

Course Syllabus for PSCH 3307: Adult Development

Professor: Dr. Culver
Email: tculver@sulross.edu

M 2- 4 p.m.
W 2-3:30 p.m.
TH 12- 4 p.m.
F 12- 1 p.m.

Office: Uvalde RM A106

Office Hours:

Contacting the Professor

The most effective way to contact the instructor is by email at tculver@sulross.edu. On weekdays, reply will be swift, usually within the day. To protect student privacy, send from your Sul Ross or Blackboard-registered email account.

Email etiquette requires that you sign your name in every email you send and specify the particular course or issue to which you are referring. Do not open your email by saying "Hey." Do not expect to get a response unless you extend this courtesy.

Contacting Technical Support

If you have a problem with technical issues such as downloading a file or taking an exam, contact an Office of Information Technology (OIT) staff for assistance or call the OIT Helpdesk. The Helpdesk is available seven days of the week.

- From on-campus, call 8765.
- From off-campus, call (888) 691-5071.

Required Texts (3 books)

Papalia, D. E., & Moartorell, G. (2015). *Human Development (11th or 13th Edition)*. Boston: McGraw Hill ISBN: 978-0-07-337016-3

Albom, M. (1997). *Tuesday with Morrie: An old man, a young man, and life's greatest lesson*. New York: Broadway Books.

APA manual, 6th edition

Good deals on textbooks are often found on the websites of Internet booksellers. Amazon.com and other major online vendors accept major credit cards, checks, and money orders.

Illegal copies of textbooks are not allowed at any time in class or the testing labs.

Learning Objectives

Program Student Learning Outcomes

The graduating student will demonstrate the capacity to:

1. Recognize the central concepts, theories, and empirical findings in the department's main areas of focus: abnormal psychology; social & personality psychology, and developmental psychology.
2. Recognize and apply basic psychological research methods, including: the experiment; the case study; the survey; and correlation.
3. Communicate effectively in written assignments and oral presentations.
4. Demonstrate insight into the behavior and psychological processes of oneself and others.

The objectives of this course are to:

- explore the major findings, theories and theorists who have contributed to the field of developmental psychology.
- understand especially well the contributions of Piaget, Freud, Kohlberg, Erikson, and Bandura.
- recognize the unique roles of various stages of adolescence and adulthood in the developmental process.
- appreciate the ways that human development continues across the entire lifespan.

Assessment Mechanisms

Regular Exams

There will be four regular exams. Each exam will span material from the chapter indicated on the evaluation schedule. All exams will be multiple choice. Exams will be administered online through Blackboard. One exam grade will be dropped—this should be used if you have a bboard issue. Don't assume you will not and purposely skip a test. This could have a profound impact on your course grade. A limited amount of time will be allowed for test completion.

Penalties will be assessed for going overtime on Blackboard exams (the value of 1 item per minute or fraction of a minute). Going over 5 minutes past the 45 minutes will result in a "0."

There will be NO resets on the bboard tests. This is why I am dropping one test grade.

Students should use Google Chrome to take the exams and are strongly encouraged to take the exams in the computer lab on campus. When taking exams, do not press "save" after submitting every answer. Simply press "submit" when you complete the exam.

Special Powerpoint Project

Students will use Erikson's theory, Piaget's theory and Freud's theory to evaluate the development of an older adult (ages 65 or older). Pick a person you know who is 65 or older to do your project over. You will interview them and determine how their life fits into Erikson's stages (from identity achievement to integrity). Some questions you can use during your interview include:

1. As a teenager, what image did you try to project to the outside world?
2. What struggles did you face as a teenager?
3. How would you describe your life as a young adult? (20-30 years old)
4. During your middle adult years, what activities did you participate in outside of work?
5. How has your life changed as you have aged?
6. As you look back over your life, are there things you would change?
7. What will be your legacy? What impact (mark) will you leave on this world?
8. What advice would you give to young people today?
9. Any other closing remarks you'd like to make?

You are not limited to these questions.

Then put together a powerpoint with pictures and other personal items that help illustrate their development. Within the powerpoint, students will label the stages of each the three theories. For example, if one of your theorists is Erikson, you will dedicate a page or two to identity achievement, generativity, etc. You will use all the stages that apply to your individual's age. You can start at adolescence. Most students will use all the stages up to generativity vs. stagnation or integrity vs. despair. You will do this for all three theories.

For example, if you use Erikson, Freud and Piaget as your three theories and the person you are doing your presentation over is 90, you will use the following stages.

Erikson

Identity vs. identity achievement
 Intimacy vs. isolation
 Generativity vs. stagnation
 Ego integrity vs. despair

Freud

Genital

Piaget

Formal Operations

There should be **a paragraph** after each labeled stage that describes the stage (according to the textbook) and why and how each stage fits the pictures and the individual. You should cover all the stages **from adolescence to the final stage** in all three theories. The scrapbooks will be put in a powerpoint presentation. The powerpoint presentations will be turned in through the blackboard assignment feature.

