

PSY 306: Developmental Psychology

A Service-Learning Course

Instructor: Dr. A. Nayena Blankson
Email: ablanks1@att.net (preferred); ablanks1@spelman.edu
 Office: Giles 323
 Office Hours: MW 3-5pm; or by appointment

Fall 2013
 MWF 10-10:50
 Giles 110
 4 Credits

Course Information

What is Service-Learning?

Service-learning is a pedagogical approach in which students engage in service to the community while directly applying course material to their experiences. The course you are taking is a service-learning course.

Course Description: This course takes a multidisciplinary and multicultural approach to how and why people change from conception through adulthood and dying. It involves an 8 week (2 hours per week) service-learning requirement at a local agency where you will have the opportunity to observe and apply life-span concepts, theories and principles and learn from those you are serving. A primary emphasis of this course is on how various contexts directly and indirectly influence human development at different stages of the life span.

Prerequisites: PSY 200, 201–202 or 203; and PSY 317; or permission of the instructor.

Course Learning Outcomes: By the end of this course, the student should be able to...

	Assessment Tool
<i>Service-Learning Outcomes</i>	
<ul style="list-style-type: none"> Critically evaluate the ways in which serving the community has prepared and propelled her to make “A Choice to Change the World”. 	Weekly reflections; Final paper; Final Discussion
<ul style="list-style-type: none"> Demonstrate increased awareness of local social issues and civic responsibility 	Weekly reflections; Final paper; Final Discussion
<ul style="list-style-type: none"> Demonstrate increased understanding of the social change process 	Weekly reflections; Final paper; Final Discussion
<i>General Outcomes</i>	
<ul style="list-style-type: none"> Critically evaluate how social contexts (social class, cultural group membership, families) influence human development 	Weekly reflections; Final paper
<ul style="list-style-type: none"> Recognize and understand methods and theories informing the study of human development 	Exams; Weekly reflections
<ul style="list-style-type: none"> Be a critical consumer of information that is presented on human development in peer-reviewed journal articles and other primary source documents, as well as the popular media. 	Final paper

This course fulfills the Area I elective requirement for Psychology majors. Students must pass the course with a C or better to count towards their Psychology major.

Justification for Four Credit Hours:

This course meets for three hours each week, yet students receive four hours of credit. To earn the fourth credit, you have to engage in outside activity that fulfills the goals of the class, generally 15 additional hours of parallel or out of class assignments. Therefore, in addition to class assignments and exams, students will be required to complete a service-learning project where they will serve at a community agency at least 2 hours a week for 8-12 weeks. Students will be required to consolidate the observations gathered in their service experiences, complete weekly reflection papers, and write a final paper in which they integrate course material and scholarly references with their service experiences.

Required Readings: Each student is required to purchase the textbook for this course. Sharing a textbook is not recommended.

Boyd, D. A., & Bee, H. L. (2012). *Lifespan development* (6th ed.). Upper Saddle River, NJ: Pearson. (available at the College bookstore)

Selections from *Beloved* by Toni Morrison.

Other readings to be announced.

Recommended text (not ordered by our bookstore for this class but available for purchase through websites such as Amazon.com):

American Psychological Association (APA). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Format: Because our class time is limited, it is impossible to cover all of the materials from each chapter. Keep in mind, however, that exams will cover material presented both *in class* and in all assigned readings. Class sessions will consist of lectures and small and large group discussions and activities. Some lectures will be supplemented with journal articles and audio-visual aids. Lectures will also be supplemented with students discussing observations at their agencies and how the observations relate to course material.

Student information sheet: An information sheet is provided at the end of this syllabus. You are to complete and submit this form by **Wednesday August 28**. By submitting the form, you acknowledge that you have **read, understand, and agree to abide by** the guidelines, requirements, and expectations regarding your responsibilities in this course.

Assignments and Grading

Grades will be based on the following assignments: a service-learning requirement and discussion, weekly reflection papers, an annotated bibliography, a final paper, 4 tests, and a final exam. Additionally, there will periodically be in class activities, quizzes, and homework. Each component is described below. Furthermore, students will be penalized for having more than three unexcused absences, as described above.

Service-Learning Requirement and Discussion:

- **General:** You are required to volunteer at least 2 hours a week for 8-12 weeks (September 5- Nov 30) at a selected/assigned community agency. **A list of potential agencies is provided in Appendix D.** All agencies must be pre-approved by the instructor. You will select an agency in the second week of class and are responsible for making appropriate arrangements so that you can begin your service as soon as possible. Details on the Discussion will be distributed in class at a later date.
- **Grading:** Physically attending your service-learning site **on time for the full two hours** each week for a minimum of 8 weeks will be worth a total of 160 points towards your final grade. Formal discussion of your service-learning experience at the end of the semester will be worth 40 points towards your final grade. You will turn in a **log** of your hours at the agency **in class or online every Friday**. The log is to be signed each week by the agency director and must show a minimum of 2 hours per week (10 points each hour). The grading for this requirement will also be reflected indirectly in your weekly journals and in your final paper. Additionally, you

will receive a rating from the agency director (or supervisor) at the end of the semester. **Unsatisfactory ratings from the agency director will result in a deduction of 5 percent from your final course grade.**

- **Due:** weekly as arranged with agency and instructor.

