

**DEP3054 Spring 2015 DL SYLLABUS
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Lifespan Developmental Psychology

DEP3054 (10760), 3 Credits, Distance Learning (DL)

Department of Psychology, University of North Florida

Spring 2015

Professor:	Susan M. Perez, Ph.D.
Contact:	sperez@unf.edu ; 904-620-1612, Office in 51/3443
Class Meets:	Online on Blackboard (Bb) http://blackboard.unf.edu

Office Hours:	Tuesday	Thursday
	9:00AM-10:30AM	9:00AM-10:30AM
	12:30PM -2:30PM	

OR BY APPOINTMENT

I am available to meet with students in person, on the phone, via Online Conferencing in Blackboard, Skype, FaceTime, etc.

I. REQUIRED TEXT and MATERIALS:

Papalia, D. E., Feldman, R. D., & Martorell, G. (2012). *Experience Human Development* (12th Ed.). New York, NY: McGraw-Hill.

McGraw-Hill Connect Access Code: When you purchase your textbook, you will receive an access code for this companion website. You can also purchase the access code separately if you decide to purchase a used textbook. You should access the site and register the first time you click on a Connect assignment in Blackboard. For instance, in chapter 1, if you click on the Chapter 1 Learn Smart Activity link you will be taken to the website and prompted to register with your code, to purchase a code, or to sign up for a free 3-week trial. Signing up this way will assure that your Connect account and the DEP course are linked. If you have any trouble with Connect you should call this number: 1-800-331-5094.

Note: McGraw-Hill allows students to sign up for a 3-week free trial. With this free trial you will have access to Connect as well as the e-book. This will keep you from getting behind if you are delayed for any reason in purchasing your textbook or access code.

II. COURSE DESCRIPTION AND LEARNING OBJECTIVES: This course will cover concepts, theories, methods, and research findings of human development as they apply to physical, social, emotional and cognitive development from conception to death. The purpose of this course is to provide a broad introduction to the study of development. Following your participation in this course you should be able to meet the following learning objectives:

- 1) Identify and describe the major theories and concepts of developmental psychology.
- 2) Identify and explain the basic research methods used in the study of Human Development.
- 3) Describe and explain the processes of human growth and change in physical, cognitive, social and emotional areas of development across the lifespan as they relate to the scientific study of Human Development.
- 4) Describe and critique literature and research on various topics of human development.
- 5) Apply knowledge about human development to real-world and personal experiences.

III. NOTES ABOUT THE COURSE:

- A. This course is designed to be an interactive online course. You will be expected to be an active

participant in your own learning. This will be accomplished through several activities including textbook readings, PowerPoint notes, mini narrated lectures, videos, online learning activities, peer discussions, individual projects, and quizzes. **Success in this course is possible for every student.** The main reason students may not be successful in this course is that they simply do not complete all of the required activities and assignments. **Students are most successful in this course when they take charge of their own learning, make the course a priority, and keep up with the work.**

- B. This distance learning class will be taught using Blackboard (<http://blackboard.unf.edu>). All activities will be administered via Blackboard and all assignments will need to be submitted through Blackboard. **Emailed assignments will not be accepted.**
- C. Internet requirements and recommendations (**Note: If you choose not to follow these recommendations, it is at your own risk**):
 1. When accessing this course you should always go directly to the Blackboard website (<http://blackboard.unf.edu>) rather than accessing Blackboard through MyWings. In general, the Blackboard website is more reliable than the MyWings website.
 2. Blackboard does not work well when using Internet Explorer. **It is best to use Firefox or Google Chrome when accessing this course in Blackboard.**
 3. Be sure to have the most recent version of JAVA installed and enabled on the computer you use to access this course.
 4. It is best if you use **wired internet**, not wireless service. This is especially true when taking timed quizzes. If you are using wireless internet while taking a quiz, this is **at your own risk**.
 5. If you have technical trouble with this course in Blackboard it is best to contact ITS at 905-620-HELP or heldesk@unf.edu. You can also access helpful hints about Blackboard at the following site: http://www.unf.edu/cirt/bb/support/Bb_Support_for_Students.aspx. For trouble with Connect call 1-800-331-5094.

IV. KEYS TO BEING SUCCESSFUL IN THE COURSE:

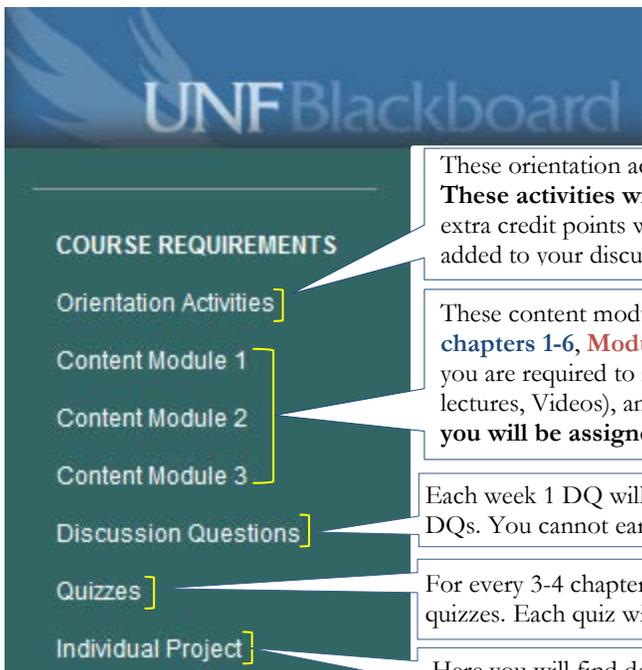
- A. **Know your syllabus.** Your syllabus is always available in Blackboard. **Think of your syllabus as our agreed upon contract for the course.** Essentially everything you need to know to be successful in the course is in the syllabus. Keep in mind that **saying you, “didn’t know” about something that is in your syllabus is not a relevant excuse.** Read it carefully. Make note of important dates and deadlines and place them somewhere you are sure to see them on a regular basis. If you have a question during the term, please refer to your syllabus or post a question on the Discussion Board before contacting me directly. I am very happy to help. However, I generally receive a large volume of emails during the semester, and sometimes referring to the syllabus or relying on fellow students is a more efficient way of getting answers to your questions. In addition, Discussion Board postings are helpful to other students who likely have the same question.
- B. **Plan to spend time on the course.** As with all 3-credit university courses, expect to dedicate about 9-12 hours per week to this course. **Students new to DL courses sometimes mistakenly assume that online courses will require less of their time** or they place online courses at the end of their priority list. This is sometimes easy to do since these courses have less immediate demands such as attending a face-to-face lecture twice per week. **Please understand that we will make up for the lack of face-to-face time via other learning activities that will require your time and effort.** Although this DL course is largely asynchronous (i.e., much of the work can be completed on your own time), you must observe deadlines. **All assignments and Quizzes will be due on Sundays at 11:59p. Late assignments will not be accepted, regardless of the reason.** Your individual project also has a deadline and late policies for that project are specified later in this syllabus.
- C. **Keep up with all course activities and assignments in a timely and strategic manner.** You should **carve out specific times each week that will be devoted to completing activities for this course.** Begin all activities and assignments with plenty of time. This will allow you to ask questions and receive

