

Three Rivers Community College
Life Span Development K201
Syllabus Spring 2017
Tuesdays, 6:30-9:15

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Course description

This upper level course provides an overview of the physical, cognitive, social and emotional development of humans from birth through late adulthood and death. There is an emphasis on distinct periods such as development of the fetus, infancy, childhood, adolescence, and the phases of adulthood.

The course investigates the factors which contribute to an integrated, whole person as well as the problems faced by individuals moving toward maturity and through adulthood. We explore the manner in which classic theories and contemporary research inform our knowledge of human development. You may use personal experience to evaluate theories. You will discover the manner in which physical, cognitive and social factors interact to affect growth. We take a research-based approach to all aspects of development; examine societal influences and cross-cultural perspectives. You may find this course relevant to your personal growth and helpful in understanding your family, friends and those with whom you work. The course emphasizes scientific reasoning skills, written communication, questioning, and collaborative learning.

How will learning occur? The course will entail a combination of: in class discussion and assignments, internet-based video, field research activities, lecture and PowerPoint slides, writing assignments, homework assignments, and group work. Ask questions! Keep abreast of global, national and local news as such events are often discussed in light of persons' developmental stage. Learning is not a spectator sport. Integrating course information into your work life, campus life, and daily personal life is the goal.

Required Reading and Materials

Papalia, D.E. & Martorell, G. (2015). *Experience human development* (13th ed.). New York, NY: McGraw-Hill.

The textbook companion web site, Connect, has an address of
http://connect.mheducation.com/class/p-carroll-spring_2016_crn10959

The chapters are dense with information; allow the time needed to read and understand each chapter. There will be **reading guides for each chapter** to help you narrow your focus. Reading guides will be available in class and on blackboard.

The weekly reading assignments will follow the schedule. You are expected to complete the reading *and critically analyze it*. This will prepare you for discussion, group work, and homework questions.

For the paper you will need a Three Rivers library card. You can go to .
http://www.trcc.commnet.edu/Div_IT/Library/Forms/Library_card_form.html to remotely access the form for a library card.

You may use a USB flash drive (a.k.a. memory stick or thumb drive) or your personal e-mail account for storing files outside Blackboard. Back-up your work once a week!

Save Your Work — It is important to save your assignments on a USB flash drive or home hard drive. This helps you see your progress, verify the grades you receive, and prove your work is your own. You will have less to redo if any computer problem occur (Barfield, 2006).

Methods of Evaluation/Grading - Grades based on a 100 point scale as follows:

- 20 points Exam # 1
- 20 points Exam # 2
- 20 points Exam # 3
- 10 points Class participation/attendance, in-class group work, cooperation and preparedness
- 10 points Quizzes and Homework
- 20 points Paper and Presentation

There are primarily three key pieces to your grade; class attendance/participation/work completion, test multiple-choice questions and properly formatted test essays, and a paper.

Examinations and quizzes will cover material from the assigned readings and information we have covered in class through video, additional reading, lecture, or discussion. Homework and quizzes are due on the assigned day. Make-up exams will be given only to students who have contacted the instructor in advance of the exam, and have a substantial reason for missing the test. If a student misses an exam for an unacceptable reason, a zero will be averaged into the student's grade for the missed exam.

The paper is designed to meet the College's expectations for critical thinking, systematic inquiry, information literacy and quality writing. Detailed information about the writing requirements will be presented in a few weeks. The paper should be prepared according to the exact specifications of American Psychological Association (APA) style guidelines, 6th edition, revised. To support your success the Publication Manual of the American Psychological Association is on reserve in the TRCC library.

Attendance and Participation

Your attendance is expected and benefits fellow learners. While in class it is expected that you ask and answer questions, engage in academic discussion about the topics being covered, and work cooperatively with classmates to complete assignments. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding (The Johnson Foundation, 1987). Your ability to communicate your learning to other participants is an important measure of how well you understand course concepts

and information (Sim, 2009).

Absences adversely affect your grade. If you miss a class you are responsible for contacting a classmate for the information you missed. If you know in advance that you will not be able to attend class, please inform me. Let me know if you have any problems which may cause an extended absence. If you choose to withdraw from the course, please notify the instructor via telephone or a message. Make sure you contact the Registration Office to complete the official procedures.