Weekly Reflection Papers:

- **General:** Every week (starting the week of September 3) you will be required to complete a reflection paper based on your experiences at your service-learning site. The assignments will be submitted **via Moodle** and will be due online on Fridays by 5:00pm. Be sure you have uploaded the correct document before submitting. **Detailed instructions are in Appendix A.**
- **Grading:** The reflection papers are worth 160 points total towards your final grade.
- **Make up policy:** Missed reflection papers cannot be made up under any circumstances. Eight of 12 reflection papers are required, meaning **you can miss four reflection papers** without penalty.
- **Due:** Fridays (except Reflection 12). **Check Moodle for assignment postings.**

Annotated Bibliography:

- **General:** The purpose of the annotated bibliography is to assist you in locating scholarly developmental psychology articles that you can incorporate into your final paper. The assignment will be submitted **via Moodle**. **Detailed instructions are in Appendix B.**
- **Online Submissions:** See guidelines above.
- **Grading:** The annotated bibliography is worth 40 points toward your final grade.
- **Due: Oct 21.**

Final Paper:

- **General: Detailed instructions are in Appendix C.**
- **Online Submissions:** See guidelines above.
- **Grading:** The final paper is worth 200 points.
- **Due: December 2.**

Tests and Final Exam:

- **Format:** There will be 4 Tests and 1 Final Exam. The tests and final exam will consist of multiple-choice questions. Although some of the multiple choice questions will ask you basic, factual information, most of the questions will be applied and will require you to integrate concepts or apply what you know to a new situation. Therefore, memorizing facts will most likely not be the most effective approach for preparing for the exams. Rather, you should know the facts and be able to apply them to different situations.
- **Content:** Tests and Exams will draw from content covered in the text, additional readings, and lectures. **The final exam will be cumulative.**
- **Versions:** Each test/exam administration may include multiple versions administered to the same class.
- **Questions: I cannot address exam questions during the taking of tests/exams,** as it disrupts my ability to proctor and may convey information (right or wrong) to other students.
- **Grading:** Tests 1-4 are worth 100 points each. The lowest of these 4 Test grades will be dropped from the final grade calculation. The final exam is worth 200 points and cannot be dropped.
- **Make-up policy:** The lowest of 4 test grades will be dropped. **Tests and the final exam cannot be made up under any circumstances.**
- **Test/Exam dates: September 13, October 7, Nov 3, Nov 22, Dec 10.**

In class activities/quizzes/homework:

- **General:** There will be a variety of in class activities, quizzes, and homework throughout the semester that will require turning in a completed piece of work.
- **Make-up policy:** There will be **no make-ups for missed in-class activities/quizzes/homework.**
- **Grading:** Failing to complete an activity, quiz, or homework will result in a deduction of 5 points from the final exam grade for each missed activity/quiz/homework. Three missed activities/quizzes/homework will not count against the student. All others will. Deductions will be applied at the end of the semester.

Grades:

- **Grading Report:** The instructor will add data to an online grade report throughout the term, recording and reflecting the individual progress of each student. No grades will be posted publicly (e.g., on my office door) or transmitted via e-mail.
- **Grade Changes:** Grades are earned, not negotiated. However, if you disagree with a grade, you are free to say so. Any such **requests for grade changes must be made in writing and submitted in person within 24 hours of receiving the grade.** Requests must include the original graded assignment, the grade you were given, the grade you think you deserved, and a **valid justification** for that grade change.
- **Final grades**
 - Grades will be calculated as follows:

Assignment	Points
Service-Learning Requirement and Discussion.....	200
Weekly Reflection Papers	160
Annotated Bibliography.....	40
Final Paper.....	200
Exams 1-4.....	300
Final exam.....	200
Total.....	1100

- The grading scale for the transformation from numeric grades to a final letter grade will follow the scale below. Percentages will be rounded to the nearest whole number.

Letter grade	Numerical % Score	Qualitative Assessment	Grading Criteria
A	95+	Exceptional Quality	Student demonstrates mastery of the content and methods of the course as well as originality, depth, and distinctive insights.
A-	90-94	High Quality	Student demonstrates some original thought, application, and mastery of the content and methods of the course.
B+	87-89	Very good	Student demonstrates a good understanding of the content and methods of the course, reflects clear comprehension, and achieves all the stated objectives.
B	84-86	Good	Student demonstrates a good command of the content and methods of the course, reflects comprehension, and achieves the stated objectives.
B-	80-83	Significantly above Average	Student demonstrates a general command of the content and methods of the course and reflects and achieves the stated objectives.
C+	77-79	Above Average	Student demonstrates a general competence in the content and methods of the course.
C	74-76	Average	Student demonstrates average competence in the content and methods of the course.
C-	70-73	Below Average	Student demonstrates less than average competence in the content and methods of the course.
D+	67-69	Less than Satisfactory	Student demonstrates a partial knowledge of the content and methods of the course.
D	60-66	Marginal	Student demonstrates minimal knowledge of the content and methods of the course.
F	<60	Unacceptable	Student fails to demonstrate knowledge of the methods and content of the course.

Course Schedule

These dates are estimates and subject to change at my discretion. Other readings to be announced.

- **Some Important Dates To Take Note Of:**

Test 1	September 13
Test 2	October 7
Annotated Bibliography	October 21
Test 3	November 4
Test 4	November 22
Paper	December 2
Final Exam	December 10

Date	Topic	Reading
Week 1		
W Aug 21	Orientation to Course and Syllabus	
F Aug 23	Introduction to Developmental Psychology	Ch. 1
Week 2		
M Aug 26	Research and Theories of Human Development	Ch. 1 & 2
W Aug 28	Theories of Human Development Information sheet due	Ch. 2
F Aug 30	Overview of Service-Learning Opportunities Last day to drop	Reading on Service-Learning and Civility to be determined
Week 3		
M Sept 2	No Class: Labor Day	
W Sept 4	Genetic Foundations & Prenatal Development	Ch. 3
F Sept 6	Genetic Foundations & Prenatal Development Reflection* and Log 1 Due	Ch. 3
Week 4		
M Sept 9	Physical Development	Ch. 4
W Sept 11	Physical Development	Ch. 4
F Sept 13	Test #1 (Ch. 1-4) Reflection* and Log 2 Due	
Week 5		
M Sept 16	Cognitive Development	Ch. 5
W Sept 18	Psychosocial Development	Ch. 5 Ch. 6
F Sept 20	Psychosocial Development Reflection* and Log 3 Due	Ch. 6
Week 6		
M Sept 23	Psychosocial Development	Ch. 6
W Sept 25	Cognitive Development	Ch. 7 & 9.5-9.6
F Sept 27	Cognitive Development	Ch. 7