feedback, and to avoid missing deadlines because of technological or personal difficulties. If you begin an assignment at 10p that is due on the same day at 11:59p, this is at your own risk. If you have a question, I may not be available in that small timeframe to offer assistance. If you have a personal or technological problem there may not be time to resolve it before the deadline. A good rule-of-thumb is to plan on submitting all work at least 1-2 days before the deadline.

- D. **Check-in regularly.** Make a habit of checking-in regularly. I will post announcements and send emails through blackboard relevant to the course on a regular basis. You should check your UNF email account daily or make sure your UNF email is forwarded to a reliable account. You can also see posted grades and comments on assignments in Blackboard. **Please check the feedback/comments for any graded assignments. Often these comments will help you to improve your performance on upcoming assignments.**
- E. **Understand the point structure for the course.** In this course **your grade is based on a weighted percentage**. This means that **some assignment categories count more toward your final grade than others**. So, there are two tips here: (1) Dedicate the most time and energy to assignment categories that count the most toward your final grade (i.e., Discussion Questions, Individual Project); and (2) **DO NOT pay any attention to any percentages that are automatically calculated in Blackboard** as it will NOT be an accurate representation of your grade. If I could disable this feature in Blackboard, I would to eliminate any confusion, but I am not able to do this. Any automatically calculated percentage in your Blackboard grade book will be an overestimate of your grade. The point structure used for this course is described below.
- F. **Use me as a resource.** I am very happy to help you to be successful in the course. However, **you have to be proactive and seek me out**. Do not struggle on your own for too long. If you are having trouble with activities or assignments, **please contact me sooner rather than later**. If you do not perform well on an assignment or quiz, contact me about it right away so that we can arrange to meet (i.e., in person, on the phone, via online conferencing, Skype) and discuss what can be done differently rather than waiting until the end of the term when it is generally too late to make changes.

V. GENERAL COURSE LAYOUT:

- A. This course is organized in Blackboard as follows (all assignments described in greater detail later in this syllabus):



****NOTE:** The **weekly deadline** for all assignments and quizzes is **Sundays at 11:59PM**.

These orientation activities will orient you to the course and are **due the first week of class**. **These activities will be graded and will contribute up to 8 extra credit points**. The first 4 extra credit points will be added to your lowest quiz score. Remaining extra credit points will be added to your discussion question score. More details in Blackboard.

These content modules contain chapter related activities and assignments. **Module 1 is chapters 1-6, Module 2 is chapters 7-12, and Module 3 is chapters 13-19**. For each chapter you are required to read the chapter, review any posted materials (PowerPoint notes, Mini-lectures, Videos), and complete a Learn Smart activity and one Learning Exercise. **Each week you will be assigned 1 or 2 chapters**.

Each week 1 DQ will be posted, for a total of 13 DQs. You are required to complete a total of **10** DQs. You cannot earn extra points for completing more than 10.

For every 3-4 chapters in each module there will be a required multiple choice quiz for a total of **6** quizzes. Each quiz will include 25 questions worth 2 points each.

Here you will find descriptions and resources for 2 written projects. You will be required to **choose one of the 2 projects** to complete for this course.

VI. COURSE ASSIGNMENT DESCRIPTIONS:

A. Learn Smart Activities, Learning Exercises, Discussion Questions.

1. Learn Smart Activities (**57 points, 10% of Total Grade**): For each chapter you are required to complete a Learn Smart Activity. This activity will be completed in McGraw-Hill Connect, which you will access directly through Blackboard. **You are required to correctly answer 25 questions per chapter.** The better prepared you are before you begin; the less time it will take you to complete the activity. Questions include, multiple choice, multiple answer, short answer and matching. The program will give you new questions until you correctly answer 25. **You will receive 3 points** for each completed Learn Smart activity. Once the deadline has passed for each chapter there will be **no opportunities to make up for a missed Learn Smart Activity**, regardless of the reason.
2. Learning Exercises (**57 points, 10% of Total Grade**): For each chapter you will be provided with a choice of 2 brief learning exercises. Examples include 1) watching a video and answering associated questions; 2) completing a web-based activity and answering associated questions; 3) completing thought-provoking worksheets. **For this assignment you must choose and complete one learning exercise per chapter.** You cannot make up for missed learning exercises by completing an additional exercise in another chapter. You cannot earn more points by completing more than 1 exercise per chapter. **Only one learning exercise per chapter will be counted.** Each exercise will be scored on a 0-3 scale (0 = incomplete or inadequate; 1 = needs work in terms of thoughtfulness, effort, or accuracy; 2 = adequate but could be improved in terms of level of thoughtfulness, effort or accuracy; 3 = excellent in terms of thoughtfulness, effort and accuracy). All exercises must be completed by the deadline. **No late submissions will be accepted**, regardless of the reason.
3. Discussion Questions (**50 points, **25% of Total Grade****): Each week there will be 1 discussion question (DQ) posted. You are expected to provide a source-supported (i.e., provide APA style citations and full references) response to the question as well as source-supported responses to at least 2 other students. **For this assignment you are required to complete a total of 10 discussion questions.** You cannot earn extra points for completing extra DQs. Each question will be evaluated across 3 areas: Quality of Response; Use of Sources; and Community (e.g., nature and quality of responses to other students). **Details presented later in this syllabus.**

B. Quizzes (**300 total points, 30% of Total Grade – each individual quiz is worth 50 points and 5% of total grade**). For every 3 chapters (with the exception of quiz 6 in module 3, which will cover 4 chapters) there will be a multiple choice quiz (Quiz 1: chapters 1-3; Quiz 2: chapters 4-6; Quiz 3: chapters 7-9; Quiz 4: chapters 10-12; Quiz 5: chapters 13-15; Quiz 6: chapters 16-19). Each quiz will have 25 questions worth 2 points each for a total of 50 points. You are allowed to use your notes and resources during the quizzes. However, **you will be limited to 35 minutes to complete each quiz. You will be penalized 1 point for each minute that you go over the time limit.** Therefore, you will want to be well prepared prior to taking the quiz as you will not have enough time to look through your notes and book for each question. **There are no make-up quizzes**, regardless of the reason.

