

# Course Syllabus for PSYC 128-D & PSYC 128-T: Developmental Psychology

3 credit hours

Summer 20223

Online

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**Professor:** Tiffany Bartell, MA  
**Email:** [tkbartell@southern.edu](mailto:tkbartell@southern.edu)  
**Virtual Meetings:** Appointments available upon request.

## I. Course Description

A study of human development from a lifespan perspective. Emphasis is placed on the scientific study of growth and change in the areas of physical, cognitive, and spiritual development of the individual.

## II. Required Reading

Rathus, S. (2017) Human LifeSpan Development, HDEV 5 Online

## III. Supplemental Materials

Provided by instructor as needed.

## IV. Technology Requirements

- <http://eclass.e.southern.edu>.
- Used to post assignments for class and view the gradebook
- Use your “southern.edu” email user name and password to log on.
- The Southern.edu email should be checked daily and used when corresponding with professors
- Webcam and microphone required for online class live sessions.

## V. Academic Support

**eClass Help Desk:** Email [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu) or call 423-236-2086.

**Information Technology:** Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email [it-helpdesk@southern.edu](mailto:it-helpdesk@southern.edu).

**McKee Research & Writing Center:** Call to make an appointment. **McKee Library:** 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library: [sfordham@southern.edu](mailto:sfordham@southern.edu).

## VI. Biblical Foundation of the Course

Christians should have the best understanding of psychology since they serve a Creator, Wonderful Counselor, and Divine Scientist who is the True Expert on what makes us as human beings “tick”. We have the Master Teacher, and the unerring text, for the “true principles of psychology are found in the Holy Scriptures” (EGW). As part of our

journey through the lifespan and our quest to understand both ourselves and others, you may at times be presented with concepts, ideas, and even behaviors that conflict with our Christian principles. These points of conflict create unique and valuable opportunities for us to utilize critical thinking skills to understand differences, respect individuality, and yet maintain our strong Christian values and perspective. This is, ultimately, the only way we can grow and mature in our own understanding of what we believe as we do.

## VII. Knowledge and Skill Outcomes

The overall goals of this course are to enable the students to personally and professionally:

1. Identify the major developmental milestones in the areas of physical, motor, language, cognitive, social, emotional, and spiritual development from the prenatal period through old age.
2. Identify, describe, and appropriately use various observational methods to collect data on individuals and groups of individuals in order to make a judgment regarding their developmental status.
3. Recognize and describe how various environmental and cultural factors influence human development throughout the lifespan.
4. Develop awareness of current research in the various areas of development across the lifespan.
5. Utilize critical thinking, especially in the area of developmental controversies.

Learn to accept the uniqueness of each individual and be able to hypothesize about the possible sources of the influence on the individual.

## VIII. How the Course Works

### A. Policies and Procedures

- a. Disclaimer: As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

### b. Disabilities and Accommodations

- i. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at [dss@southern.edu](mailto:dss@southern.edu).

### c. Academic Honesty

- i. Faculty Responsibilities:
  1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
  2. Professors may assume "no collaboration" is the rule unless they state otherwise.
- ii. Student Responsibilities:
  1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others' material as their own.
  2. Students unfamiliar with procedures for citing sources should confer with their professors.
  3. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.
  4. Many professors will require students to submit papers through Turnitin, an originality checker application.
- iii. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.

**d. Profile Picture Policy**

- i. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on your Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:
  1. The photo should be a full face likeness, similar to a passport photo or driver's license photo. No variations permitted.
  2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
  3. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

**e. Student Authentication** (distance education students only)

- i. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
- ii. The student should authenticate their identity by using **ONE** of the following options:
  1. Authenticate in person at Southern Adventist University.
  2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
- iii. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

**f. Add/Drop Policy**

- i. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
- ii. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F."

It is the student's responsibility to make arrangements with the professor to complete the course on time.

- iii. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

**g. Transcripts**

- i. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>

**B. INSTRUCTIONAL STRATEGIES/METHODOLOGY**

**a. eClass**

- i. The website for course access is [eclass.e.southern.edu](http://eclass.e.southern.edu). Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <https://access.southern.edu>. You can also put [eclass.e.southern.edu](http://eclass.e.southern.edu) into your browser and enter your username and password. If one method does not work, try the other method.
- ii. System Requirements: For system requirements, visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

**b. Class Attendance/Presence (**

- i. Attendance policy for online courses:
  1. In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass **daily**, especially when enrolled in intensive courses. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you may be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may still submit and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0.
  2. On days and times designated in the Course Schedule, this course will include synchronous class meetings, which will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is not required but will be helpful as you move through the course. If for some reason students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.

**c. Communication**

**i. eClass Announcements**

1. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass

announcements posted to the class will be considered public class announcements

**ii. Southern Email**

1. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."