	Cognitive and Psychosocial Development Reflection* and Log 4 Due	Ch. 8.14
--	--	----------

Week 7

M Sept 30	Psychosocial Development	Ch. 8 & 7.4
W Oct 2	Psychosocial Development	Ch. 8
F Oct 4	Psychosocial Development Reflection* and Log 5 Due	Ch. 8

Week 8

M Oct 7	Test #2 (Ch. 5-8; Ch. 9.5-9.6)	
W Oct 9	Psychosocial Development	Ch. 10
F Oct 11	Psychosocial Development Reflection* and Log 6 Due	Ch. 10

Week 9

M Oct 14	No Class: Fall Break	
W Oct 16	Prepare for paper Psychosocial Development	Ch. 10
F Oct 18	Psychosocial Development Reflection* and Log 7 Due	Ch. 10

Week 10

M Oct 21	Physical Development Annotated Bibliography Due*	Ch. 11 & Obesity section in Ch. 9 (9.3)
W Oct 23	Physical and Cognitive Development	Ch. 11
F Oct 25	Cognitive and Psychosocial Development Reflection* and Log 8 Due Midsemester grades due	Ch. 12

Week 11

M Oct 28	Psychosocial Development	Ch. 12
W Oct 30	Psychosocial Development	Ch. 12
F Nov 1	Physical & Cognitive Development Reflection* and Log 9 Due Last day to withdraw with a W	Ch. 13

Week 12

M Nov 4	Test #3 (Ch. 10-13; Obesity in Ch. 9)	
W Nov 6	Psychosocial Development	Ch. 14 & Ch 13.6
F Nov 8	Psychosocial Development Reflection* and Log 10 Due Draft of Final Paper due*	Ch. 14

Week 13

M Nov 11	Psychosocial Development	Ch. 14
W Nov 13	Psychosocial Development	Ch. 14
F Nov 15	Cognitive Development Physical and Cognitive Development Reflection* and Log 11 Due	Ch. 15 Ch. 17

Week 14

M Nov 18	Physical and Cognitive Development	Ch. 17
W Nov 20	Cognitive and Psychosocial Development Reflection* and Log 12 Due	Ch. 18
F Nov 22	Test #4 (Ch. 14, 15, 17, 18)	

Week 15

M Nov 25	Discussion of Service-Learning Projects	
W Nov 27	Thanksgiving Holiday: No Classes	
F Nov 29	Thanksgiving Holiday: No Classes	

Week 16

M Dec 2	TBA Final Paper Due*	
W Dec 4	Course Wrap-up	
F Dec 6	READING PERIOD: No Classes	

Week 17

Tuesday Dec 10: 1pm-3pm	Final Exam (Cumulative). The final will begin at 1pm sharp. Anyone arriving more than 10 minutes late may not be allowed to take the final.
------------------------------------	--

* Assignment due online to Turnitin Assignments link on Moodle

Course Policies

Course information on Moodle

- Course materials such as the course syllabus, PowerPoint slides (**Resources link**), and assignments (**Assignments/ Turnitin Assignments link**), are accessible through Moodle (<http://spelelearn.spelman.edu>). Please note that information provided on Moodle is meant to serve as a supplement. You are still responsible for all information presented during class time.

Updates

- You should regularly check the course Moodle website page. Topics, readings, assignments, and classroom procedures are subject to adjustment at the discretion of the instructor.

Communication

- Spelman provides all students with a free email account, which is the official communication method at the College. You can provide the instructor with an alternate e-mail address. It is your responsibility to monitor your e-mail account. Not checking email is not an acceptable reason for missing deadlines and important news. **The best way to contact me is via my att.net email account.**

PowerPoint slides:

- I will place copies of the PowerPoint slides that you can print out and use for taking notes in class on the class Moodle page. I will do my best to have them up with enough time before class so that you may print them out prior to class. If you have trouble downloading materials, please let me know.

Reading Assignments:

- Reading assignments should be completed *prior* to the day they are listed in the syllabus. Course material may be difficult to grasp without having done the readings. Additionally, your ability to actively participate in class will depend on your having completed the assigned readings.

Online Submissions:

- All online assignments will be due to **Moodle**. Most assignments will be submitted under the **Turnitin Assignments** link while other assignments will be submitted under the **Assignments** link.
- **Type** all work that can be typed, using APA style. Typed work should be **double-spaced**, using **11 to 12 point Times New Roman font** with **1-inch margins** on all sides. Your name and title of the paper/assignment should appear on a separate **title page (page 1) for all** assignments. Each page should have approximately 250-300 words. Each page must have a page number at the top right hand corner (see APA manual and <http://flash1r.apa.org/apastyle/basics/index.htm> for APA style of manuscripts). **All sources (including the textbook) that are referenced in your paper/assignment should be listed on a separate reference page at the end of the paper/assignment.** Do not list sources on the reference page that do not appear in the paper itself. I reserve the right to penalize work that is handwritten when the assignment specifically says to type.
- **Edit** all written work prior to submitting it. I will penalize work for spelling, grammar, or punctuation errors. Moreover, if the mechanics of your work inhibit my ability to understand what you have intended, or prohibit clarity that you have understood either the material or what you have written, your grade will be affected; I cannot give full credit for something that I cannot understand, even if unintentional.
- **Timely submission:** Work must be submitted by **5pm on the date the assignment is due**. A late penalty will apply for anything submitted beyond that time, including later during that day.
- **Late penalty:** All assignments will have clearly specified and enforced due dates. Assignments submitted after 5pm on the date in which they are due will be considered late. **There will be a 10 point-reduction per day for late work, and work will not be accepted (i.e., it will be scored a zero) if it is more than 7 days late (weekends and holidays count toward this number), except where otherwise indicated.**
- **Computer excuses:**
 - Plan ahead for submitting online assignments. For any assignments that involve the use of a computer, you are advised to leave ample time for inevitable disasters such as a system crash; lack of computer lab seating; lost files or passwords; lack of printer paper or ink; problems with Moodle, or other network issues, none of which are acceptable excuses for late work. (You should always save early and often, **make multiple copies**, and check for viruses.) **I cannot be sympathetic to problems that occur because you waited until the last minute**, and simultaneously be fair to students who planned ahead and completed work on time. Be aware that computer labs will get busier as the semester wears on. Remember that you should save your work to disk (early and often).
 - **Do not wait until 4:59pm (or even 4:45pm) to attempt to submit your work online.**