1. Optional Final Exam: There will be an optional final exam that will cover all 19 chapters. There will be 100 multiple choice questions worth ½ point each. If you have missed any of the quizzes, then you will need to take this exam and your score will be used to replace any missing quiz scores. If you have taken all of the quizzes, then you can optionally take this exam and your score will replace your lowest quiz score (or be ignored if it is your lowest score).

B. Individual Project (**60 points, **25% of Total Grade****). You will be required to complete **ONE** of the two following written assignments for this course:

1. Developmental Psychology in the News: This project is a brief paper that involves comparing a developmental psychological issue as presented to the public in the news with the same issue as presented in a scientific research article. **Details presented later in this syllabus.**

OR

2. Developmental Psychology in the Community: In this project you will be asked to choose from several possible community-based options covering different parts of the lifespan that involve either observation or interviewing members of the community in different contexts. You will be asked to write a brief source-supported introduction to the general topic of your project and then a description of your observation or interviews according to specified questions. **Details presented later in this syllabus.**

VII. WHAT YOU CAN EXPECT FROM DR. PEREZ

A. Communication

1. **Email.** I will respond to email in a timely fashion, within reasonable limits. During the week, you can reasonably expect an email response from me within 24 hours. If I have not responded within 24 hours, then you may want to attempt to contact me again. In general, I will not respond to email after 5p or during weekends or holidays. If you email me after 5p, then you can reasonably expect a response sometime the following day. If you email me over the weekend, you can reasonably expect a response sometime the following Monday or Tuesday. If you contact me over a holiday, then you can reasonably expect a response sometime during the next business day.
2. **Voicemail.** I do not check voicemail regularly. The best way to contact me is via email. If you opt to leave a voicemail, it is at your own risk (i.e., I may not respond in a timely fashion).
3. **Presence in Discussion Boards.** I will read discussion boards throughout the week. However, I like to interfere minimally and leave the discussion to the students. Once the discussion board has concluded for the week, I will work on grading your submissions and leaving comments.

B. Office hours

1. Although I have regularly scheduled face-to-face office hours, I am able to make special accommodations for DL students by appointment and within reasonable limits. We can meet over the phone, Online Conferencing in Blackboard, or even Skype or Face Time. Please contact me for appointments and options.

Online Conferencing in blackboard is a great alternative to face to face meetings. With the tool we can chat via video feed, audio only, or even just text chat. During the conference we can pull up a draft of your individual project or the results from your quiz and go over them together. I strongly recommend this for students who are unable to make it to my face to face office hours. See the Online Conferencing link in Blackboard for more details.

C. Grading and feedback

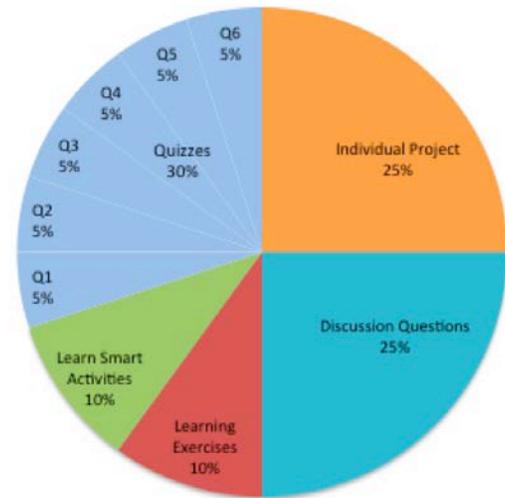
1. **Learn Smart Activities and Quizzes.** These activities are automatically graded and you will be provided with immediate feedback.
2. **Learning Exercises and Discussion Questions.** You can generally expect grades/feedback on chapter learning activities and your discussion questions within one week of the deadline.
3. **Individual Projects.** You can generally expect grades/feedback on projects within 2 weeks of the deadline.

VIII. GRADING: The Learn Smart and Learning Exercises comprise a total of 20% of your grade, Discussion Questions are worth 25% of your grade, all quizzes comprise 30% of your grade, and the Individual project is worth 25% of your grade. Failure to complete any category will likely result in not passing the course.

Source	Points	Percentage of Final Grade	Course Grade Scale
Learn Smart Activities (LS)	57	10%	94-100 = A
Learning Exercises (LE)	57	10%	90-93 = A-
Discussion Questions (DQ)	50	25%	87-89 = B+
Quiz 1	50	5%	84-86 = B
Quiz 2	50	5%	80-83 = B-
Quiz 3	50	5%	77-79 = C+
Quiz 4	50	5%	70-76 = C
Quiz 5	50	5%	60-69 = D
Quiz 6	50	5%	Below 60 = F
Individual Project (IP)	60	25%	

Note that each grading category is weighted differently or worth a certain percentage of your final grade.

Assignments that take more time and effort are weighted more heavily. Discussion questions and your Individual Project contribute a great deal to your final grade. Therefore, you will want to pay special attention to these categories throughout the semester. The Learn Smart activities and Learning Exercises will help you prepare for and perform better on quizzes, discussion questions, and your individual project. **In keeping track of your performance, you cannot simply divide your total earned points by the total possible points to calculate your grade. You also cannot use the percentage that is automatically calculated in Blackboard.** The formula used to calculate your grade is included here. You will be provided with an excel file in the Important Info link in Blackboard that will make it easy to keep track of your grade throughout the semester.



Formula used to calculate grade:

$$(((LS \times .10) + (LE \times .10) + (Q1 \times .05) + (Q2 \times .05) + (Q3 \times .05) + (Q4 \times .05) + (Q5 \times .05) + (Q6 \times .05) + (DQ \times .25) + (IP \times .25)) / 53.9) \times 100$$

IX. ACADEMIC INTEGRITY:

A. Academic integrity is expected for all course requirements and is necessary in order to complete the course successfully. Academic dishonesty includes but is not limited to cheating, plagiarism, or unauthorized collaboration. Cheating involves copying from another student’s exam or homework assignment, using pre-prepared notes or other resources in any form during an exam, a student knowingly allowing another student to copy from homework or exams, forging or otherwise unauthorized changing of an earned grade, or arranging for someone else to take an exam under your identification. Plagiarism is the act of stealing and passing off, as one’s own, the ideas or words of another. You must document the use of ideas and words from other sources with citations. Unauthorized collaboration occurs when a student works with other students to complete homework assignments without the expressed approval of the instructor. *The class will operate according to the Academic Integrity Code of the University of North Florida (described in full in the UNF Student Handbook). Violations of the Academic Integrity Code are subject to disciplinary action as specified in the UNF Academic Integrity Code.* <http://www.unf.edu/student-affairs/documents/SHS53-S99.pdf>.

