

THE UNIVERSITY OF TEXAS AT ARLINGTON

Course Title: PSYC 3310-700 Developmental Psychology

Course Description:

PSYC 3310. DEVELOPMENTAL PSYCHOLOGY (3-0) This course focuses on human development and growth from conception through old age and is concerned with the physical, behavioral, and social aspects. Prerequisite: PSYC 1315.

Section information:

Section 700 Blackboard (Bb)--Go to <http://elearn.uta.edu/>

Professor: Dr. Rex-Lear

Email: rexlear@uta.edu: I check my emails 3-4 times a week and attempt to respond to emails within 48 hours. I will not be available on the weekends - please do not email on these days (Saturday through Sunday).

Office number: Room 408 Life Sciences (LS), UT Arlington, Box 19528, Arlington, TX 76019

Office Phone: (817) 272-9637 (Note: I am not in my office much and you will not get a quick response if you leave me messages – this is not the best way to reach me.)

If you must speak with me about a confidential matter (one that you do not wish to discuss in a written, email format), please arrange a time with me via email to talk via telephone or in person.

Office hours: Virtual Office Hours: Wednesday 5pm-7pm (central time) (“Virtual” means that I will be online using email on these days to assist you in real time if need be!) Please email your academic coaches for all general information.

Electronic Communication Policy:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Instructional Assistants (Academic Coaches):

Given the size and popularity of this class, academic coaches have been assigned to you. To find your coach, please see the Welcome letter in **Bb Announcements on the start of class day**. To contact any one of us by Blackboard (Bb) email, select UTA email from the Course Menu, then click on **Select Users** and select one of our names. Using Bb email will allow us to know which section and group you are enrolled in and we can respond to your question or concern sooner. In fact, emails sent from Bb are given priority over all other emails even those sent through non-Bb MyMav accounts. We will not answer emails sent from personal (non-MyMav) accounts since these are not secure.

On behalf of Dr. Rex-Lear and Instructional Assistants:

Before emailing, you should check the syllabus.

FAQ #1 *I sent an email to you days ago with a simple question and have not heard back. Please tell me what happened?*

A. *Before emailing, you should check the syllabus. If the answer to your question can be found in this syllabus, and you*

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email us anyway, you will receive an email with a simple “S” for syllabus. Use the “control find” function (Ctrl-F) to locate specific key words.

If you have not heard back after 48 hours, please check for announcements, then contact Dr. Rex-Lear again (rexlear@uta.edu) using Bb email. Please indicate which class you are referring to in emails.

If your question is about an item on a quiz, please be aware that often I will not open a quiz until the period of quiz availability has ended. You will need to wait until quizzes close before you can go back and get feedback in Connect.

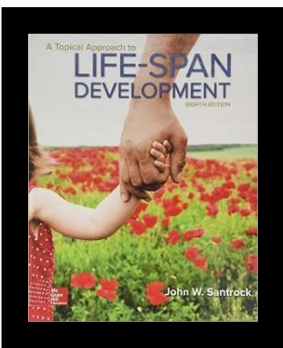
Also, if you did not use Bb email or attempted a Bb email near the time of a Bb outage, it is likely that your note was missed or sent to our spam folders. Please check the status of your own email account to ensure that you can retrieve messages.

Since our main means of communication in this class will be by email, be sure you know how to set up and use your email! **Your Email:** <http://www.uta.edu/oit/cs/email/faq.php#using>

Time and Place of Class Meetings:

Off the Web—Blackboard (Bb version 9.1), fully online. Go to <http://elearn.uta.edu/>

Required Texts and Materials:



Santrock, John W. (2016). A Topical Approach to Life-Span Development, 8th Edition. McGraw Hill

ISBN: 9780077861995 hard copy only

ISBN: 9781259988349 - is Connect access (E-book and optional print upgrade). (Direct purchase through Connect course) *This is my recommendation. Of course there's no returns/rental etc. as you're paying a lower price for limited time access.*

The bookstore has the most up-to date information about all of your textbook requirements and costs: <http://uta.bkstr.com>. You may purchase an actual textbook (hardback, loose-leaf etc., alone or with access cards). If you rent/buy books via third parties you will still need to purchase separate CONNECT access.

You can also purchase online access to the book directly (Ebook and Connect) which can be found at the Connect site via Bboard; then you can also purchase a print upgrade as well. ***This is my recommendation.***

OR

CONNECT provides free access for a two week trial period, so there is no excuse to miss quizzes due to having no access to materials.