Attendance:

- In order to learn the concepts and engage in class activities, students must attend class regularly.
- Attendance will be tracked through the use of sign-in sheets that will be passed around at the start of class. **Students with more than 3 unexcused absences will be penalized a percentage on their final course grade for each unexcused absence above 3 at the end of the semester, up to a maximum deduction of five percent** (e.g., four unexcused absences will result in a deduction of one percent from the final grade; your grade could drop from a C to a C- due to excessive absences).
- Attendance will also count indirectly toward your grade. Not attending class may affect your performance on exams and other assignments. Much of the material that is covered in lecture goes beyond what is included in assigned readings. By not attending class you also risk missing instructions, information, and guidelines about exams and assignments, which may indirectly affect your grade. Students who attend class regularly tend to perform better than students who do not. **If you have more than 3 unexcused absences, it will be difficult for you to make a grade higher than a “C” in the course.**
- Absence from class will only be excused if it is **reasonable** and **documented** with a signed note from a physician certifying illness on the date(s) missed, documentation of the death of a loved one, or, under extenuating circumstances, by prior arrangement with the instructor. Excuses do not include not feeling well; oversleeping; forgetting; not finding parking; needing to help a friend, roommate, family member; my mom/aunt/grandparent bought me a surprise plane ticket home, etc.
- **College-sanctioned activities:** Students who miss class due to participation in College-sanctioned activities must identify themselves *prior* to missing class. Missed work must be made up within 1 week to avoid any late penalties. In addition, students must provide me with a copy of their travel schedule well in advance.
- The instructor **will not** repeat lectures for those missing a class. It is the responsibility of the student to obtain information about a missed class from a classmate or two. The student can then schedule a meeting with the instructor to gain further explanation or clarification.

Tardiness:

- You are expected to arrive to class on time and to remain until class is dismissed. Special announcements typically take place at the beginning of class. Late entries and early departures distract students who are trying to get the most from their experience here. Please be respectful of their efforts and mine. Students who are **more than 10 minutes late to class** will not be permitted to sign in and **will be marked as absent**.
- You must arrive to class on time for the tests/exams. Arriving late disrupts students who are in the process of taking a test/exam. Anyone arriving more than 10 minutes late for tests/exams may, at the instructor's discretion, not be allowed to take that test/exam. **After the first person submits his/her test/exam, anyone else arriving beyond that time will not be allowed to take it.**

Behavior:

- **General:** You are expected to comply with the Student Conduct Code specified in the current Schedule of Classes. You are expected to conduct class contributions in an orderly manner, taking care not to dominate any discussion. Ask lecture-related questions of each other and of the instructor in a polite, respectable manner. Avoid chitchat outside of scheduled group discussion. Remain alert and attentive during class; actively participate in activities and discussions. **Do not talk over each other or the instructor.** Talking out of context, eating, or reading during class is disrespectful and disrupts the educational process for yourself and of others and may be subject to disciplinary actions, including, initially, being asked to leave the room.
- **Dialog:** The material covered in the course may at times include issues and ideas that may engender strong reactions or may even offend you. I encourage respectful, constructive dialog, particularly when opinions differ. **I will not tolerate rudeness, mean spiritedness, personal attacks, harassment, or abuse of any kind.**

Technology:

- Turn off (**no vibrate**) beepers, cell phones, watch alarms, music devices, and all other noise-making electronic equipment at the beginning of class so as not to disturb other students. For all in class tests, exams, quizzes, activities, and assignments, the first student to have a noise-making device ring or make a sound will lose 2 points on that exam/activity/assignment grade. Five points will be deducted from the grades of all other students who have noise-making devices ring subsequently during that same class. For activities/assignments that are graded credit/no credit, students with noise making devices that activate will not receive credit for that activity/assignment. Additionally, I reserve and may exercise the right to answer any cell phone that rings while I am lecturing and to excuse immediately anyone whose device is disturbing class.
- **Laptops are NOT permitted in the classroom.**

Guests:

- Students are not permitted to bring children or pets (except for documented medical reasons, such as vision impairment) to class, or may not bring other guests to class without the prior (at least 36 hours in advance) approval of the instructor.

E-mail etiquette:

- All e-mail that is sent to me should be **professional and respectful**. Be sure you read what you are sending before you send it. Refer to **Appendix E** for guidelines.

Returned Work:

- Retrieve graded work from me in a timely fashion, either during the lecture in which it is returned or from my office as soon as possible. (Feedback on one assignment will help you complete the next.)
- Students are expected to maintain a copy of returned graded assignments until final grades are posted in the event of clerical errors.
- Exams will be retained by the instructor for one year. Any other work not picked up from me within three months will be discarded. Records of all grades (components and their computation) will be retained for at least three years.

Bonus Points/ Extra Credit Policy:

- There will be **no extra credit assignments** during the semester so please do not ask.

