed for this course are available immediately upon logging into the course via the website listed. Note: login to E-learning using gatorlink username and password.

Course Description:

Students will gain an understanding of development across the lifespan. A particular emphasis will be placed on the interplay of biological, psychological and contextual factors in shaping development over time. As part of understanding and applying developmental concepts, students will engage in active participation with their peers as part of the educational process.

Required Materials:

Berk, L. E. (2007). *Development through the lifespan*, 4th Edition. Boston, MA: Pearson Division, Allyn & Bacon.

This is an online class with required online content, available only with a Pearson custom access code. These materials should be available at most local bookstores. You have two purchase options: 1) Purchase the package which includes a hard copy of the textbook + required online access code (ISBN: 0558071880) or 2) Purchase only the online access code (ISBN: 0558082246). The access code includes an e-book which is identical to the hard copy in both options. Because the access code is specific to this course, you **CANNOT** purchase the access code online (e.g., half.com or amazon.com). Purchasing the access code online will result in an incompatible code and prevent you from accessing the course.

Structure of Course in E-learning:

Within E-learning, students will be randomly assigned to a "section" of approximately 30 students. Throughout the semester, students will interact mainly with students in their section group. In addition, students will be randomly assigned within sections to small groups of 3 students. Small groups will work together on projects throughout the semester. For each group assignment, group members will have the opportunity to anonymously evaluate the contribution of other group members. Individuals who do not make sufficient contributions to their group may receive a lower grade than other group members on assignments.

COURSE REQUIREMENTS

1 Weekly Quizzes, Total Points = 390

- a) 14 Quizzes in the semester
- b) Each Quiz will have 20 questions; each question is worth 1.5 points for a total of 30 points each
- c) 13 Quizzes will be counted toward the final grade ($13 \times 30 = 390$)
 - i) There are **NO** make-up quizzes during the semester for any reason.
 - ii) An extra quiz on Chapter 19, Death and Dying, may be taken on the Tuesday of Final Exam week (April 29, 2009, by 7:00pm) to replace 1 missed quiz or a low score.
 - iii) Your highest 13 quizzes will be counted toward your final grade.
 - iv) Thus, you can miss up to 2 quizzes due to illness or family emergency and still have completed the number of quizzes needed for your total quiz grade.
- d) Instructions for Weekly Quizzes
 - i) Each Quiz will be available beginning on **Thursday at 7:00pm**
 - ii) Access to each quiz will end on **Friday at 7:00pm**
 - iii) Once you begin a quiz, you will have 25 minutes to complete it. The quiz must be completed in a single session.
 - iv) Although questions will appear one at a time, you may go back to questions that are skipped.

2 Participation in weekly discussion boards, Total Points = 180

- a) 14 Discussion Boards in the semester, 15 points possible each week
- b) Participation in 12 of the 14 Discussion Boards will be counted toward the final grade ($12 \times 15 = 180$)
 - i) There are **NO** make-ups during the semester for any reason.
- c) Weekly Board Opens on **Saturday at 12:00pm**
- d) By **Thursday at 7:00pm** you must complete posting
 - i) Submit 1 substantive post and 2 responses to posts made by other students each week (5 pts for each)
 - ii) Statements in posts must include supporting information: link, page in text, video clip, or lecture note

3 Individual Papers, Total Points = 120

- a) Students will write 2 short papers at different times in the semester; ($2 \times 60 = 120$).
- b) In weeks when papers are due, submit paper electronically in E-learning on **Wednesday by 7:00pm**
- c) Specific instructions for each paper are described below.

4 Small Group Projects, Wikis, Total Points = 150

- a) Each small group will create 3 Wikis at different times in the semester; ($3 \times 50 = 150$).
- b) Wikis will be peer evaluated.
 - i) 40 of the 50 points will be based on the average score the group receives when scored by other students. Small group members receive the same score except when members do not all make contributions to the Wiki.
 - ii) 10 of the 50 points will be based on completion of the peer evaluation of Wikis created by other groups.
- c) In weeks when Wikis are due
 - i) Post Wiki on **Tuesday by 7:00pm**
 - ii) Students will view Wikis they are evaluating from **Wednesday, 12:00pm** from through **Friday, 7:00pm**
 - iii) Students will submit scores for the Wikis no later than **Friday, 7:00pm**

