

DEP 3053 –DEVELOPMENTAL PSYCHOLOGY, LIFESPAN, FALL 2009
Section # 8011

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Teaching Assistants

TBA

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. ***See link to Pros and Cons for these options.***

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 3-4 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. ***See link to detailed information on working in groups in this course.***

COURSE REQUIREMENTS

Overview: Course assignments are designed to achieve different learning goals.

- Weekly quizzes assess whether or not students are acquiring core knowledge about development across the lifespan.
- Regular discussion boards provide the opportunity to apply knowledge to real world contexts. Reporting on observations and discussion of other students’ observations enhances the understanding development in context.
- The individual paper assignment is specifically designed to assess each student’s understanding of Bronfenbrenner’s System Theory. This theory will be used as the framework for the wiki assignments that follow. The Wiki projects will be completed in small groups. Hence it is essential that each student demonstrate a thorough knowledge of Bronfenbrenner’s System Theory so that s/he can make substantive contributions to the group projects.
- Wiki projects give students the opportunity to study a concept in depth. Working in small groups, students will put together a unique informational resource that others can use to learn about the topic. By reading the Wikis created by other groups, each student learns new information about the selected topics in addition to the in-depth learning on their own topic. These assignments also help students develop

communication and presentation skills via posting their wikis for review and receiving feedback from other students.

- The final project on adulthood provides the opportunity for students (working in their small groups) to select a topic that they want to learn more about. The project requires that students develop a method for learning about their topic and integrate the information they collect on actual experiences with the research literature on their topic. It also requires that students have direct interaction/communication with adults of different ages and hence learn about individual experiences. In this case, experiential learning is used to enhance learning on a topic of interest to the students as well as on development across adulthood.

Details:

1 Weekly Quizzes, Total Points = 420

- 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 (14*30 = 420)
 - 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 Monday of Final Exam week (*see Due Date Calendar*) to replace 1 missed quiz or a low score.
 - iii) Thus, you can miss 1 quiz due to illness or family emergency and still have completed the number of quizzes needed for your total quiz grade as long as you take the Extra Quiz.
- c) Instructions for Weekly Quizzes
 - i) Each Quiz will be available beginning on **Wednesday at 7:00pm**
 - ii) Access to each quiz will end on **Thursday 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.

2 Participation in weekly discussion boards, Total Points = 200

- a) 10 Discussion Boards in the semester, 20 points possible for each (10*20 = 200)
- b) Discussion boards are open for several days; hence there are **NO** make-ups during the semester for any reason.
- c) Discussion boards occur in 10 of the 15 weeks of the semester. Be sure to check the *Due Date Calendar*. Typically, there is not a discussion board in weeks when major assignments are due. Discussion Boards Open approximately 1 week before posting must be completed
- d) In weeks when a discussion board is due, you must complete posting by **Tuesday at 7:00pm (unless noted on the Due Date Calendar)**
 - i) Submit 1 substantive post (10 points)
 - ii) Submit 2 responses to posts made by other students each week (5 pts for each)
 - iii) Statements in posts and responses must include supporting information: link, page in text, video clip, or lecture note (*See link to Discussion Board Rules and Etiquette*).

3 Individual Paper, Total Points = 80

- a) Students will write 1 short paper.
- b) The paper must be submitted by the due date electronically in E-learning
- c) Specific instructions for the paper are described below.

4 Small Group Projects, Wikis, Total Points = 100

- a) Each small group will create 2 Wikis at different times in the semester; (2*50 = 100).
- b) Wikis will be peer evaluated.
- c) Scores 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.
- d) In weeks when Wikis are due, Post Wiki on **Monday by 7:00pm**

5 Peer Evaluation of Wikis, Total Points = 30

- a) Peer Evaluation is worth 15 points for each set of evaluations (15 for Wiki 1 and 15 for Wiki 2).
- b) Students will have 1 week to complete evaluations for all wikis posted by another section (to be assigned).
- c) Peer evaluation scores will be based on the quality of the evaluations as described in detail below.

6 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 15 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 45 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

7 Contacting Small Group Members, Total Points = 10

- a) Students receive 10 points if they provide group members with contact information in a timely manner (See Due Date Calendar).

TOTAL POINTS FOR COURSE = 1000

GRADING SCALE

Grade	%	Points
A	94% - 100%	940 - 1,000
A-	90% - 93.9%	900 - 939
B+	87% - 89.9%	870 - 899
B	83% - 86.9%	830 - 869
B-	80% - 82.9%	800 - 829
C+	77% - 79.9%	770 - 799
C	73% - 76.9%	730 - 769
C-	70% - 72.9%	700 - 729
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.
- This course does not issue D+ or D- grades.

COURSE GUIDELINES & POLICIES

1. **If you have a question pertaining to the class, it MUST be posted on the Frequently Asked Questions (FAQ) 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.
 - a If you have a question about your grade, you should 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 exceptions:
 - a If a group member does not actively contribute to a group project, that person will receive 0-points for the assignment.
 - b It is reasonable to expect that all group members will complete their part of the project at least 48 hours prior to the official due date or communicate if they are

running behind schedule. If group members do not hear from you, they may choose to complete your part of the project. In that case, you would receive 0-points for the assignment even if you eventually send them your section prior to the submission deadline. 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.

- c ***See link to detailed information on working in groups.***
4. **Extensions.** Extension of deadlines may be requested for the individual paper assignment. 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. Late papers without approved extensions will not be accepted if they are more than 24 hours overdue; late papers will be penalized. **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 or via the course listserve.
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
8/24/09	Classes	Begin	
8/24/09	1	Training	On-line course tools Course Handbook
8/28/09	Last	Day	Add/Drop
8/31/09	2	Module 1 :	Foundations Chap 1
9/7/09	3		Foundations Chap 2
9/14/09	4	Module 2:	Prenatal Dev Chap 3
9/21/09	5	Module 3:	Infancy Chap 4 & 5
9/28/09	6		Infancy Chap 6
10/5/09	7	Module 4:	Early Childhood Chap 7
10/12/09	8		Early Childhood Chap 8
10/19/09	9	Module 5:	Mid Childhood Chap 9
10/26/09	10		Mid Childhood Chap 10
11/2/09	11	Module 6:	Adolescence Chap 11
11/9/09	12		Adolescence Chap 12
11/16/09 (&1/2 week 11/23/09	13	Module 7:	Young Adulthood Chap 13 pp. 428-436 Chap 13 pp. 449-461 Chap 14
11/30/09	14		Chap 15 pp. 498-506 Chap 15 pp. 515-518 Chap 15 pp. 525-527 Chap 16
12/7/09	15	Module 9:	Late Adulthood Chap 17 Chap 18 pp. 604-610 Chap 18 pp. 616-623 Chap 18 pp. 629-632
12/9/09	Classes	End	
12/14/09	Finals	Week	