Drops:

- Administrative: Per Spelman policy, instructors may withdraw a student who violates established course policies and procedures, including the policy for class attendance. Therefore, be sure that you read, understand, and abide by all policies included in this document, as violations may lead to an administrative withdrawal.
- Student initiated: **It is the student's responsibility to complete a drop or withdrawal form if she wishes to no longer be enrolled in this course.** Students may drop this course without approval from the instructor by **August 30.**

Incompletes:

- Incompletes will not be granted except in the case of serious and documented extenuating circumstances, such as illness, death of a family member, or a family emergency that prevents a student who is **passing** a course from completion of final assignments. You must have made substantial progress towards completing the course, demonstrate how far you got before you were incapacitated, have definitive plans for completing remaining assignments (typically within one semester), have persuasive reason that an extension to you would not be unfair to other students, and **complete a written agreement** to the effect of each of those items before the end of the term. The instructor, in consultation with the Dean of Undergraduate Studies, will determine if an incomplete is appropriate. However, this process *must* be initiated by the student, or an incomplete *cannot* be granted. No retroactive incomplete grades are permitted. If required work is not completed by the established deadline, an incomplete will automatically be changed to an “F”.

Inclement Weather:

- If the College is closed due to inclement weather on an exam day or an assignment due date, the exam will be given (the assignment will be due) on the next scheduled class day.

Academic Integrity:

- At the heart of Spelman College’s mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy. (Taken from Spelman’s academic integrity policy statement with permission)
- Violators of Spelman’s Academic Integrity Policy will be subject to the sanctions outlined in the Spelman College Bulletin. E.g., Cheating on any assignment may result in a failing grade for exams and other assignments, a failing grade for the entire course, or suspension or expulsion from the College. Violations include cheating, fabrication, and dishonesty on exams, assignments, as well as plagiarism on written assignments.
- **To guard against plagiarism**, you will be asked to turn in selected assignments to Turnitin Assignments on Moodle. These assignments are marked by an asterisk in the Course Schedule below.
- **Before signing the student information sheet, go to the following website and be sure that you have read and understand Spelman’s academic integrity policy and the sanctions that can result from violating the academic integrity policy:**
<http://www.spelman.edu/academics/catalog/catalog2007/academicintegritypolicy.html>.

Disability Policy:

- Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College’s programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289, located in MacVicar Hall, Room 106.
- Also, please communicate your specific issue(s) and need(s) within the first two weeks of class to the instructor, preferably via the information sheet distributed in the first day of class with the syllabus.

Tips on How to Succeed in This Class:

- Come to every class, and come on time. Participate in class activities and discussions. Pay attention in class. Complete all assigned readings in advance. Prepare for exams and papers ahead of time. Learn from your challenges. **Seek help early.** Enjoy the class.

APPENDIX A

Instructions for Weekly Reflection Papers

General Guidelines: You are required to volunteer at least 2 hours a week for 8-10 weeks (September 3 - November 26) at a selected/assigned agency. Each week, you are expected to complete a reflection paper in which you describe your observations, questions, and reflections about your experiences at the service-learning agency. Course material should be integrated into each reflection paper.

Structure for the Reflection Paper: You should structure your reflection paper as follows:

- **Date:** Write the date in which you volunteered at the agency on the title page.
- **Observations:** Describe key things that you observed at the agency, such as interactions between children/elders, interactions between you and the people in the agency, etc.
- ****Integration: THIS SECTION SHOULD BE GIVEN MORE WEIGHT THAN THE OTHER SECTIONS**
 - Discuss ways in which course material is related to your observations. E.g., In what way are the interactions that you observed between the children related to things that we have discussed in class, or in the textbook? Put in **bold** any terms that are relevant to the observations you described. It will become easier for you to write this section as the semester progresses. Hang in there and think critically.
 - Example: let's say you are primarily working with children between the ages of 7-17 at your agency. We will not talk about 7 year olds until weeks 7-8 in the semester. Therefore, for weeks 3-7, you can discuss how the things that you are observing in the 7-17 year olds may be the outcome of what went on in the early childhood years. Each reflection paper should correspond to material that was previously covered in class. You may not turn in papers integrating material that is to be covered after the due date and you may not turn in papers that pertain to material that you have already had an opportunity to cover.
- **Reflection:** Reflect on your experience.
 - How did this experience affect you? What strengths did you bring to the agency? What were some challenges that you faced? Did you develop any leadership skills? How did your leadership impact the agency?
 - Did you have any biases going into the experiences? If so, what were they? How did your experiences affect these biases or influence how you interacted with others at the agency?
 - What did you learn?
 - What knowledge did you acquire that you would not have gotten simply by reading the textbook or from class?
 - What did you learn about yourself, the agency, the community, and the children/families/elders?
 - In what ways has this experience prepared and propelled you to make "A Choice to Change the World"?
 - **Be completely honest** in the reflection section of the paper. You will not be marked down for being honest.

Additional Guidelines:

- Your reflection paper should be **at least 1.5 pages, typed, double-spaced**. There is no maximum page limit.
- **DO NOT USE ANYONE'S REAL NAME IN YOUR REFLECTIONS. MAKE UP NAMES.**
- To help prepare you for your final paper, you should try to cite at least 1 scholarly outside source in your reflection paper. These sources should be peer-reviewed journal articles and primary source documents.

Grading:

- There will be a total of 12 reflection papers. Only 8 reflection papers will count toward your final grade, which is worth 160 points total. Each reflection paper will be graded as check (100%), check minus (74%), or no credit (0%). The final reflection paper grade will be calculated as the average of the 8 individual grades.
- To receive a check, you must have all the required elements. However, **do not assume that simply filling a page with the required elements will earn you a check**; your writing must reflect critical thinking and awareness of issues and ideas expressed in the text, in class, and at the agency. Your writing should be professional and free of grammatical errors. **You will receive a 10 point deduction from your grade for poor writing** (e.g., you can receive a 90 instead of 100 for poor writing).
- Reflections papers are **due online on Fridays at 5pm** (except where noted) between the weeks of September 2- November 25. **There are no make-ups. Reflection papers submitted for weeks which you did *not* physically attend the agency or submit a Service-Learning Log will not be accepted for a grade.**

APPENDIX B
Instructions for Annotated Bibliography

Guidelines: The purpose of an annotated bibliography is to help you evaluate whether a reference is relevant to a particular research topic. This assignment is intended to help you begin to find relevant articles that you could include in your final paper.