Electronic Portfolio / Digication

Three Rivers students have the opportunity to maintain an online learning portfolio using software known as Digication. With this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. Sometimes when you review and reflect upon all of your scholarly work, you learn something additional and perhaps unexpected. During the semester you will learn which assignment to upload into the TRCC Digication template.

Learning Needs

If you are having difficulty with the course material, please see me before or after class. I am happy to clarify any questions you may have and to help you be successful in this course.

If you have special needs (such as a learning disability, physical condition, etc.) and require accommodations to enhance your participation in the class, please contact Matt Liscum, College Counselor, or speak with me during the *first week* of class. In order to provide you with accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Integrity & Civility

While I encourage students to work together, honesty in all academic work is expected of every student. This means papers and assignments are your original work and answers on examinations are your own. If I have any reason to question your conduct, the College's academic dishonesty policy will be followed.

Our class will be more productive and pleasant for everyone if we all follow some basic guidelines. We are here to learn from one another. Please be on time to class and silence cell phones when arriving to class. During class discussions focus on similarities, not differences. Each person is expected to show respect and courtesy to fellow students and the instructor.

Course Outcomes

The goals and objectives for Life Span Development are integrated with the College's general education goals. After completing this course, the successful student will have the following knowledge and skills.

Critical Thinking: Utilize critical thinking skills to analyze psychological theories and research data

- Develop the ability to evaluate the quality and utility of classic theories of human development psychology

- Develop the ability to analyze the strengths and weaknesses of contemporary research studies pertaining to human development psychology
- Articulate, in verbal or electronic discussions, the manner in which one's personal viewpoint supports or refutes a position stated in a written passage or expressed by a classmate

Cultures and Societies: Understand how social institutions, historical trends and cultural context impact the development of the individual

- Develop an understanding of how cultural differences in America and around the globe influence individual differences in social, emotional, intellectual or physical development
- Evaluate the impact of healthcare, economic and family systems on individual development
- Examine the manner in which historical era impacts psychological theories as well as individual development

Communication: Understand and express ideas about human development psychology through reading and writing

- Demonstrate the ability to comprehend and interpret written passages
- Develop the ability to analyze and synthesize written material pertaining to psychological research or theories of human development
- Produce college-level writing

Systematic Inquiry: Understand social science research methods used in human development psychology research

- Acquire knowledge about academic inquiry
- Develop an understanding of various research methods used in human development psychology
- Acquire knowledge about the major figures in the field of human development psychology
- Understand the difference between correlation and causation as well as how this difference impacts the interpretation of human development research

Misconduct and Title IX

BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

"Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status,

disability, race, or national origin-in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
[860.215.9255](tel:860.215.9255) * EDerr@trcc.commnet.edu

Topic Schedule and Assigned Readings

Date	Topic, Class Activities, Assignments Due	Chapters read before class
Jan 24	Introduction to the course Theoretical Perspectives Prenatal Development and Birth	Ch 1,2,3
Jan 31 (last add/drop day)	Physical development- Birth to Three years	Ch 4
Feb 7	Cognitive Development and Language- Birth to Three years QUIZ	Ch 5
Feb 14	Psychosocial development- Birth to Three years Review for Exam	Ch 6
Feb 21	EXAM 1 Begin Physical and Cognitive Development in Early Childhood	Ch 7
Feb 28	Psychosocial development in early childhood	Ch 8
March 7	Middle childhood- physical, cognitive, psychosocial QUIZ	Ch 9 Ch 10
SPRING BREAK		
March 21	Adolescence- physical, cognitive, psychosocial development Review for Exam	Ch 11 Ch 12
March 28	Exam 2 Work on Paper Finalize topics, evaluate sources, analyze information	
April 4	Begin Physical, Cognitive, Psychosocial Development in Young Adulthood	Ch 13 Ch 14
April 11	Middle Adulthood	Ch 15 Ch 16
April 18	Late Adulthood	Ch 17 Ch 18
April 25	PAPERS DUE Paper Presentations	
May 2 (last day to withdraw)	Death and Bereavement	Ch 19
May 9 FINAL CLASS	EXAM 3	CONGRATS!!