**c. GRADES AND FEEDBACK PLAN**

**a. Accessing your grades in eClass**

- i. There are two places in eClass pertaining to grades. One place is the "Grades" link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
- ii. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

**b. Submission Times and Late Work Caution**

- i. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
- ii. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

**c. Providing Feedback to the Professor**

- d. There will be two times where you can provide feedback to the professor. Once in the middle of the semester; and again at the end. You are encouraged to come and talk to me whenever you would like though, you do not have to wait until formal feedback. Near the end of the semester, you will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses, on campus, or online, which enroll more than 5 students to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. You may access the online evaluation at [access.southern.edu](http://access.southern.edu). Log in using your SAU username and then select "Course Evaluation" under the "course tools" menu. All comments and evaluations are completely anonymous and the results of these course evaluations are made available to professors only after grades are submitted to the records office with questions about such services.

**e. Receiving Feedback from the Professor**

- i. **Student Evaluation** : Each student will be graded upon an individual level of mastery, not as a statement of relative position within the group. The value assigned to the various course requirements is indicated both within the weekly assignment instructions and in the course schedule. Feedback on work you have submitted is provided in a

timely manner, usually within the week following submission. Comments may be embedded within an attachment containing your returned graded assignment within Moodle, or in a general comment on the assignment in the News Forum. Regularly check your overall progress in the gradebook report within eClass.

- ii. **Case Study Paper:** Case studies provide the opportunity to integrate knowledge gleaned from this course and outside readings. For the assignment, you will be reflecting on your own life experiences—past, present, and future. You will be asked to submit a case study report of 6-8 double-spaced pages (1-inch margins, Times New Roman 12 point font). I would suggest you work on this throughout the course of the semester while we are talking about each developmental stage, instead of waiting until the end of the course.
- iii. **Critiques:** To encourage your engagement in current professional literature in the field of developmental psychology, you will have the opportunity to read and critique different articles on opposing views that address a developmental topic of the different age groups discussed in the course. You will then be asked to write six (6) critiques over the material. The critique should be turned in on eClass. Each critique is to reflect your own thinking about the reading as you intelligently integrate course learning and personal insight. The focus here is on your response, application, and integration rather than on right and wrong answers. Critiques must be typed with 1" margins on the right, left, top, and bottom of each page. They should be 2-3 pages long (aside from reference page). Give attention to writing style, grammar, and spelling. Exceptional critiques will be well-written and demonstrate insight along with knowledge gleaned from this course. Sample critiques can be found on eClass.

Your critique should consist of four parts:

1. A running heading that includes your name, critique number, and due date on the top right
  2. A one-page (double-line spaced), SUMMARY of the key points made by the two opposing author/s of the journal articles (in your **OWN WORDS** – DO NOT PLAGIARIZE—do not simply repeat the article abstract)
  3. And then **most importantly**, in a further page or two, a CAREFUL CRITIQUE of the information (What do YOU **think** about the information presented in the articles? What is your analysis/evaluation of the information? How does it relate to what you have been studying in your text? What was new/surprising/of value to you? Which article do you agree with? What further questions did the author/s stimulate in your thinking? Can you practically relate the author/s findings and recommendations to your own experience?)
  4. Finally, at the end of your critique, include the **full reference to both articles, in APA format**. You will find some helpful APA Quick Referencing tips at the end of this syllabus.
  5. *Further tips for writing a journal report appear at the end of this syllabus.*
- viii. **Tests:** Six (40 point) tests will be given throughout the course. The tests will be administered on eClass as indicated in the course schedule. The tests will cover material that has been discussed in class, from the access/textbook, and online chapter quizzes. Each test will cover one developmental theorist and their theory along with the assigned developmental stage. To prepare, study your in-class notes, Prezi or PowerPoint presentations, and keep up with your textbook readings. Each test will consist of multiple choice and/or short answer questions.

Test # 1	Theory: Freud's Psychosexual Development Developmental Stage: Beginnings & the Newborn; Chapters: 2-3
Test # 2	Theory: Erikson's Psychosocial Development Developmental Stage: Infancy; Chapters: 4-6
Test # 3	Theory: Piaget's Cognitive Development Developmental Stage: Early & Middle Childhood; Chapters: 7-10
Test # 4	Theory: Kohlberg's Moral Development Developmental Stage: Adolescence; Chapters: 11-12
Test # 5	Theory: Fowler's Spiritual Development Developmental Stage: Early & Middle Adulthood; Chapters: 13-16
Test # 6	Theory: Maslow's Hierarchy of Needs Developmental Stage: Late Adulthood & Life's Final Chapters; Chapters: 17-19

Assignment	Points
Tests	240
Case Study Paper	50
Critiques	60
Course Evaluation (Extra Credit)	+5
<b>TOTAL</b>	355

<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
<b>A</b>	94 - 100%	<b>C</b>	74 - 76%
<b>A-</b>	90 - 93%	<b>C-</b>	70 - 73%
<b>B+</b>	87 - 89 %	<b>D+</b>	67 - 69 %
<b>B</b>	84 - 86%	<b>D</b>	64 - 66%
<b>B-</b>	80 - 83%	<b>D-</b>	60 - 63%
<b>C+</b>	77 - 79%	<b>F</b>	0 -59%