1. Locate **at least 4** articles from scholarly research journals in the field of Developmental Psychology (see examples below) that are relevant to a topic that you will like to include in your final paper.
2. Identify each article by including a **full APA style reference** of it. Format your reference list as you would for a normal APA style reference list (e.g., use a hanging indent; see <http://flash1r.apa.org/apastyle/basics/index.htm> particularly slides 13-26).
3. **After the reference for each article**, type a brief summary of the article that includes the following elements:
 - a. 3-4 sentences **summarizing the main idea** of the article, research questions, methods, and findings.
 - b. At least 1 sentence explaining how the main argument is **similar to or different from your own view**.
 - c. At least 1 sentence discussing how the article is **relevant to course material**.
 - d. At least 1 sentence describing a **strength and/or weakness** of the article with rationale.
 - e. Give an example of **how you might be able to incorporate the article** into your final paper.
4. Note that in summarizing the article you do not want to reproduce exactly what the authors said. **Do not use quotations. Instead, write in your own words.**

5. Some examples of relevant journals in Developmental Psychology are:

<i>Developmental Psychology</i>	<i>Child Development</i>
<i>Human Development</i>	<i>Journal of Youth and Adolescence</i>
<i>Merrill-Palmer Quarterly</i>	<i>Journal of Black Psychology</i>
<i>Journal of Early Adolescence</i>	<i>Developmental Review</i>
<i>Adolescence</i>	<i>Journal of Personality and Social Psychology</i>
<i>Journal of Marriage and the Family</i>	<i>Hispanic Journal of Behavioral Sciences</i>

6. The psychology and education subject liaisons at the R. W. Woodruff library, Jacquelyn Daniel (jdaniel@auctr.edu) and Maud Mundava (mmundava@auctr.edu), respectively, can be contacted for assistance in locating acceptable outside sources.

7. See Purdue OWL link for sample annotated bibliographies.

Grading: The annotated bibliography will be worth a total of 40 points (10 points each annotation) and will be based on the following:

- Each annotation will be graded as check (100%), check minus (74%), or no credit (0%). The final annotated bibliography grade will be calculated as the sum of the 4 individual grades.
- To receive a check, you must have all the required elements. However, **do not assume that simply filling a page with the required elements will earn you a check.** Your writing should be professional and reflect critical thinking, and should be free of grammatical errors. **You will receive a 10 point deduction from your grade for poor writing.**

APPENDIX C
Instructions for Final Paper
Documenting the Journey

General Guidelines: In this paper, you will document the journey -- the journey that individuals take through life, and your own journey in your service-learning experience -- by critically examining the role of context on human development.

Writing the Paper:

- **Introduction:**
 - Include the following elements in your introduction.
 - Describe your agency. What is the mission of the agency? **Connect the mission of the agency to the purpose of the assignment.** What was your role at the agency? How did you fit into the organization-- what role did you play? In what way did your role advance the agency's mission?
 - **Map out the location of the agency.** Where is it located? Provide contextual details such as the neighborhood, surrounding areas, etc. Use tools such as GIS mapping, US Census Bureau data, and other resources to document the setting.
 - Describe the people you observed and/or worked with including age ranges.
 - What ethical standards did you have to follow at the agency and did you follow them?
 - What did you hope to get out of this experience before you started (other than a good grade)? What biases did you bring?
 - Your introduction should be strong and interesting, and also have a clear and concise **thesis statement** that you will support and develop in the body of the paper.
- **Body:**
 - The body of the paper will develop in detail the points that support your thesis. The body should focus primarily on integrating course material (textbook, *Beloved*, and other sources) with your observations at the agency. Describe the developmental needs that are being addressed by the agency (e.g., enhancing parenting skills). What developmental theories did you see reflected at the agency? In what ways were your observations consistent/inconsistent with the **theories and research**? You should **use at least 10 scholarly outside sources** to support your arguments (the textbook/*Beloved* does not count as outside sources).
 - **Your paper should not be a transcription of your reflection papers.** Rather, it should be **organized into important categories or topics** discussed in class. You have two options for organizing your paper:
 - **Option 1:** Pick one contextual factor (e.g., media, family life, parenting, community) and describe the role of that factor on 5 developmental outcomes.
 - **Option 2:** Pick one developmental factor (e.g., achievement, cognition, obesity, social development) and describe the role of 5 contextual factors on that variable.
 - **In each category, you should give a brief description of relevant behaviors and discuss those behaviors in relation to concepts covered in class.** Back up your impressions with clear examples— e.g., what about a child's behavior makes you think he or she may be socially competent? **Avoid making judgments about people** (e.g., the child was insecurely attached). Instead, be more tentative (e.g., the child appeared to display an insecure attachment style). **Do not introduce class information without integrating information from your experiences and likewise, do not simply describe your experiences without integrating class information.**
 - Examples of topics are below but feel free to come up with your own topics that fit in best with your observations.
 - **Family life (context):** Describe the type of family relationships you observed. Were any of the people you observed raised by a single parent? In a two-parent household? In what ways may these differences shape developmental outcomes? Discuss consistencies and inconsistencies with theories and research.
 - **Community (context):** What responsibility do community members have to one another? What role does the community play in shaping the outcomes of those you observed? Consider different ways in which community might be defined.
 - **Parenting/Discipline (context):** Describe discipline styles that you observed. In what ways might discipline style influence outcomes of the people you observed? If you observed parents or grandparents, how might the discipline styles they used be reflective of discipline styles used on

them when they were children? If you observed children, how might discipline styles used on them influence their choice of discipline styles for their own children in the future?