With any choice you **MUST** purchase access to CONNECT otherwise you will not be able to take quizzes via Blackboard. See announcements for instructions on using McGraw Hill CONNECT.

FAQ #2: *I was wondering if the 7th edition of the textbook assigned would be alright to use? No. A. I am well aware of the price difference between the newer, 8th edition of Santrock and previous editions but using older versions of the text is not recommended and is done at the student's own risk. The online CONNECT system does not support previous versions. Exams, class material, and class discussions will all come from the 8th edition. My best advice is that if you elect to forego the 8th edition, and buy the 7th as a hard copy instead, please be sure to purchase access to CONNECT. I cannot guarantee that materials will match so that is your risk.*

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Required and recommended videos:

- Videos can be found at the McGraw-Hill CONNECT website or are sometimes available at other sites such as YouTube (www.youtube.com). Each video that is required or recommended is embedded in the PowerPoint lecture and clearly marked as being required or recommended. Some are also embedded in McGraw Hill quizzes.
- To view the videos, you may need to install and/or update QuickTime and Micromedia Flash player. Free downloads can be found here: <http://www.apple.com/quicktime/what-is/> Allow add-ons)
<http://www.adobe.com/software/flash/about/>

Getting started:

First, please review the link which asks, Is Distance Education for me?

http://academicpartnerships.uta.edu/documents/Is_Online_Right_For_Me.pdf

To find out if you have the profile of an online learner, review A Guide to Online Learning and take the Linfield Online Learning Survey <http://www.linfield.edu/dce/online-learning.html>

Secondly, please review Programs and Courses from the Center for Distance Education by clicking on items in right-hand panel:

<http://www.uta.edu/distance/programs-and-courses.php>

Getting Started in Blackboard please see:

For student resources: <http://www.uta.edu/blackboard/students/index.php>

System requirements are given at this site:

<http://www.uta.edu/blackboard/system-configuration.php>

Next, please visit the UTA library to find out what additional resources are available to you as online learners:

<http://www.uta.edu/library/services/distance.php> These resources and more are also provided on the Home Page of your Bb course.

You will need Adobe Reader (a free download) to read some materials. Another free plugin you will want to install is Java:

- ✓ <http://get.adobe.com/reader/>
- ✓ <http://www.java.com/en/> (Then go to Free Download)

Course Structure and Notes:

The course is divided into 8 weeks, covering 2-4 topics per week. To be successful in this class, read the assigned chapters, review the PowerPoint (PPT) lectures, and visit the companion website to take McGraw Hill practice quizzes or Learnsmart modules to review the material/videos and other instructional materials. Then review the learning goals for the chapters and take the CONNECT quizzes, and complete short critical thinking papers. PPT lecture slides will contain additional links to Web pages and videos (videos not listed in the companion website) and you are strongly advised to study those materials as well. I have provided brief video chats to introduce you to each chapter. These videos are designed to encourage you to think around the topics that you study – to be critical thinkers.

The PPT lectures are intended to supplement and reinforce text material and you are responsible for studying both text and prepared PPTs. Each PPT lecture is titled the same way as the text chapter and all lectures are posted online. (You may have to disable your pop-up blocker in Internet Explorer in order to open and download the PPT lectures. When the pop-up line reads “*click here for options*”, simply left or right click on that line to download the file.) Alternatively, you may wish to consider downloading Firefox for free <http://www.mozilla.com/en-US/firefox/ie.html> and using that as your browser. In the recent past, students who experienced the fewest Bb compatibility problems and reported the most reliability overall used Firefox. Finally, note that there is no midterm but there is a comprehensive final exam (also online).

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FAQ #3: I like using Internet Explorer—it is the only browser I know. Do I have to download Firefox? **A.** No, but most UTA systems are switching over to Firefox compatibility and you may experience fewer problems in Bb and CONNECT if you do so.

Student Learning Outcomes: (Note that the final exam is based on these objectives.)

After completing this course, the student will be able to:

- articulate the main tenets of the life span perspective
- identify major theories and theorists in human development
- compare multidisciplinary approaches to development including basic and applied research methods
- identify important research findings and prospective studies concerning the human lifespan
- recognize careers in the field of development

Expectations for Out-of-Class Study

A general rule of thumb for each and every class is this: For every credit hour earned, a student should spend 3 hours per week working outside of class time. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, studying, and so on. Since an online class means constant “out-of-classroom” study you should set up times for yourselves each week for reading the text and reviewing the PPT lectures; this is akin to your physically attending class. Beyond the time required to “attend” each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reviewing required materials, completing assignments, and preparing for exams. Students who succeeded in this class have set up class hours for themselves and generally managed their time wisely.