5 Group Project on Adulthood, Total Points = 160

- a) Each small group will conduct a research project on development during adulthood and create a presentation on their findings.
- b) Groups will first submit a plan for their project
 - i) Plans are due on **Tuesday, March 24, by 7:00pm**
 - ii) Plans are worth 20 points
- c) Groups will submit their transcripts for all of their interviews
 - i) Transcripts are due on **Tuesday, April 14, by 7:00pm**
 - ii) Transcripts are worth 40 points
- d) Groups will submit their presentation about their research project
 - i) Presentations are due on **Tuesday, April 21, by 7:00pm**
 - ii) Presentations are worth 100 points

TOTAL POINTS FOR COURSE = 1000

GRADING SCALE

Grade	%	Points
A	90% - 100%	900 - 1,000
B+	85% - 89.9%	850 – 899
B	80% - 84.9%	800 – 849
C+	75% - 79.9%	750 – 799
C	70% - 74.9%	700 – 749
D	67% - 69.9%	670 – 699
E	<67%	<669

IMPORTANT GRADING POLICY: Point values will be used to calculate final grades, NOT percentage values. That is, if you have 899 points, your grade will be a B+ even though 899 points is 89.9%. Do not plan on rounding up to calculate your final grade.

COURSE GUIDELINES & POLICIES

- 1. If you have a question pertaining to the class, it MUST be posted on the Frequently Asked Questions Board.** Dr. Graber or one of the assistants will post a response on that board; they will not respond to these questions unless they are submitted to the FAQ board. That is, do not send your question directly to Dr. Graber or the assistants. If you have a question about your grade, you may email Dr. Graber or one of the assistants.
- 2. All interactions among class members are expected to be professional and appropriate.** Throughout the course, students will be expected to comment and evaluate posts or Wikis by other students. Posts should provide critical, but professional, critiques of the content.
3. For group projects, all members of the group will receive the same score for the content portion of the wikis and for each section of the group project on adulthood with the following exception:
 - a Each group member will provide a confidential evaluation of the contribution of other group members as well as their own contribution for each assignment. Individuals who did not make substantial contributions to the projects will receive lower scores than other group members.
 - i. Reduction will be 5-15% of final score based on Dr. Graber’s review of the group member ratings.
 - ii. If a group member has no contribution to the assignment, that individual will receive 0 points for the assignment.

- b Non-contributing group members may be removed from a group and replaced by a student who does contribute. This may result in groups comprised of individuals who have a history of not contributing.
- 4. **Extensions.** Extension of deadlines may be requested for individual paper assignments. Any requests for an extension must be based on University approved reasons and must include proper documentation as per University guidelines. Requests for extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Assignments will not be accepted if they are more than 1 week overdue. **There are no make-ups or extensions for quizzes, discussion group participation, or any of the group projects.**
- 5. **Computer/internet access to e-learning is required for this course.** Students are responsible for maintaining access to e-learning.
 - a **No extensions will be given for student-based technical difficulties.** Do not wait until the last minute to complete assignments such as quizzes.
 - b **If UF e-learning experiences technical difficulties,** deadlines will be adjusted to allow for completion of assignments.
- 6. **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in E-Learning.
- 7. **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
- 8. **Academic Honesty.** This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/academic.php> for details.
- 9. **Students with disabilities** requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.

COURSE OUTLINE

DATE	WEEK	TOPIC	READINGS
1/6/08	Classes	Begin	
1/6/08	1st	Training	On-line course tools Syllabus
1/12/08	Last	Day	Add/Drop
1/12/08	2nd	Module 1 :	Foundations Chap 1
1/19/08	3rd		Foundations Chap 2
1/26/08	4th	Module 2:	Prenatal Dev Chap 3
2/2/08	5th	Module 3:	Infancy Chap 4 & 5
2/9/08	6th		Infancy Chap 6
2/16/08	7th	Module 4:	Early Childhood Chap 7
2/23/08	8th		Early Childhood Chap 8
3/2/08	9th	Module 5:	Mid Childhood Chap 9
Spring Break			
3/16/08	10th		Mid Childhood Chap 10
3/23/08	11th	Module 6:	Adolescence Chap 11
3/30/08	12th		Adolescence Chap 12 Chap 13 pp. 428-436 Chap 13 pp. 449-461
4/6/08	13th	Module 7:	Young Adulthood Chap 14 Chap 15 pp. 498-506 Chap 15 pp. 515-518 Chap 15 pp. 525-527
4/13/08	14th	Module 8:	Midlife Chap 16 Chap 17 Chap 18 pp. 604-610 Chap 18 pp. 616-623
4/20/08	15th	Module 9:	Late Adulthood Chap 18 pp. 629-632
4/22/08	Classes	End	
4/27/08	Finals	Week	