- **Temperament (developmental):** What temperament styles did you observe? How did a particular child/senior react to change or stress? What role might the individual’s temperament play in their development? How might temperament play a role in the experiences that you had at the agency? In what ways was “goodness of fit” displayed in the agency/family?
- **Social (developmental):** Describe how the children interacted/played with others-children and adults. Did you observe children playing alone? Staying near adults? Interacting with the same child or multiple children? Demonstrating social competence or aggression? Engaging in different types of play?

- **Conclusion:** Include the following elements in your conclusion.
 - Comment on the overall service-learning experience. Is the information you obtained from your experience what you expected based on the age group, culture, theory, research, etc.?
 - What did you learn about the role of context in human development?
 - **What did you learn about yourself**, such as your **leadership development** and how your leadership impacted the agency?
 - What did you learn about the agency and the population that you served? What did you learn about the **broader social issues** that affect the people at the agency? Discuss the social change process. What do you see your role to be in bringing change to society on a more global level?

Additional Guidelines:

- You can submit a draft of your paper to Moodle. You will not be given a grade for the draft but you will be given valuable feedback. You are strongly encouraged to submit your draft. **Drafts will NOT be accepted late under any circumstances.**
- The paper should be **12-15 pages** (not counting the required title page and references), **typed, double-spaced.**
- **Remember you are not an expert in human development (yet!)** nor are you being asked to assess or evaluate the people you are observing. Therefore, you should **avoid judgments, both positive and negative**, such as, “I think this child’s fine motor development is problematic” or “The adult is very intelligent.” Instead, make statements such as “the child demonstrated fine motor skills by walking”.
- **DO NOT USE ANYONE’S REAL NAME IN YOUR PAPER. MAKE UP NAMES.**
- Aside from lecture notes, the textbook, and *Beloved*, **you should cite at least 10 scholarly outside sources. These sources should be peer-reviewed journal articles** (feel free to use sources from your annotated bibliography that I marked as acceptable). The **relevance of the sources to your main point must be clear** (That is, do not just include a source in an attempt to receive credit. There has to be a clear connection between the source and your main argument).
- All references (including the textbook) that are used in your paper must be referenced in the paper **and** on a separate reference page using APA style.
- **Type the following statement** on your paper: “I have abided by the Spelman Academic Integrity Policy on this assignment”. **Type your name after the statement** to indicate that you are aware of Spelman’s academic integrity policy and abided by the policy in completing the assignment.
- The paper is due online on **Moodle** by 5pm on November 25.

Grading: Your paper grade will be determined using the rubric below. **Note that if an element is missing from your paper, your rubric score for that element will be a zero.**

Content Area	Exceptional	Good	Average	Unsatisfactory
Identify Agency Mission	Describes agency mission and connects mission to purpose of assignment. (10)	Describes agency mission and partially connects mission to purpose of assignment. (8)	Identifies agency’s mission with minimal connection to purpose of the assignment. (7)	Poorly defines agency’s mission without connecting to purpose of the assignment. (5)
Description of Agency	Agency described in detail and set in	Agency described in detail but with	Agency described but not appropriately	Poor description of agency. Not context

	context through use of mapping or census information. (10)	limited mapping or census information. (8)	set in context. Minimal use of mapping or census information (7)	provided. (5)
Role in Agency	Clearly identifies role in agency; thoroughly identifies how role advances agency's mission. (5)	Partially identifies role in agency; role in advancing agency's mission is adequate.(4)	Presents a vague description of role in agency; role in advancing agency's mission is less than adequate. (3)	Poorly identifies or does not identify role in agency; gives no evidence of how role advances agency's mission. (2)
Ethical Standards	Clearly identified and followed ethical standards established by the agency and course requirements. (5)	Adequately followed ethical standards established by the agency and course requirements.(4)	Partially followed ethical standards established by the agency and course requirements. (3)	Did not follow the ethical standards established by the agency and course requirements.(2)
Pre- service Self-Assessment	Presents a detailed assessment of hopes for the experiences and pre-service biases. (10)	Presents an adequate assessment of hopes for the experiences and pre-service biases. (8)	Partially assesses of hopes for the experiences and pre-service biases. (7)	Presents little or no of hopes for the experiences and pre-service biases. (5)
Application and Integration of Disciplines (Spelman Institutional Learning Goal 2)	Clearly connects, integrates and applies knowledge (facts, theories, etc.) from psychology and other disciplines to field setting and to one's own participation in service-learning. (85)	Adequate in connecting, integrating and applying knowledge from psychology and other disciplines to field setting and to one's own participation in service-learning.(75)	Significant weaknesses in connecting, integrating and applying knowledge from psychology and other disciplines to field setting and to one's own participation in service-learning.(65)	Little or no connection, integration, and application of knowledge from psychology and other disciplines to field setting and to one's own participation in service-learning.(55)
Integration of Beloved	Demonstrates skillful, clear, and accurate reference to <i>Beloved</i> to develop ideas. At least 5 references made. (10)	Demonstrates consistent use of relevant references to <i>Beloved</i> . At least 4 references made. (8)	Demonstrates an attempt to use reference <i>Beloved</i> . Only 3 references made. Some may or may not be accurate. (7)	Demonstrates little attempt to reference <i>Beloved</i> . Only 1 or 2 references made. (5)
Post-service Reflection and Self-Assessment	Presents a detailed assessment of contributions/gains resulting from service-learning work with a comprehensive evaluation of strengths, challenges, and changes in own learning over time. (10)	Presents an adequate assessment of contributions/gains from service-learning with some evaluation of strengths, challenges, and changes in own learning over time. (8)	Partially assesses contributions/gains from service-learning; minimal evaluation of strengths, challenges, and changes in own learning over time. (7)	Presents little reflection or self-assessment; descriptions of successes, challenges and changes contain general descriptors without any evaluation. (5)
Leadership	Clearly articulates	Adequately presents	Presents partial	Presents little