Since the course is divided into 8 weeks, students read between 2-4 chapters per week. (Except for Chapter 1, remaining quizzes each cover 2 chapters apiece. Please see the **Course Schedule** at the end of the syllabus.)

Attendance:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, note that you should be aware that we can and do track your progress in Bb—in fact, we can see each and every page you accessed and the time when that occurred. We do this because we are very interested in how you use to technology to learn and communicate.

Descriptions of Major Assignments and Examinations with Due Dates:

This course is NOT totally self-paced – to succeed in the course requires working consistently throughout the semester to meet weekly due dates for assignments including completing quizzes, watching assigned videos, and possibly completing discussion forms. There is much more work in an on-line class than students think, you must keep up and pay attention to due dates, assignments, etc. It is important to manage your time effectively. PPT lectures will be available approx. 1 week prior to each quiz over that material. There are 9 quizzes and there is 1 comprehensive final exam, all required for this course. Each quiz will be available for a minimum of 1 week, beginning on a Monday 1am and closing at the end of the week on Sunday at 11:59 pm. The comprehensive final will be available for one week only from Oct 3rdth and is due on **Friday October 7thth** of that week at **11.00pm (NO EXCEPTIONS)**.

Item	Due dates (Sundays)
Quiz 1 over Ch. 1	Week 1: 8/21
Quiz 2 over Ch. 2 & 3	Week 2: 8/28

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Quiz 3 over Ch. 4, 5, and Quiz 4: Ch. 6 & 7	Week 3: 9/4
Quiz 5 over Ch. 8 & 9	Week 4: 9/11
Quiz 6 over Ch. 10 & 11	Week 5: 9/18
Quiz 7 over Ch. 12 & 13	Week 6: 9/25
Quiz 8 over Ch. 14, 15, and Quiz 9: 16 & 17	Week 7: 10/2
Final Exam	Week 8: 10/7(NOTE: this is a FRIDAY NOT SUNDAY) 11.00pm not 11.59pm

Assignments and Grade Calculation:

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. In Student Resources in Bb, see Checking Your Scores.

Quizzes: These will be via blackboard but you will need to make sure you get your access and are set up via Bboard in McGraw Hill's website in order to complete your quizzes and activities.

There are 9 quizzes worth 25 pts. The lowest quiz grade will be dropped (so only 8 quizzes count) and there are NO MAKEUP QUIZZES.

I WILL NOT ACCEPT LATE WORK!! THE ANSWER IS NO, DON'T BOTHER ASKING.

Each quiz will contain 20-30 objective questions, question weighting may vary, with each quiz being worth a total of 25 points. Objective questions may take the form of multiple choice, true/false, or matching/ordering formats. Some quizzes may have brief videos included and the time will be extended accordingly.

If you exceed the 45-50 minute time allowance for any quiz, the quiz will close out automatically and you will receive the grade for work completed to that point.

Should you lose your connection and cannot regain access while taking the quiz, it can be re-set for you providing you are taking it within more than 1 hour of the deadline. Reset means you can only retake an entire quiz not just specific questions, and tests are randomized so no two are the same. Also, note that once you have asked for a quiz to be re-set, you should take it. I will not retrieve the partial points earned on an earlier attempt. It is very rare that a test fails through CONNECT – but if there is a systematic error you may re-take the quiz without penalty, if you notify me to re-set it as the issue occurred and before the quiz deadline has expired. Quizzes will not be extended past deadlines, but (1) you must notify me by email immediately the incident occurs.

There is a practice quiz for you (with questions taken from the various chapters). You may take the **CONNECT Practice Quiz** as many times as you like and I recommend that you do so to check that your computer system is working. **Since the practice quiz is for practice, there are no points for it** but the knowledge and skills learned will help you improve your grade throughout the course.

Critical Thinking Exercises: There are 5 short writing exercises (details provided in Blackboard) (worth 5 pts each = 25 points total) that require you to read articles and respond in a critical thinking stance to various topics covered throughout the course. The topics (and Rubric 3) can be found in the **Critical Thinking** Folder in Bb, and due date reminders in the appropriate week (and in syllabus). I will not accept late papers since you will be making the submission to a database on Bb called Safe Assignment that will compare your papers to all other submissions in the database. These are mandatory and have no provision for late work or make-ups.