X. SPECIAL NEEDS:

A. Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required

documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcexams@unf.edu, or visit the DRC website <http://www.unf.edu/drc>.

- B. Military and veteran students may need both physical and academic accommodations and may contact the DRC to find further information. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. Contact Military and Veterans Resource Center by phone (904) 620-2655 or e-mail mvrc@unf.edu

XI. HOW TO MANAGE THIS COURSE:

General Tips

1. Know this syllabus front and back. It is our contract for the course.
2. Get into a routine. Set aside a specific time each week to work on this class. Except for the last week of class, all assignments are due on Sundays at 11:59pm. Once you get into a routine, this course will seem very manageable.
3. Read the book, turn in all assignments and complete all quizzes. There are 5 assignment categories: Learn Smart Activities, Learning Exercises, Quizzes, Discussion Questions, and the Individual Project. Each week you will focus on one or two chapters. For every chapter you need to complete the Learn Smart activity and one Learning Exercise. After every 3 chapters there is a quiz. You need to participate in 10 (out of 13) Discussion Questions throughout the semester. For these DQ's you need to provide a quality and source-supported post and you need to respond to 2 students with quality and source-supported responses. Finally, you need to complete an Individual Project. You can choose either a project that focuses on comparing and contrasting a Newspaper article with a Scientific Empirical article or a project that involves observation or interviewing in the community in relation to a specific concept in developmental psychology.
4. Use your time wisely. **Spend lots of time and energy on the assignments that contribute the most to your final grade**. These are the Discussion Questions and the Individual Project. Each is worth 25% of your grade. Let's say you decide not to complete the Individual Project. Even if you received perfect scores in every other category, the highest grade you could achieve would be a 75%. **You do not want low grades in these categories**.
5. Be strategic. For example, you only need to participate in 10 of 13 Discussion Questions. Look at your class schedules and decide ahead of time which DQ's you will skip so that you can focus on other assignments for either this class or other classes. Start assignments ahead of time to give you the opportunity to ask questions if you need to. Take good notes on your readings and the mini lectures. Study your notes before attempting the quiz. Etc...
6. Use available tools. In Blackboard there are many sources of help and information. Read these. In particular, if you are not sure how to do something (e.g., how to submit an attachment as part of an assignment, how to find a formal source) you can find tutorials in the "How do I...?" section of Blackboard. If you need guidance on something that isn't there, let me know and I will create a tutorial because if you are confused, others probably are too. There are also several course calendars (Google calendar, etc.) that you should use.
7. Be proactive. **Get in the habit of reading all feedback and comments available for your graded assignments**. Use these comments to improve your performance. This is especially important when it comes to feedback on your DQ's and on the Individual Project Plan. If you are not sure what to do, ask me. I want to help and I want you to be successful. But, you have to be proactive and seek me out. I am available by email, phone, Skype, Face Time, Google Hangouts, and of course face-to-face.

XII. IMPORTANT DATES

January 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7 Orientation Activities Classes Begin	8	9	10	11 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Online Learning Survey • Syllabus Quiz • Introductory Blog • Orientation DQ
12 MODULE 1	13	14	15	16	17	18
DQ 1 Available 12a	Add/Drop Ends, 5p					Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 1, 2 Learn Smart activities, Learning Exercises • DQ 1
19	20	21	22	23	24	25
DQ 2 Available 12a Quiz 1 Available 12a						Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 3 Learn Smart activity, Learning Exercise • DQ 2 • Quiz 1
26	27	28	29	30	31	
DQ 3 Available 12a						

February 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 4 Learn Smart activity, Learning Exercise • DQ 3
2 DQ 4 Available 12a	3	4	5	6 Deadline to withdraw (25% refund)	7	8 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 5 Learn Smart activity, Learning Exercise • DQ 4
9 DQ 5 Available 12a Quiz 2 Available 12a	10	11	12	13	14	15 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 6 Learn Smart activity, Learning Exercise • DQ 5 • Quiz 2
16 MODULE 2 DQ 6 Available 12a	17	18	19	20	21	22 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 7 & 8 Learn Smart activities, Learning Exercises • DQ 6 • Individual Project Plan
23 DQ 7 Available 12a Quiz 3 Available 12a	24	25	26	27	28	

March 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 9 Learn Smart activity, Learning Exercise • DQ 7 • Quiz 3
2 Schedule a meeting with Dr. Perez to work on IP DQ 8 Available 12a	3	4	5	6	7	8 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 10, 11 Learn Smart activities, Learning Exercises • DQ 8
9 Schedule a meeting with Dr. Perez to work on IP DQ 9 Available 12a Quiz 4 Available 12a	10	11	12	13	14	15 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 12 Learn Smart activity, Learning Exercise • DQ 9 • Quiz 4
16 SPRING BREAK	17	18	19	20	21	22
23 MODULE 3 Schedule a meeting with Dr. Perez to work on IP DQ 10 Available 12a	24	25	26	27	28	29 Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 13, 14 Learn Smart activities, Learning Exercises • DQ 10 • Individual Project
30 DQ 11 Available 12a Quiz 5 Available 12a	31					

April 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5
				Deadline to Withdraw (no refund)		Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 15 Learn Smart activity, Learning Exercise • DQ 11 • Quiz 5
6	7	8	9	10	11	12
DQ 12 Available 12a						Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 16, 17 Learn Smart activities, Learning Exercises • DQ 12
13	14	15	16	17	18	19
DQ 13 Available 12a Quiz 6 Available 12a						Assignments Due, 11:59p: <ul style="list-style-type: none"> • Ch 18, 19 Learn Smart activities, Learning Exercises • DQ 13 • Quiz 6
20	21	22	23	24	25	26
Optional Final Exam Available 12a		Last Day of Classes				
27	28	29	30			
FINALS WEEK		OPTIONAL FINAL EXAM DUE 11:59P				