INSTRUCTIONS FOR ASSIGNMENTS

Individual Short Paper: Applying Bronfenbrenner's Ecological Systems Theory (60 points)

For this assignment, you will need to conduct a brief interview with someone about their developmental experiences. You will then write a brief paper in which you discuss each level of Bronfenbrenner's Ecological Systems theory using information from your interview to describe how aspects of the model influenced this individual's life.

For the interview:

- 1 Select 2 ages in the lifespan that interest you that are at least 15 years apart; for example, ages 10 and 25 or ages 15 and 30.
- 2 Find 1 person over the age of 30 who has lived through both of those ages; for example, if you selected 25 and 50, you may have a parent or a grandparent who is 50 years or older and can discuss both ages.
- 3 Conduct a brief interview with this person to find out what it was like to be each of the ages you selected. Below are example questions that you can use. You may also make up your own questions but be sure to get all the information you will need to complete the assignment.

Sample Interview

I want to learn about some of your experiences across at different times in your life. Thinking back:

- 1 What was it like to be XX years old?
- 2 What or who were the most important influences on your life at that time?
- 3 What types of activities did you enjoy?
- 4 What were the important events going on in your community or the world at that time?
- 5 Do you think your experiences at that time influenced who you are now? Why? Or how so?

Now, repeat these questions asking about the second age you have chosen.

For the paper:

- 1 Apply Bronfenbrenner's Ecological Systems Theory to your interview providing examples from each age that your interviewee discussed.
- 2 Specifically, from your interview identify how different contexts influenced that person's life in terms of each of the 5 components in the theory: Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem.
- 3 Be sure to discuss how experiences in each level of system theory were different or similar at the different ages that your interviewee discussed.
- 4 Explain WHY your examples for each system apply to that system. For example, if your interviewee indicates that he met his future spouse at age 25 and this relationship had a major impact on how he felt about himself at the time, explain why this is an example of a Microsystem influence on his life. To do this you will need to explain briefly what a microsystem influence is and how the example from the interview fits the definition.

Format

- a) 2-2.5 pages in length for the text, typed, 12 pt font, double spaced, 1 inch margins on all sides
- b) In upper right hand corner of each page, list your username from E-Learning
- c) Start with a title at the top of the first page
- d) When citing readings or other materials in the paper, refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Berk, 2007).
- e) Provide the full citation for any references cited after the body of the paper; use APA format. Again this style is shown in your textbook.
- f) When referring to readings or other sources, put the concept into your own words.
Never use quotes from the literature in the papers--NEVER.
- g) Always keep a back-up copy of your work.

Submission

Instructions for submitting papers are listed on-line.

Individual Short Paper: Developmental Changes of Adolescence

For this paper, you will identify a particular aspect of development that changes during adolescence: Puberty, Friendship, Romantic Relationships, Relationships with Parents, Critical thinking and Reasoning, etc. Create a brief interview to learn about someone's current experiences. Conduct 2 interviews, 1 with a younger (11-14) and 1 with an older (15-18) adolescent about the individual's current developmental experiences on your topic. Compare the findings from the interviews with the description of the concept in course materials. Were your interviewees having "typical" experiences? Explain why or why not?

Format

- a) 2-2.5 pages in length for the text, typed, 12 pt font, double spaced, 1 inch margins on all sides
- b) In upper right hand corner of each page, list your username from E-Learning
- c) Start with a title at the top of the first page
- d) When citing readings or other materials in the paper, refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Berk, 2007).
- e) Provide the full citation for any references cited after the body of the paper; use APA format. Again this style is shown in your textbook.
- f) When referring to readings or other sources, put the concept into your own words.
Never use quotes from the literature in the papers--NEVER.
- g) Always keep a back-up copy of your work.

Submission

Instructions for submitting papers are listed on-line.

Small Group Projects, Wikis

A wiki is a web page (or collection of web pages) designed to enable anyone who accesses it to contribute or modify content. Hence, they are often used to create collaborative websites (i.e., Wikipedia; the source used for this definition). In each of 3 modules in the course (Infancy, Early Childhood, and Middle Childhood), small groups will be assigned a topic and will create a wiki that informs others about that topic.