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Comprehensive Final Exam: The final will consist of approx. 25-30 items (again, objective questions as described above), worth 25 points. It will be available online the last week of the course until its due date and you will have 50 minutes to complete it. To prepare for the final, review the student learning outcomes listed above in this syllabus. A study guide will be provided at the start of week 7.

Calculations for required assignments: quizzes and comprehensive final

Note 1: If eligible, points earned in an optional discussion posting may be substituted for one quiz grade. See eligibility requirements under Discussion Postings, in this syllabus.

The lowest grade from among the 9 quizzes (or 8 quizzes plus the discussion posting grade) will be dropped. Stated another way, this means that your best 8 scores from among the quizzes (or quizzes plus posting) will be retained for calculation of the final letter grade.

Quizzes (or quizzes plus posting): 8 (best) x 25 pts. each = 200 points

Critical Thinking Assignments: 5 x 5 = 25

Comprehensive Final Exam = 25

Note 2: Everyone is required to take the final since it is based on learning objectives (not the chapter objectives) given in this syllabus and your performance on the final helps us to evaluate the course overall. **There is no provision made for taking a make-up final.**

Subtotal = 250 (or 225 + 25)

Additional point adjustments:

Additional information about commentaries and discussion postings can be found below alongside the rubrics that will be used to grade these assignments.

Note 3: Did you have any Commentary (bonus!) points? Then **add** these to the subtotal above in order to obtain your total points. Do *not* forget to **subtract** your lowest quiz score to derive your total points for the assignment of letter grades! Again, to review your points, see the Bb **Student Resources** handout **Checking Your Scores**.

Final course letter grade assignment will be made by point range based on total points:

A = 223-250 (89.5% or better)

B = 198-222 (79.5% or better)

C = 173-197 (69.5% or better)

D = 148-172 (59.5% or better)

F ≤ 148 (59% or less)

Note 4: The numbers above are the “cut off” scores for each letter grade. Please do not ask me for some sort of “leniency” at the end of the course to raise your letter grade since I will have dropped the lowest quiz grade *and* provided ample opportunities for obtaining additional points (i.e., a posting and commentary bonus points). I cannot simply increase your grade! This would not be fair to your colleagues.

FAQ #4: *May I drop the score on the final instead of a quiz grade, making that my lowest grade?* **A.** *No, everyone needs to take the final so we may evaluate how well you met the learning objectives for the course.*

Course Policies:

Schedule of lessons and activities: You must complete all quizzes, commentaries and the discussion posting (if optioned) by the due dates. All due dates are listed in the Bb Course Calendar (online) and in the **Course Schedule**, which is located at the end of this syllabus. Of course we are covering all topics that would be covered in a regular, long semester in a face-to-face class. Most students have not found this to be a problem at all if they plan their time accordingly; most appreciate the scope and pace of this course!

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Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for

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academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

For Commentaries and Discussion Postings
Please consult the librarian for Psychology and/or the Writing Center for help.

Librarian to contact: [Psychology] [Peace Ossom Williamson](mailto:peace@uta.edu) (peace@uta.edu)

Writing Center: (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

Commentaries—Optional (for bonus points only!)

Commentaries in an on-line class correspond to in-class participation in a traditional class. Viewed as "participation points," commentaries can further your general knowledge of course content and informational resources for various ideas and findings. You will have 2 opportunities to provide commentary in **week 2 and week 4**. The topics can be found in the **Discussion Forum** section of Bb one *week* in advance of the due dates. Please select the key phrase or word to

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thread your response in the forum. Although there is no formal formatting requirement for the commentary assignment, it may be best to write up your commentary in a word document, perform a spell check, grammar check and word count, then copy and paste the commentary into the forum space. (Yes, formatting your commentary in APA style is preferred but not required.) You may submit a commentary during any single commentary opportunity (1, or 2). You can earn up to 3 points for your commentary for a total of 6 points.

Samples of Commentaries with evaluations can be viewed in the Bb section, **Student Resources**.