XIII. CLASS SCHEDULE AT-A-GLANCE:

Week	Topic	Reading	Assignments
ORIENTATION ACTIVITIES			
Due Sunday 1/11 @ 11:59p			
1 1/7-1/11	Course introduction	Syllabus	Online Learning Survey, Syllabus Quiz, Introductory Blog, Discussion Question (DQ)
Week	Topic	Reading	Assignments
MODULE 1			
Due Weekly on Sundays @ 11:59p			
2 1/12-1/18	The Study of Human Development Theory and Research	Chapter 1 Chapter 2	Ch 1 and 2 Learn Smart Activities, Learning Exercises, and DQ 1
3 1/19-1/25	Forming a New Life	Chapter 3	Ch 3 Learn Smart Activity, Learning Exercises, and DQ 2 Quiz 1 Open Monday 1/19, Due Sunday 1/25, 11:59p
4 1/26-2/1	Birth and Physical Development during the First Three Years	Chapter 4	Ch 4 Learn Smart Activity, Learning Exercises, and DQ 3
5 2/2-2/8	Cognitive Development During the First Three Years	Chapter 5	Ch 5 Learn Smart Activity, Learning Exercises, and DQ 4
6 2/9-2/15	Psychosocial Development During the First Three Years	Chapter 6	Ch 6 Learn Smart Activity, Learning Exercises, and DQ 5 Quiz 2 Open Monday 2/9; Due Sunday 2/15, 11:59p
Week	Topic	Reading	Assignments
MODULE 2			
Due Weekly on Sundays @ 11:59p			
7 2/16-2/22	Physical and Cognitive Development in Early Childhood Psychosocial Development in Early Childhood	Chapter 7 Chapter 8	Ch 7 & 8 Learn Smart Activity, Learning Exercises, and DQ 6 Individual Project Plan Due Sunday 2/22, 11:59p
8 2/23-3/1	Physical and Cognitive Development in Middle Childhood	Chapter 9	Ch 9 Learn Smart Activity, Learning Exercises, and DQ 7 Quiz 3 Open Monday 2/23; Due Sunday 3/1, 11:59p
9 3/2-3/8	Psychosocial Development in Middle Childhood Physical and Cognitive Development in Adolescence	Chapter 10 Chapter 11	Ch 10 & 11 Learn Smart Activities, Learning Exercises, and DQ 8
10 3/9-3/15	Psychosocial Development in Adolescence	Chapter 12	Ch 12 Learn Smart Activity, Learning Exercises, & DQ 9 Quiz 4 Open Monday 3/9; Due Sunday 3/15, 11:59p
Week	Topic	Reading	Assignments
MODULE 3			
Due Weekly on Sundays @ 11:59p			
11	Spring Break - 3/16-3/22		
12 3/23-3/29	Physical and Cognitive Development in Emerging and Young Adulthood Psychosocial Development in Emerging and Young Adulthood	Chapter 13 Chapter 14	Ch 13 & 14 Learn Smart Activities, Learning Exercises, and DQ 10 Individual Project Due Sunday 3/29, 11:59p
13 3/30-4/5	Physical and Cognitive Development in Middle Adulthood	Chapter 15	Ch 15 Learn Smart Activity, Learning Exercises, & DQ 11 Quiz 5 Open Monday 3/30; Due Sunday 4/5, 11:59p
14 4/6-4/12	Psychosocial Development in Middle Adulthood Physical and Cognitive Development in Late Adulthood	Chapter 16 Chapter 17	Ch 16 & 17 Learn Smart Activities, Learning Exercises, and DQ 12
15/16 4/13-4/22	Psychosocial Development in Late Adulthood The End of Life	Chapter 18 Chapter 19	Ch 18 & 19 Learn Smart Activities, Learning Exercises, and DQ 13 Quiz 6 Open Monday 4/13; Due Sunday 4/19, 11:59p Optional Final Exam Open Monday 4/20
17	Optional Final Exam, ALL 19 CHAPTERS, Open Monday 4/20; Due Wednesday 4/29, 11:59p		

DISCUSSION QUESTIONS

GOAL OF THE ASSIGNMENT:

- This assignment is designed to meet learning objectives 3-5 in the syllabus: 3) Describe and explain the processes of human growth and change in physical, cognitive, social and emotional areas of development across the lifespan as they relate to the scientific study of Human Development; 4) Describe and critique literature and research on various topics of human development; 5) Apply knowledge about human development to real-world and personal experiences. In an online course we do not have the opportunity for as much face to face interaction and discussion as we would have in a traditional course. **The discussion board is meant to allow for critical thinking and interaction among students and is considered an important part of the course. Note that it is worth 25% of your grade.**

ASSIGNMENT REQUIREMENTS:

- Each week 1 discussion question will be posted for a total of 13 questions (not including the orientation discussion question). You can find the weekly questions in the Discussion Questions link in blackboard. **The requirement for this assignment is that you participate in 10 discussion questions.** Each contribution will be worth 5 points (see below for details). **Dr. Perez will only grade your first 10 contributions.** Therefore, you cannot reply to more than 10 questions in order to get a higher grade or to replace early low-scoring questions.
- Each week's question will be **available starting Monday at 12AM, and is due Sunday, 11:59PM.** Once the deadline has passed, future access will be blocked and no late submissions will be accepted. Therefore, you will not be able to wait until the last week of class to reply to all 10 questions because they will no longer be available. There will be no make-up discussion questions allowed, regardless of the reason.

ASSIGNMENT NOTES:

- The grading rubric to be used for each discussion question that you participate in is on the following 3 pages. You will be evaluated in three categories:
 - The **QUALITY** of your answers to the posed questions
 - Your use of **SOURCES, CITING AND REFERENCING**
 - Your ability to establish a sense of **COMMUNITY** in your responses to other students in the discussion board.
- You can earn up to 5 points in each of the 3 categories (quality, sources, community). **Your points in each category for each discussion question will be averaged for a total of 5 points for each discussion question.** You can earn up to a total of 50 points for this assignment.

**HOW TO BE SUCCESSFUL ON THIS ASSIGNMENT:

1. **Understand the Grading Rubric** and what is expected of you for this assignment (next page).
2. **Check in several times each week** in order to complete your 2 responses to other students.
3. **Learn the difference between a formal and an informal source.** A formal source includes published articles in peer-reviewed journals, published academic books, or chapters from published edited books. An informal source includes information from websites, articles in newspapers or magazines, movies, television shows, or non-academic books. **Check the “How do I...?” link in Blackboard for tips on how to find formal sources** and refer to the “How to find a formal source” guide in blackboard.
4. **Learn how to properly cite and reference your sources.** APA style is required for this assignment. Please don't hesitate to ask Dr. Perez any questions you have. Check the formatting hints document posted as a part of the Developmental Psychology in the News assignment and see this website for helpful instructions on Citing and Referencing in APA style: <http://owl.english.purdue.edu/owl/resource/560/01/>
5. **Check feedback and ask questions.** Once your discussion question has been graded, be sure to click on the “view rubric” button next to your grade in Blackboard to see point breakdown and comments. This will guide you in what to do differently on future questions. If you need help how to view the rubric with your points and comments see the guide in the “How To” link in blackboard.