Part I – Due by Tuesday at 7:00pm

1. Put the name of the group in the **title** of the Wiki.
2. In the body of the wiki include detailed information (in your own words) on:
 - a. An overview of the topic: What is it? Why is it important in development?
Typically this section will include 1-2 paragraphs that defines/describes the topic.
 - b. How does it develop? In this section identify and describe factors that influence the development of the topic or lead to individual differences in development at each level in system theory. If development is influenced by factors at one level than at other levels, expand on this level. When research has not specifically investigated how factors from a particular level influence development of the topic then indicate this and provide brief speculation.
 1. Microsystem
 2. Mesosystem
 3. Exosystem
 4. Macrosystem
 5. Chronosystem
 - c. Any other information that may be important regarding the development of this topic
 - d. List your sources. For this activity you may use Wikipedia as an **example** of information to include in your post, but you may not use Wikipedia as a **source**. Groups should include at least 3-4 sources other than the textbook for the information used in the Wiki. Cite sources in APA format or insert links to webpages.
3. Each group member should make entries in the Wiki.

Part II – All students will peer evaluate all Wiki's created by groups in another section of the course. View Wikis from Wednesday, 12:00pm from through Friday; Submit evaluations by 7:00pm on Friday.

1. Using the criteria provided, critique other Wikis for the accuracy of their information, the reliability of their sources, and if the Wiki sufficiently covered the requirements.
2. The grade for your small group and comments will only be visible to you and the person who gave it to you. However, your instructor will be able to see all grades and comments that are given. The grade on the Wiki will be based on an average of the peer-evaluations given to your group.
3. Any reviewer who purposefully gives a student a poor grade without cause will be given a zero on their own grade. **You must validate the grade that you give with the grading**

sheet that is provided and with the comments that you give to others. The instructors will be monitoring the peer-evaluations.

For instructions on how to use the program for creating Wikis and for evaluating Wikis see the instructions posted on-line. The format for the peer evaluations will be the same for all 3 Wikis.

Grading Form for Wikis

Distribution of Points	Points	Grading Points Awarded for Each Item
Definition of Topic	5	1 = Definition inaccurate or unclear; does not explain why topic is important 3 = Definition mostly clear but topic and importance of topic not fully explained (too brief) 5 = Definition is clear, accurate, and fully explained
Factors that Influence Development: Microsystem	5	1 = Minimal description of how concept develops, few factors identified or explained 3 = Identified some factors and provided a basic definition of how each influences development 5 = Provided a comprehensive set of factors and explained how they influenced development
Mesosystem	5	1 = Minimal description of how concept develops, few factors identified or explained 3 = Identified some factors and provided a basic definition of how each influences development 5 = Provided a comprehensive set of factors and explained how they influenced development
Exosystem	5	1 = Minimal description of how concept develops, few factors identified or explained 3 = Identified some factors and provided a basic definition of how each influences development 5 = Provided a comprehensive set of factors and explained how they influenced development
Macrosystem	2.5	1 = Did not identify factors at this level or if none could be identified, did not explain why 2.5 = Provided a comprehensive set of factors and explained how they influenced development or provided a hypothetical discussion of potential influences

Chronosystem	2.5	1 = Did not identify factors at this level or if none could be identified, did not explain why 2.5 = Provided a comprehensive set of factors and explained how they influenced development or provided a hypothetical discussion of potential influences
Other Information	5	1 = Minimal description of other information or information is not clearly connected to topic 3 = Identified some information related to the topic 5 = Provided a clear description of other information on the topic; information was relevant
Sources	5	1 = Did not provide minimum requirement of sources or all sources were popular press or unreliable 3 = Provided 3-4 sources other than text and Wikipedia but some were not peer-reviewed or reliable sources of information 5 = Provided 3-4 sources other than text and Wikipedia; sources were peer-reviewed and reliable; other popular press sources may have been included in addition to the reliable ones
Format	5	5 = good organization and minimal typos or problems with clarity minus 2 points for more than 2 typos minus 3 points for other format errors—incomplete sentences, etc.
TOTAL:	40	

Group Project on Adulthood

For this project, each small group will conduct interviews with adults in different age groups in order to gain a better understanding of how development differs at different phases of adulthood. Small groups will identify 1 important aspects of development during adulthood and will create an interview for adults about this area of development. Each group will create a presentation that defines the topic and explains why it is of importance, describes the characteristics of the interviewees and the interview, summarizes findings from the interviews by age group, makes comparisons across age groups, and makes connections to current research on the topic and compares the findings from the group's interviews to the current literature.