Criteria (acceptable or unacceptable performance) for evaluation of the Commentaries are given in Rubric 1 below:

Detailed Guidelines for Commentaries: Rubric 1

<i>Performance categories based on total scores:</i>	Acceptable (100%) = 3pts each Points Earned	Unacceptable (0) Points Earned
Timeliness	The commentary was made on time. .25	The commentary was late. (0)
Word Count (100-300 words excluding references)	Minimum and/or maximum word limits were followed exactly. .25	Word limits were ignored. (0)
Spelling and Grammar	The commentary contained no errors in spelling or grammar. .50	The commentary contained some errors in spelling and/or grammar. (0)
Use of Sources	The content of the commentary is based on at least 1 reliable scholarly resource. 1	Minimal or negligible attempts were made to consult library and/or other scholarly resources. (0)
Content	The commentary at least partially addressed the commentary assignment and/or demonstrated some degree of innovative thinking. 1	The response was plagiarized in whole or in part; resource was referenced inappropriately. (0; possible disciplinary referral)

Discussion Postings (See eligibility requirements)

Eligibility: **If you miss a quiz, obtaining a score of 0, you will be given one opportunity to post a response to a single discussion question.** The discussion posting will count for a maximum of 25 points. Since each quiz also counts for a maximum of 25 points, this is a 1:1 substitution. However, the post must be received by the due date in **week 7**. The topics can be found in the **Discussion Forum** section of Bb *two weeks* in advance of the due date. I will not accept late postings since you will be making the submission to a database on Bb called SafeAssignment that will compare your posting to all other submissions in the database. Postings made in addition to the one described above will receive no credit. Furthermore, I will not grade postings for individuals who are not eligible for posting.

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Further Requirements, Preparation and Evaluation of Discussion Postings can be found in the Bb section, **Student Resources**. Please see

- General information about Discussion Postings (inc. **FAQ #5**) and
- Examples of Positive and Not-so-Good discussion postings

Detailed scoring information can be found in Rubric 2 below. Please note: (1) It is your responsibility to submit the post by the due date; no prompts will be given. (2) Even if you opt out of the posting assignment or are simply not eligible, you are welcome to read and respond to a posting from one of your colleagues by using the “threaded” option to respond and writing “Additional Comments” in the subject line. Of course, we expect professional behavior toward your colleagues at all times. We hope your reading will enrich your learning further!

Detailed Guidelines for Discussion Postings: Rubric 2

<i>Performance categories based on <u>total</u> scores:</i>	100% =25 pts Expert (19-25) Points Earned	Good/Very good (13-18) Points Earned	Acceptable (7--12) Points Earned	Unacceptable (0-6) Points Earned
Timeliness	The post was made on time. (1)	The post was made on time. (1)	The post was made on time. (1)	The post was late (by hours, not days). (0)
Word Count (excluding references, 300-500 words)	Minimum and/or maximum word limits were followed exactly. (2)	Minimum and/or maximum word limits were not followed exactly. (1)	Minimum and/or maximum word limits were not followed exactly. (0-1)	Word limits were ignored. (0)
Spelling and Grammar	The post was free of mistakes in spelling and grammar. (2)	The post contained very few errors in spelling or grammar. (1)	The post contained some errors in spelling or grammar. (1)	The post contained multiple errors in spelling and/or grammar. (0)
Use of Sources	The content of the post is based on 3 or more reliable scholarly resources. (>5-6)	Moderate attempts were made to locate reliable information, i.e., there were fewer than 3 scholarly references. (>3-5)	Modest attempts were made to locate reliable information, i.e., there were fewer than 3 scholarly references. (>2-3)	Minimal or negligible attempts were made to consult library and/or other scholarly resources. (0-2)
APA Style / Referencing	-The post was formatted in APA style, and data were appropriately referenced. (>4-6)	Information (including online information) contained few mistakes in referencing and only a few errors were made in APA in-text citations and references. (>3-5)	Information (including online information) was not referenced correctly and <u>multiple</u> errors were made in APA in-text citations and references. (>1-2)	Minimal attempts were made to provide references in APA style. (0-1)
Content	The post answered or explained the discussion question in a comprehensive way that was “thoughtful” and/or innovative (>5-8)	The post mainly addressed the discussion question and/or demonstrated a limited degree of innovative thinking. (> 4-5)	The post partially addressed the discussion question and/or demonstrated a limited degree of innovative thinking. (2-4)	The response was plagiarized in whole or in part; resource was referenced inappropriately. (0-3; possible disciplinary referral)

Course Schedule: Note: This is a tentative schedule and subject to change by faculty.