GRADING RUBRIC FOR DISCUSSION QUESTIONS

POINTS	CRITERIA
QUALITY OF RESPONSE TO THE DISCUSSION QUESTION	
Proficient (5 points)	<ul style="list-style-type: none"> Provides well-explained ideas displaying substance/depth and reflection, thoughtfully evaluates, synthesizes, or compares and contrasts available information, contribution has the potential to stimulate interest and discussion among other students.
Competent (4 points)	<ul style="list-style-type: none"> Provides well-explained ideas, attempts to evaluate and synthesize information but needs to go further to display substance/depth and reflection. Contribution has potential to stimulate discussion and interest.
Average (3 points)	<ul style="list-style-type: none"> Provides moderately well-explained ideas displaying some reflection. Minimal attempt to evaluate, synthesize or compare and contrast available information. Contribution has some potential for continued discussion.
Novice (2 points)	<ul style="list-style-type: none"> Ideas need to be explained further or are largely based on opinion. Communication has minimal potential to stimulate discussion.
Needs Work (1 point)	<ul style="list-style-type: none"> Provides poorly explained ideas lacking substance, depth and reflection. No attempt to evaluate, synthesize or compare and contrast available information. Contribution does not have potential to stimulate discussion.
Incomplete (0 points)	<ul style="list-style-type: none"> No participation or insignificant participation

USE OF SOURCES, CITING, AND REFERENCING

Proficient (5 points)	<ul style="list-style-type: none"> Properly cites and references in APA style at least 3 sources including: <ul style="list-style-type: none"> Textbook or Lecture, Formal source (e.g., journal article, published academic book), and Formal or Informal source
Competent (4 points)	<ul style="list-style-type: none"> Properly cites and references in APA style at least 2 sources including any of these combinations: <ul style="list-style-type: none"> Textbook or Lecture and 1 Formal source OR 2 Formal sources OR 1 Formal AND 1 Informal source
Average (3 points)	<ul style="list-style-type: none"> Properly cites and references in APA style at least 2 sources including any of these combinations: <ul style="list-style-type: none"> Textbook or Lecture and 1 Informal source OR 2 Informal sources
Novice (2 points)	<ul style="list-style-type: none"> Uses sources and provides some information (i.e., enough to determine which information came from which source and where the sources came from) but does not use APA style for any of the sources used; OR properly cites and references only 1 of the following sources: <ul style="list-style-type: none"> Textbook or Lecture OR Formal source
Needs Work (1 point)	<ul style="list-style-type: none"> Does not properly cite or reference any sources in APA style; provides some information but not enough to determine which information came from which source or how to locate each source; OR properly cited and referenced only 1 informal source
Incomplete (0 points)	<ul style="list-style-type: none"> No sources used; NOTE: You can only get credit for sources that are properly cited and referenced

COMMUNITY

Proficient (5 points)	<ul style="list-style-type: none"> Responds to at least 2 students' posts, each response uses at least 1 properly cited and referenced source (can be textbook, formal or informal), each response adds unique information to the original post while demonstrating understanding of others' positions and ideas, each response fosters a sense of community (e.g., constructive criticism, fosters positive interaction).
Competent (4 points)	<ul style="list-style-type: none"> Responds to at least 2 students' posts and fosters a sense of community with properly cited and referenced sources BUT, only one response adds unique information OR one response needs further explaining.
Average (3 points)	<ul style="list-style-type: none"> Responds to at least 2 students' posts. AND both responses display a moderate degree of understanding AND both responses foster a sense of community. BUT one or both responses do not do enough to add to the original post. OR only one response provides source supported ideas.
Novice (2 points)	<ul style="list-style-type: none"> Only responds to 1 student's post OR responses to 2 students do not use sources or are based on opinion OR responses to 2 students duplicate one another closely
Needs Work (1 point)	<ul style="list-style-type: none"> Responds to 1 students' post AND response lacks understanding of others' position or lacks substance AND/OR response is not source supported AND/OR response does not foster a sense of community.
Incomplete (0 points)	<ul style="list-style-type: none"> No participation or insignificant participation

How do I earn full credit on each DQ? Provide a high quality, thoughtful response that integrates information from several sources. **Always use 3 sources** that include (1) course textbook or mini lecture; (2) formal source; and (3) formal or informal source. **Always cite and fully reference** all sources in APA style. You can only get credit for sources that are properly cited and referenced. **Always respond to 2 students** in a way that adds uniquely to their original posts **and cite and reference at least 1 source (any type) in each response.**

DEVELOPMENTAL PSYCHOLOGY IN THE NEWS PROJECT (Option 1)

Goal of the assignment

- The purpose of the paper is to 1) find out more about a research area in the field of Developmental Psychology, 2) integrate this research with the information presented in a newspaper article, and 3) examine the relation of science and public knowledge using this topic as a base. **Note that this assignment is worth 25% of your grade.**

Assignment requirements:

- There are 2 parts to this assignment
 - **FIRST: You must turn in your Project Plan in the designated area in Blackboard by 2/22, 11:59pm (Worth 10 Points).**
 - i. Choose a newspaper article that deals with some issue pertaining to developmental psychology from a list of provided articles posted on Blackboard. You will use this newspaper article to identify the general topic that will serve as the basis of your paper. For example, if your newspaper article is on the benefits of a Mediterranean diet for longevity, then your *general topic* is on the factors that contribute to longevity.
 - ii. Once you have chosen your news article, you will need to choose **2-3 possible empirical articles that have been published in the last 10 years** to be used as a comparison paper to your newspaper article. **(NOTE: An empirical article is one that presents an original study (i.e., has clearly labeled introduction, methods, results, and discussion sections).**
 - iii. **The project plan** should include which Newspaper article you have chosen as well as PDF attachments of the 2-3 possible empirical articles to be used for your assignment. You will also include a paragraph on what you view as the general topic and how each of your possible empirical articles fits within this topic. Dr. Perez will verify that your articles are empirical and will provide feedback about whether your chosen empirical articles are appropriate for the assignment and whether you are on the right track.
 - **SECOND: You must turn in your Final Individual Project to the designated area in Blackboard by 3/29, 11:59pm (Worth 50 Points)**
 - i. For the final paper you will use your chosen newspaper article and 1 empirical article as your main comparison to the newspaper article. Additional sources should be used in your introduction and conclusion sections, but only 1 empirical article will be compared to the news article. **(NOTE: if you do not use an empirical article as the main comparison, your paper cannot be graded).**
 - ii. The paper should include an abstract that briefly describes the contents of your paper, an introductory section that describes the general research topic with cited and referenced sources and summarizes the newspaper article. In the next section the empirical article you have chosen will be summarized and reviewed. The concluding section should compare and contrast the information in your newspaper and empirical articles and refer back to the general topic. Be sure to evaluate the quality of the newspaper article in light of what you read in the scientific article. The paper is to be about 4-5 pages in length (excluding the title page, the abstract, and the reference page). **Do not turn in your assignment before looking at the formatting hints document in Blackboard.** This document not only demonstrates expected formatting, but also describes each required section of this assignment in greater detail.
 - iii. You will need to turn in a Word or PDF version of your paper and a downloaded PDF version of your main empirical article in Blackboard. If you do not include a PDF version of your main empirical article, your grade will be penalized. No other formats will be accepted. **Emailed versions of your assignment will not be accepted.**