## Tentative Course Schedule/Calendar

\*quizzes & papers & tests are due by Sunday evening at 11:59pm\*

Date	Topic	Reading Due	Assignment Due
<b>Week 1</b> May 31-June 4, 2023 *Live Session 8/22 at 6:00 pm EST	What is Life-Span Development? Stage: Heredity & Prenatal Development, Birth & Newborn Theorist: Freud	Chapter 2 & 3 Handout: Freud	Critique # 1 <b>Test # 1: Freud &amp; Chapters 2-3</b>
<b>Week 2</b> June 5-11, 2023	Stage: Infancy Theorist: Erikson	Chapter 4, 5, & 6 Handout: Erikson	Critique # 2 <b>Test # 2: Erikson &amp; Chapters 4-6</b>
<b>Week 3</b> June 12-18, 2023 *Live Session 9/5 at 6:00 pm EST	Stage: Early Childhood, Middle Childhood Theorist: Piaget	Chapter 7, 8, 9 & 10 Handout: Piaget	Critique # 3 <b>Test # 3: Piaget &amp; Chapters 7-10</b>
<b>Week 4</b> June 19-25, 2023	Stage: Adolescence Theorist: Kohlberg	Chapter 11 & 12 Handout: Kohlberg	Critique #4 <b>Test # 4: Kohlberg &amp; Chapters 11-12</b>
<b>Week 5</b> June 26-July 2, 2023 *Live Session 9/19 at 6:00 pm EST	Stage: Early Adulthood Theorist: Fowler	Chapter 13 & 14 Handout: Fowler	Critique #5
<b>Week 6</b> July 3-9, 2023	Stage: Middle Adulthood	Chapter 15 & 16	<b>Test # 5: Fowler &amp; Chapters 13-16</b>
<b>Week 7</b> July 10-16, 2023 *Live Session 10/3 at 6:00 pm EST	Stage: Late Adulthood Theorist: Maslow	Chapters 17, 18, & 19 Handout: Maslow	Critique # 6 <b>Test # 6: Maslow &amp; Chapters 17-19</b>
<b>Week 8</b> July 17-21, 2022			Case Study Paper Due Wednesday Course evaluation

APPENDICES follow.

# Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs

## To Serve, To Lead, To Transform

### The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

### The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

### The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Demonstrating an ideal of fairness and belief that all students can learn
- Recognizing and respecting diversity, individual worth, and integrity
- Considering the influence of community, school, and family context
- Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Providing nurturing environments, services, and programs
- Demonstrating understanding of central concepts
- Demonstrating understanding of how individuals develop
- Meeting the needs of a diverse student population
- Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

- Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
- Using theory, based on scientific research, to enhance pedagogical and professional practice
- Using formal and informal assessments to make informed professional decisions
- Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Collaborating with peers and consulting with professionals
- Demonstrating professional, legal, and ethical responsibilities
- Participating in opportunities to achieve professional excellence
- Recognizing the value of health and a commitment to a lifestyle of wellness
- Demonstrating appropriate communication skills

## Appendix B: Additional Appendices as needed

CRITIQUE RUBRIC			
	Unacceptable	“C” - “B” Range	“A” Range
Organization/ Communication	Communicates information as isolated pieces in a random fashion  APA style not present	Clearly communicates information and provides suitable support and detail.  APA style present	Clearly and effectively communicates information and provides support that contains creative, rich, vivid, powerful detail. APA style present
Constructs Support	States positions but does not present information from learning in class that support them.	Presents important information from learning in class that supports the selected positions.	Clearly and accurately presents available information from learning in class that strongly supports the positions.  Explains what information is not available and the impact of the missing information.
Analyzing Perspectives	Clear positions are not stated.	Clearly stated positions with an explanation of some of the important reasons for the positions.	Clearly stated positions and explanations of the reasons for the opinions, plus a description of the thinking that lead to the opinion, and the strengths, weaknesses, and errors in that thinking.
Grammar	5+ errors	1-2 (B) 3-4 (C) errors	No errors
Length	Less than 1 page / More than 1 page	Less than 1 page / More than 1 page	2-3 pages double space (12 pt)

–Some material used in this rubric was adapted from Marzano, Pickering & McTighe (1993), Assessing Student

<b>CASE STUDY RUBRIC</b>			
	<b>Unacceptable</b>	<b>“C” - “B” Range</b>	<b>“A” Range</b>
<b>Organization/ Communication</b>	Communicates information as isolated pieces in a random fashion  APA style not present	Clearly communicates information and provides suitable support and detail.  APA style present	Clearly and effectively communicates information and provides support that contains creative, rich, vivid, powerful detail. APA style present
<b>Developmental Stages</b>	Does not include more than one developmental stage.	Includes part of developmental life span.	Clearly presents past, present, and future developmental stages. Includes at least one source.
<b>Developmental Theory</b>	Does not mention developmental theory.	Mentions but does not connect developmental theory to stages.	Clearly connects developmental stages and experiences to developmental theory. Includes at least one source.
<b>Grammar</b>	5+ errors	1-2 (B) 3-4 (C) errors	No errors
<b>Length</b>	Less than 1 page / More than 1 page	Less than 6 pages / More than 6 pages	6-8 pages double space (Times New Roman 12 pt)

–Some material used in this rubric was adapted from Marzano, Pickering & McTighe (1993), Assessing Student