Step 1: Project Plan (15 points)

1. Groups will first select a specific topic relevant to adult development. The topic should be specific; that is, rather than choosing "relationships" as a topic, the group should select a type of relationship to examine.

2. Groups should create an interview and a form for recording information from the interview. Forms should begin with the name of the group member conducting the interview. Forms should then report basic demographic information about the respondent: gender, age, ethnicity/race, highest level of education attained, and any other information that the group decides to include in this category. Do NOT include the respondent's name. If it is useful to label the forms, create a name (usually a first name like Marco or Bob) that will be used to identify the respondent.
3. Groups will then create a brief interview on the topic. Interview questions may include items that are rated (for example, 1-5 scale) or open-ended questions. Interviews should cover multiple aspects of the topic and have at least 7-10 unique questions about the topic.
4. Plans must be submitted to e-learning no later than **Tuesday, March 24, by 7:00pm**

Step 2: Conduct Interviews (45 points)

1. Each group member will **conduct** 3 interviews, 1 with a younger adult (20-30), 1 with an adult in his/her 40s or 50s, and 1 with an adult in her/his 60s or 70s.
2. Responses should be recorded on the interview form using 1 form for each interview. There should be 9 interviews completed for each small group (with a few exceptions).
3. Groups will submit all of their forms for their interviews no later than **Tuesday, April 14, by 7:00pm**

Step 3: Presentation on Research Topic and Findings (100 points)

1. Each group will create a presentation. Please use powerpoint to create the presentation. The presentation will be a series of slides that cover the sections listed below.
 - a. Typically, in a powerpoint presentation, you would use bullet points and then verbally elaborate on each point. Because your entire presentation will be in the slides, you will need to include more text, using complete sentences and paragraphs, rather than bullet statements.
 - b. At the same time, the presentation should be visually engaging and easy to follow. A bulleted statement may be used to introduce a topic with a brief paragraph underneath the heading. Figures may be used to illustrate a point.
 - c. The presentation should be based on original content; do not copy text or figures from other sources. NO QUOTING.
2. Presentations must include the following sections. The number of slides that are typically needed to present this information is also included. In some cases a few more slides may be needed to present the information; groups will not be penalized for going over the recommended number provided it is clearly necessary and does not exceed 1 additional slide per section.
 - a. Title slide (1 slide). Begin the presentation with a slide that provides the title of the presentation and the names of the group members.
 - b. Introduction (1-2 slides). An introduction should be written consisting of a BRIEF summary of the topic and the goals of the project. The purpose of the introduction is to explain why your audience should be interested in this topic

- and why the group has chosen this topic (i.e., why the specific topic is important in research on adult development). The goals should clearly state what the group hoped to learn about the topic via the interviews that were conducted.
- c. Participants and Methods Used (2-3 slides).
 - i. Description of the respondents who completed the interviews; summarize the demographic characteristics of all respondents and provide information by age group
 - ii. Description of the interview used. The interview should be included along with the reason for asking the questions.
 - d. Results (4-6 slides). In this section, the group will summarize findings from the interviews by age group, identify themes within each age group, and make comparisons across age groups. Basically, this section reports on what the group learned about their topic from the interviews. When presenting results, groups may want to include figures or graphs that summarize information making it easy to compare results across age groups or by some other factor.
 - e. Discussion and Conclusions (1-2 slides). In this section, groups will make connections to current research on the topic and compare the findings from the group's interviews to the current literature. What are the implications of the group's findings for adults or adult development?
 - a. References (1 slide). On this slide, list the references for the sources that were used for the information presented in the presentation. Groups should use 3-4 sources in addition to the text book for the presentation. Cite sources in APA format or insert links to webpages.
3. Presentations should be submitted to e-learning no later than **Tuesday, April 21, by 7:00pm**

Grading Form for Group Projects

Distribution of Points	Points
Title	5
Introduction	15
Method	15
Results	30
Discussion	20
References	5
Format <ul style="list-style-type: none">• Typos• Format errors—incomplete sentences, etc.• Overall clarity	10
TOTAL:	100