Tuesdays with Morrie Paper

Students will read the supplemental book, "Tuesdays with Morrie", and write a three page paper on how the characters in the text relate to Erikson's Psychosocial Theory.

In the paper, there must be at least three examples. For example, if you choose to use Morrie you might want to discuss how his life and personality conflicts relate to integrity versus despair. That would be considered one example. You must come up with two more. Be sure and explain the stage according to the textbook and then use examples from the book to relate the character to each stage. This paper should be in APA format (cover page, in text citations, and reference page) and should have no grammatical errors. Points will be deducted for APA and grammatical errors.

Student will have the opportunity to revise their papers for added points.

The Final Exam

The final exam will cover all of the material in the course and will consist of multiple choice items. The final exam will begin promptly. The final exam will cover all material in the course.

The final exam is mandatory, and it must take precedence over all other affairs. Clear the entire period from your schedule. Please do not schedule doctors' appointments or other appointments of any kind that afternoon that might conflict with your final exam. If any such appointment has already been made, you should cancel it now if you wish to remain in this course.

Assessment

Grades for each assignment, and for the course itself, are calculated as follows:

A: 90% or above	Exams :	300
B: 80% - 89%	(after dropping one exam score)	
C: 70% - 79%	Special PPT Project:	100
D: 60% - 69%	Final Exam:	100
F: 0% - 59%	Paper:	100
	Total points:	600

The times and dates when assignments are due and when evaluations are given will not be altered to fit your schedule. You will be expected to alter your schedule to fit class responsibilities. There are no exceptions to this policy.

2/12	Exam 1 (Chapter 11 and 12)
3/2	Exam 2 (Chapters 13 and 14)
3/18	Exam 3 (Chapters 15 and 16)
4/1	"Tuesdays with Morrie" Paper Due
4/22	Exam 4 (Chapters 17, 18, and 19)
5/1	Revisions on paper due
5/4	Powerpoint/scrapbook due
5/6	Final Exam (All Chapters covered)

It will not be possible to cover in lecture all of the material from the assigned chapters. Therefore it is essential that students read all the material assigned. In the interest of a more thorough coverage of certain topics, the professor reserves the right to omit a chapter from coverage on any particular exam.

III. Grading

III-A. The Calculation of Grades

Grades for each assignment, and for the course itself, are calculated as follows: A: 90% or above; B: 80%-89%; C: 70%-79%; D: 60%-69%; F: 0%-59%.

The times and dates when assignments are due and when evaluations are given will not be altered to fit your schedule. You will be expected to alter your schedule to fit class responsibilities.

In the interest of more thorough coverage of certain topics, the professor may decide to omit some of the assigned material from coverage on any particular exam. You are responsible to learn of any announced omissions.

Late Work

There will be NO late work accepted. If you have an emergency and miss turning in an assignment, you must bring a valid excuse (some form of documentation) within **five business days** in order to turn in your work. If you do not have documentation, you will not be allowed to make up the work you missed. If you turn in your excuse after the fifth working day after your absence, you will not be allowed to make up the work.

What to do in order to obtain an excused make-up for a missed exam/not turning in a paper/not presenting:

1. Make every effort to notify the instructor ahead of time. Send a message to tculver@sulross.edu as soon as possible, and absolutely no later than the day you first return to class.
2. In the message, fully explain the nature of the emergency and why it prevented you from taking the exam/turning in work/presenting
3. Provide a source or sources that will allow the professor to verify your story. This MUST be done within five days of your absence
4. Expect further questioning from the professor before an excuse is granted.

Academic Integrity

V-A. The Honor Code

As members of the academic community, no student should tolerate cheating. According to the honor code, it is the responsibility of each and every student to report obvious cheating or any suspicious behavior that may compromise the integrity of the grading process. The confidentiality and anonymity of students who report such incidents will be respected.

☛ *To report cheating, call 830-279-3022. If there is no answer, leave a detailed description of what you witnessed.*

Policy on Academic Dishonesty

Academic dishonesty and the penalties pertaining to it are described in the SRSU student handbook. In this course, all communication among students while taking exams is prohibited.

- Communicating material included on an exam with or in the presence of someone who has not yet taken that exam is also prohibited.

- No student may print, photograph, copy, or in any other way reproduce material from any exam. The consequence of violating this directive will be immediate dismissal from the course with a grade of F.

- Students may not share books, notes, or any other form of communication during exams. Do NOT sit next to another student who is taking the same test in the lab unless no other seats are available. No student taking an exam should have open any website other than the Blackboard site. Close all other windows. Failure to follow these instructions may, at a minimum, result in a zero for the exam and might result in an F for the course.