Potential	one's own leadership development in agency and how leadership impacted agency. (10)	one's own leadership development in agency and how leadership impacted agency. (8)	evidence of one's own leadership in agency and how leadership impacted agency. (7)	reflection of leadership development and impact on agency. (5)
Social Change Process	Demonstrates complex thinking and reasoning about the social change process in this agency. (10)	Provides some overview and developed thinking about the social change process. (8)	Understands some factors important to produce social change, but poorly articulated. (7)	Shows unclear thinking about factors necessary to produce social change. (5)
Sources and evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas. At least 10 scholarly outside sources used. (10)	Demonstrates consistent use of credible, relevant sources to support ideas. At least 10 scholarly outside sources used. (8)	Demonstrates an attempt to use credible and/or relevant sources to support ideas. Fewer than 10 sources used. (7)	Demonstrates an attempt to use sources to support ideas. Sources are not always scholarly. (5)
Technical	Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and paper is virtually error-free. Demonstrates detailed attention to and successful execution of APA style, including organization, formatting, stylistic choices, and citations. Meets page limits. (20)	Student uses straightforward language that generally conveys meaning to readers. The language in the paper has few errors. Demonstrates consistent use of important conventions particular to APA style including organization, formatting, stylistic choices, and citations. Meets page limits. (16)	Student uses language that generally conveys meaning to readers, although writing may include several errors. Follows expectations appropriate for APA style with some errors. Sources listed but often not cited appropriately. Meets or approaches page limits. (14)	Student uses language that sometimes impedes meaning because of errors in usage. Attempts to use a consistent system for basic organization but fails to meet APA standards. Approaches or does not meet page limits. (10)
Academic integrity policy statement and typed signature	Included (5)	Not included (0)	Not included (0)	Not included (0)

Total points: 200

APPENDIX D
Agencies for Service-Learning Experience

Please note that some organizations require a background check prior to volunteering so plan ahead to ensure you will meet the 8-12 week class requirement.

Agency	Location and Contact	Possible activities
1. Families First	Contact: TBD volunteer@familiesfirst.org 404-853-2857	Assist with activities and meal times for the parents and children.
2. East Atlanta Kids Club	Brownwood Recreation Center 602 Brownwood Avenue, Atlanta GA 30316 (4.6 miles) Contact: Brad McKinley bmckinley@eastaltantakids.org 678-815-5506	Tutoring children and youth ages 7-17.
3. Raising Expectations at Kennedy Middle School	225 Griffin Street Northwest Atlanta, GA 30314 (1.7 miles) Contact: Tangee Allen 678-768-4932 tangee@raisingexpectations.org	Tutoring and mentoring.

**Contact the Bonner Program office (404-270-5313) for suggestions for additional agencies and questions about transportation.

APPENDIX E

Professional and academic email etiquette tips

Email has become a very integral part of professional and academic life, and using e-mail for these purposes is very different than informal communication between friends and family. Here are some suggestions for your academic use of e-mail, and eventually your professional use for your job search and future career:

1. Use an appropriate subject line

For your classes, simply putting the course number is a good idea (E.g., PSY 306)-- it lets your professor know which class you are in, since they likely teach other classes. There is no need to include “urgent” or “please read” in the subject line, since this is implied by your message. Also, spammers use subject line like “urgent”, and your message may get screened out by a spam filter.

2. Use an appropriate title and salutation for the person to whom the message is addressed.

Begin messages with a greeting such as “Dear Dr. ...” or “Hello Professor...” for academic e-mails, and “To whom it may concern” for things like job applications. Do not use salutations such as “Hey”.

3. Make sure your message is concise and to the point.

Be brief. If you have a lot to say, it is a good idea to set up an appointment to talk about what’s going on.

4. Use an appropriate tone

Avoid overly informal language in both academic and professional e-mails. Also, be careful to avoid language that may be interpreted as hostile or demanding. Take a moment to re-read your e-mail to be sure that your tone is respectful and not subject to misinterpretation.

5. Use proper grammar

While with friends you may write in all lowercase or sprinkle your e-mail with abbreviations or emoticons, a professional or academic e-mail should look as much like a business letter as possible—especially when applying for a job.

6. Use a professional screen name and signature line

For easy identification purposes, your screen name should be your actual name. Avoid overly informal nicknames or racy signature lines in your e-mails in academic and professional contexts. Even if you already have a personal e-mail account, it may be a good idea to use a university e-mail account for professional purposes.

7. Be patient

Allow at least 3 days for response, and even longer if you are applying for a job. Some people may be too busy to get back to you as soon as you may hope.

Student Information Sheet

Complete all items on the sheet.

1. Name: _____ Class Year: _____

2. Aside from “to get an A”, list 3 goals and hopes that you have for yourself in this class (write this list down in your notebook for future reference):

a.

b.

c.

3. Special needs/issues:

4. In addition to school, I have a paying job that requires me to work...

- | | | | | | |
|---|--|--|--|--|---|
| <input type="checkbox"/> 1-10
hrs/week | <input type="checkbox"/> 11-20
hrs/week | <input type="checkbox"/> 21-30
hrs/week | <input type="checkbox"/> 31-40
hrs/week | <input type="checkbox"/> 41+
hrs/week | <input type="checkbox"/> I do not
have a job |
|---|--|--|--|--|---|

5. Spelman E-mail address: _____

Preferred e-mail address: _____

6. Sports, Hobbies, Clubs, etc. _____

7. Do you have a car? Is so, are you willing to have others ride with you to a service-learning site?

I have **read, understand, and agree to abide by** the guidelines, requirements, and expectations regarding my responsibilities in this course.

Signature: _____

Date: _____