<p align="center"><u>Activities and Assignments</u></p>	<p align="center"><u>Due Dates</u></p> <p align="center">All due times are 11:59 pm, Central: except Final Exam</p>
<p>Week 1 (Bb available by Mon 8/15)</p>	<p>Week 1 (ending Sun 8/21)</p>
<p>Visit the Bb pages Introduce yourself on the Discussion Board called "Let us Meet and Greet Here" (optional) Begin readings: Chapter 1: Introduction Review the PPTs and video chat Review the chapter learning objectives</p>	<p>Complete the CONNECT Practice Quiz <u>before</u> taking any "real" (for credit) quizzes.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Ch 1 Connect quiz due 8/21 (quiz available the Monday prior)</p> <p>Commentary 1 questions will be available in the Discussion Forum week 1; due in week 2</p> </div>
<p>Week 2 (beginning Mon 8/22)</p>	<p>Week 2 (ending Sun 8/28)</p>
<p>Read: Chapters 2 and 3 Biological Beginnings Physical Development & Biological Aging Review the PPTs and video chat Review the chapter learning objectives</p>	<p>Ch 2 & 3 Connect quiz 2 due 8/28 (quiz available the Monday prior)</p> <p>Critical Thinking Assignment 1 8/28</p> <p>Optional commentary 1: due 8/28</p>
<p>Week 3 (beginning Mon 8/29)</p>	<p>Week 3 (ending Sun 9/4)</p>
<p>Read: Chapters 4 and 5 Health Motor, Sensory, & Perceptual Development Read: Chapters 6 and 7 Cognitive Development Information Processing Review the PPTs; and video chat; review any required videos Review the chapter learning objectives</p>	<p>Ch 4, 5, 6, & 7 Connect quiz 3 & 4 due 9/4 (quiz available the Monday prior)</p> <p>Critical Thinking Assignment 2 due 9/4</p> <p>Commentary 2 questions will be available in week 3; due in Week 4.</p>
<p>Week 4 (beginning Mon 9/5)</p>	<p>Week 4 (ending Sun 9/11)</p>
<p>Read: Chapters 8 and 9 Intelligence Language Development Review the PPTs; and video chat; review required videos Review the chapter learning objectives</p>	<p>Ch 8 & 9 Connect quiz 5 due 9/11 (quiz available the Monday prior)</p> <p>Critical Thinking Assignment 3 due 9/11</p> <p>Optional Commentary 2: is due 9/11</p>

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Week 5 (beginning Mon 9/12)	Week 5 (ending Sun 9/18)
<p>Read: Chapters 10 and 11 Emotional Development The Self, Identity, and Personality</p> <p>Review the PPTs; and video chat; review required videos Review the chapter learning objectives</p>	<p>Ch 10 & 11 Connect quiz 6 due 9/18 (quiz available the Monday prior)</p> <p>Critical Thinking Assignment 4 due 9/18</p> <p>Scholarly Discussion posting questions will be available in week 5; postings are due in Week 7 through SafeAssign</p>
Week 6 (beginning Mon 9/19)	Week 6 (ending Sun 9/25)
<p>Read: Chapters 12 and 13 Gender and Sexuality Moral Development, Values, and Religion</p> <p>Review the PPTs and video chat Review the chapter learning objectives</p>	<p>Ch 12 & 13 Connect quiz 7 due 9/25 (quiz available the Monday prior)</p> <p>Critical Thinking Assignment 5 due 9/25</p>
Week 7 (beginning Mon 9/26)	Week 7 (ending Sun 10/2)
<p>Read: Chapters 14 and 15 Families, Lifestyles, and Parenting Peers and the Sociocultural World</p> <p>Read: Chapters 16 and 17 Schools, Achievement, and Work Death, Dying, and Grieving</p> <p>Review the PPTs and video chat Review the chapter learning objectives</p>	<p>Ch 14, 15, 16, & 17 Connect quiz 8 & 9 due 10/2 (quiz available the Monday prior)</p> <p>If eligible, Optional Scholarly Discussion Posting due 10/2</p> <p><i>Please, complete the SFS. This is the only way I know how to improve this course!</i></p> <p>(Watch your inbox: You will receive an email request via MyMav from the Office of the Vice Provost)</p>
Week 8 (beginning Mon 10/3)	Week 8 (ending FRIDAY 10/7)
<p>Review the study guide for the final See the Handout Checking Your Scores in the Student Resources section of Bb to determine your points.</p>	<p>Complete the comprehensive final (Available this week only Monday through Friday 10/3-10/7: is the due date and time is 11.00pm NOT 11.59pm. There is no provision for a make-up of the final; the Bb course closes.</p> <p>If you completed the Student Feedback Survey, I thank you!</p>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Please see course updates in Bb under Announcements—Dr. Rex-Lear.