Additional information:

- **You are not allowed to use direct quotes from any of your sources.**
- Even though you are not using direct quotes, **all sources must be cited throughout your paper.** The paper is to be written in APA style (6th Edition of the APA Style Manual). **The formatting hints document in Blackboard provides an example of the APA formatting expected for this paper.** Please contact me if you have any questions about this formatting. You can also use this link for additional help with APA formatting:

<http://owl.english.purdue.edu/owl/resource/560/01/>

- **Please see the grading rubric below** that will be used to assign your grade. This is a useful guide for you in preparing and writing up this paper. It is important to remember that you are graded on the quality of your work. Simply including the listed parts of the paper does not guarantee full credit for that part. The number of points awarded will reflect the quality of thinking you display in your paper in each section.
- **Give yourself enough time. Ask questions. It is STRONGLY recommended that you meet with Dr. Perez to go over a draft of your paper at least once before the deadline. Dr. Perez will not accept emailed rough drafts but will happily meet with you to discuss your draft before it is due. Meetings are possible on the phone, via Online Conferencing in Blackboard, Skype, etc.**

Policy regarding late assignments:

- Late papers will be penalized the equivalent of a letter grade for each day it is late. Papers 1 day late will be penalized 6 points. Papers 2 days late will be penalized 11 points. Papers 3 days late will be penalized 16 points. **Papers more than 3 days late will not be accepted.**

GRADING RUBRIC FOR DEVELOPMENTAL PSYCHOLOGY IN THE NEWS PROJECT

Part of paper (itemized pts in parentheses) – See **formatting hints document for additional detail** Points

1) Individual Project Plan	10
2) Final Individual Project	
a) Abstract	3
- Brief summary of paper's contents	
b) Introduction	15
- Clear explanation and cited background information of the topic including what the developmental psychology issue is, why it is important, and what the news article is about in relation to this topic	
c) Article review and discussion	15
- <u>The research objectives</u> (5) – What was the purpose of the study? What questions were the researchers investigating? What did they expect to find (i.e., hypotheses)?	
- <u>The research methods</u> (5) – Who were the participants? How many? Demographic breakdown of the sample? How did they measure the variables of interest?	
- <u>The research results and conclusions</u> (5) – What did they find? Were their hypotheses supported? What were the strengths and limitations of the study?	
d) Conclusion	10
- What does science from the empirical article tell us about the general topic of your paper? How does the scientific information compare to or contrast with the information presented in the newspaper article? Examine critically how science and public knowledge fit together. What is the quality of the newspaper article in light of what you read in the scientific article (be sure to be analytical here and justify and support your claims)?	
e) Writing style	4
- grammar/spelling (1)	
- clarity of ideas expressed overall (2)	
- organization (1)	
f) APA style	3
- title page (1)	
- body of paper (citations, etc.) (1)	
- reference page (1)	
TOTAL	60

DEVELOPMENTAL PSYCHOLOGY IN THE COMMUNITY PROJECT (Option 2)

Goal of the assignment

- The purpose of the paper is to 1) find out more about a research area in the field of Developmental Psychology, 2) integrate this research with information you observe or gather from interviews in the community, and 3) examine the information you gathered from the community in relation to information you read in the literature.

Assignment requirements

- There are 2 parts to this assignment
 - **FIRST: You must turn in your Project Plan in the designated area in Blackboard by 2/22, 11:59pm (Worth 10 Points).**
 - i. Choose one of the project options listed below. Once you have chosen your project you will need to find a minimum of 3 **formal sources** that have been published in the last 10 years on the general topic of your project. It is best if your sources hang together with a clear theme. Formal sources include published articles in peer-reviewed journals, published academic books, or chapters from published edited books (not website, newspaper, or magazine articles).
 - ii. **The project plan** should indicate which community project you have chosen, attachments of PDF versions of your 3 formal sources, and a paragraph that explains your general approach to the project (e.g., which day care centers will you visit, which toy store(s) you will visit, which middle school you will observe and whether you have permission, identification of employees and companies you will interview, or which hospice you will visit?) and how each of your formal sources fits the topic and will be incorporated into the introduction of your paper.
 - **SECOND: You must turn in your Final Individual Project to the designated area in Blackboard by 3/29, 11:59pm (Worth 50 Points)**
 - i. Follow the instructions for the project that you choose.
 - ii. Write a paper that provides an abstract, which is a brief description of the contents of your paper. You will write a brief introduction of the general topic. The introduction must incorporate your 3 formal sources. You may use sources in addition to your minimum required 3 formal sources. Any sources above the 3 required can be formal or informal sources. You will provide answers to the questions required by your chosen project (e.g., describe observations, interviews, answer questions). Finally, you will write a general conclusion that relates what you learned in the community back to what you read in the literature review (i.e., your 3 formal sources and any additional sources).
 - iii. Your paper should be written in APA format. Your paper should be 4-5 pages in length, not including the title, abstract, reference page or any appendices. **Do not turn in your assignment before looking at the formatting hints document in Blackboard.** This document not only demonstrates expected formatting, but also describes each required section of this assignment in greater detail.
 - iv. You need to submit a Word or PDF version of your paper and any supporting documents. No other formats will be accepted. **Emailed assignments will not be accepted.**

Additional information:

- **You are not allowed to use direct quotes from any of your sources.**
- Even though you are not using direct quotes, **all sources must be cited throughout your paper.** The paper is to be written in APA style (6th Edition of the APA Style Manual). **The formatting hints document in Blackboard provides an example of the APA formatting expected for this paper.** Please contact me if you have any questions about this formatting. You can also use this link for additional help with APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Please see the grading rubric below** that will be used to assign your grade. This is a useful guide for you in preparing and writing up this paper. It is important to remember that you are graded on the quality of your work. Simply including the listed parts of the paper does not guarantee full credit for that part. The number of points awarded will reflect the quality of thinking you display in your paper in each section.