- The possession of any course-related material in an exam room during an exam period in which the material in question is forbidden is *ipso facto* evidence of scholastic dishonesty. In plain language, if you bring material, such as a textbook, into a testing situation where you are not supposed to have that material with you, you are thereby committing a violation, even if you were not referring to the material or intending to use the material to cheat.

- Plagiarism, as every student should know, involves taking the work of others and claiming it as your own. It will not be tolerated. If you are unsure what constitutes plagiarism, excellent guidelines can be found online at www.plagiarism.org.

Using an illegal copy of textbook materials constitutes academic dishonesty. If a student is found to be using illegally copied textbook material during an open-book exam, the penalty will be failure of the exam. In addition, the student will have the choice of immediately surrendering the illegal copy to SRSU faculty/staff or receiving a failing grade for the course.

The penalty for serious academic dishonesty is severe: a student who turns in a plagiarized paper or cheats on an exam may receive an F for the entire course. A plagiarized paper will be given a zero on academic grounds alone, yet the student may face the additional disciplinary penalties for academic dishonesty. You and you alone are responsible for understanding and avoiding academic dishonesty in all your work.

Student Etiquette

Student Etiquette In Web-Based Courses

Even though web courses do not involve such responsibilities as showing up on time and being quiet in class, there are other responsibilities that pertain. One of those is checking your email regularly. All students have a Sul Ross email account and your instructors or fellow online students may send notices to you at that email address. For this reason, it is important for you to check your Sul Ross email account on a regular basis – preferably daily, but at least twice a week.

Also, in web courses, you are a participant in discussions. It is helpful and good to reply to the postings of your fellow classmates and join in an active conversation.

In the computer labs when people are testing, it is absolutely essential that all students behave so as to minimize noise and disruption, including whispering.

Policy Concerning Problems with Blackboard during Exams and While Submitting Assignments

Blackboard Exams

Blackboard is seldom to blame for problems during exams. When genuine problems occur with Blackboard technology, the problem affects multiple people at the same time. Yet some students frequently report that Blackboard has “frozen up” or will not let them proceed with a test. So far I have identified the following reasons for this problem:

- Students will not use the Google Chrome when taking a quiz. If you do not use Google Chrome, you will have problems.
- Students try to go back and change the answers to test items that they have already answered. You cannot do this. Trying to do so by hitting the back button on your browser, or by other methods, will cause you to forfeit a test grade.
- Students misinterpret the following statement that appears at the start of each quiz: “This Test can be saved and resumed later.” Yes, if later means in five minutes. But you will have only twenty-five minutes from the time you log on to the time you log out. Taking longer than that will result in a zero for the quiz.
- Students try to cheat by first previewing a quiz, then logging out and claiming that they were frozen out of the quiz. They do this in the hope of getting the chance to then retake the quiz and earning a higher score. That will not happen.
- Students misuse the mouse by repeatedly clicking on a browser button to move to the next test item, or hold down the mouse button for an extended period of time. These behaviors may cause you to forfeit a test grade.

Tests will not be reset for individual students in the great majority of circumstances. Therefore, please avoid the behaviors listed above in order to successfully use Blackboard for taking tests.

Using the Blackboard Dropbox

The Blackboard Dropbox feature is a reliable way for students to submit papers electronically. However, it is critical for students to know the difference between uploading (adding) a paper to the Dropbox and actually submitting (sending) a paper to a professor using the Dropbox. Until you see a confirmation message announcing “*Receipt: Success: The file has been sent to selected users with role of Instructor*” you have not successfully submitted your file.

Concerning Missed Exams

No make-up exams should need to be given in this course. The instructor has found that the number of personal and family emergencies suffered by students inevitably skyrockets whenever they are accepted as legitimate excuses for missing exams and deadlines. It seems as if recognition of such emergencies leads to an increase in their frequency. Therefore the instructor will no longer accept them as legitimate excuses except under the most rigorously documented and verifiable circumstances.

A full excuse will be granted only when the instructor is notified of the situation on or before the day the student returns to class. If a full excuse is not granted, a partial excuse may be granted, so that a student will may be allowed to make up an exam, but with some number of points deducted. Car accidents and verifiable medical emergencies would result in a full excuse. Oversleeping and missing an

exam due to a stressful work and school schedule might result in a partial excuse if the student otherwise had a strong record of participation in class.

A missed exam that is excused may be made up on the day of the final exam, after the final exam is taken. Make up exams will consist of a series of essay questions. The exams may be given orally if the professor chooses. Although the material covered on make-up exams is the same as what is covered on the regular exams, students taking make-up exams often perform poorly and frequently find the experience frustrating.

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick, in Student Support Services, 2623 Garner Field Rd., Uvalde, TX 78801, Office C102. Telephone: 830-279-3003. Email: kbiddick@sulross.edu