- **Give yourself enough time. Ask questions. It is STRONGLY recommended that you meet with Dr. Perez to go over a draft of your paper at least once before the deadline. Dr. Perez will not accept emailed rough drafts but will happily meet with you to discuss your draft before it is due. Meetings are possible on the phone, via Online Conferencing in Blackboard, Skype, etc.**

Policy regarding late assignments:

Late papers will be penalized the equivalent of a letter grade for each day it is late. Papers 1 day late will be penalized 6 points. Papers 2 days late will be penalized 11 points. Papers 3 days late will be penalized 16 points. **Papers more than 3 days late will not be accepted.**

Choose 1 option:

1. Visit two day care centers, and evaluate each center using the information in Table 6-4 on p. 204 in your text as a guide. Also request a fee schedule from each center and include these with your project. Using a minimum of 3 formal outside sources, write a brief introduction about the quality of daycare centers in relation to either child cognitive development OR social development. There are several directions you can go with this literature review and you should consult with Dr. Perez to narrow your focus. The rest of your paper should summarize your evaluation of each center and compare them. Which facility would you choose for your child? Why? Be sure to relate your observations and choice of center to what you read in your literature review. NOTE: Visiting the websites of potential day care centers will not suffice for this project. The key to this project is actually observing day care options. Also, unless you are a potential client of the center within the next few months, you should contact the center director prior to visiting, explain the purpose of your visit, obtain permission to visit, and schedule your visit so as to minimize disruption of the center's schedule. You will need to provide the contact information for the person you speak with at the day care centers you visit.
2. Visit a large toy store (or 2 or 3!) and look at the lay-out of the toys (sections). Try to pick a store that carries many types of toys for young children. As you walk through the toy section, look closely at the packaging. Are there boys or girls or both on packages? What ethnic groups are represented? If you compare the scene on the package to the toy that is being marketed, are gender stereotypes being encouraged? Also consider the task of buying a gender-neutral toy. What can you find at the toy store that doesn't encourage gender stereotyping in young children? Ask the clerk to help you select a toy for an active 5-year-old (but do not give the sex of the child...be gender neutral in your description of the child...but emphasize this child is active). Be prepared to answer the clerk's specific question about child's sex in a way that leaves it undefined. How does the clerk respond? (gender-stereotyping?). Write a paper that uses a minimum of 3 formal outside sources. Provide a brief introduction using these sources on theory and research regarding the role of gender stereotyping in the socialization of children. The remainder of your paper should report your findings on the store layout, the clerk's response to your request, your observations and your reactions. Also, provide an example of a toy whose packaging caught your attention because it wrongly features only one sex playing with that toy. Finally, state your opinion on what you think should be changed with the marketing of such toys. Be sure to relate your conclusions to what you read in your literature review.
3. Get permission to observe children in a lunchroom in a middle school (usually grades 5 or 6-8) near you. Try to identify children who seem popular as well as children who seem to be unpopular. [Note. Most children you see will fall into the 'average' peer group status. In this project you are looking at the two ends of the popular to unpopular continuum. A brief conference with a teacher or counselor might help you in identifying them.] Using a minimum of 3 formal outside sources, provide a brief introduction on the topic of peer acceptance. Then, describe any behavioral differences that you observed between children in these two categories. Provide specific examples to illustrate your points. According to the information given in Chapter 10 and your literature review, what other differences might you expect to find that you did not observe during your visit? Where would these other differences be more likely observed? Conclude the paper by relating what you observed to what you read in your literature review.
4. Locate at least 2 employers or human resource directors in various businesses, industries, or organizations in your area. These 2 employers/human resource directors should not be from the same company. Arrange a time

to interview them in person about work habits of younger and older workers. Prepare a list of questions for them that focuses on the following issues: (1) What are the positive and negative points about hiring younger workers for your jobs? (2) What are the positive and negative points about hiring older workers for your jobs? (3) Which group appears to be most reliable and dependable? (4) Which group has the type of skills that you need? (5) Is there a definite age at which you begin to wonder if a person is too old to do the job that you need him or her to do? (6) What types of jobs are usually better suited to younger workers? Older workers? and (7) Which group seems the most creative? Which group is the best at solving problems that arise in the workplace? The paper you write should begin by introducing the topic using a minimum of 3 formal sources and describing how you did your interviews. The remainder of the paper should be devoted to detailing the responses of the employers or human resource directors you interviewed. Conclude the paper by summarizing any trends you found in your responses and the conclusions regarding the topic that you were able to draw from your research.

5. Visit a hospice in your community and interview (in person) at least one employee or volunteer at the hospice. If possible, interview a patient as well. *[Note. For this project you must actually visit a hospice during this semester. You may NOT use your memory of a prior hospice experience of a loved one for this project.]* Write a paper using a minimum of 3 formal sources that briefly introduces the topic. In the remainder of the paper you should describe the hospice and your personal reaction to this approach to caring for individuals with life-threatening illness. Relate what you observed/learned to what you read in your literature review. Remember, do NOT base this project on any previous experiences with hospice. Go to an actual hospice to conduct the interviews. Include your interview questions with your paper. Any information you obtain about costs can be included in an appendix of your project.

GRADING RUBRIC FOR DEVELOPMENTAL PSYCHOLOGY IN THE COMMUNITY PROJECT

<u>Part of paper</u> (itemized pts in parentheses)	<u>Points</u>
1) Individual Project Plan	10
2) Final Individual Project	
a) Abstract	3
Brief summary of paper's contents	
b) Introduction	15
Clear explanation of the topic including what the developmental psychology issue is and why it is important. Uses a minimum of 3 formal sources.	
c) Observation or Interview Description	15
Provides a clear explanation of what was observed or what was learned from the interview according to the guidelines of the specific project.	
d) Conclusion	10
Answers specific questions as required in the specific project. Links conclusions to what was read in the literature review.	
e) Writing style	4
grammar/spelling (1)	
clarity of ideas expressed overall (2)	
organization (1)	
f) APA style	3
title page (1)	
body of paper (citations, etc.) (1)	
reference page (1)	
TOTAL	60