

SYLLABUS

Life Span Development (PSY* K201)
(CRN #10556)
MWF, 10 to 10:50
D221

Three Rivers Community College
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Office Hours: Before class; questions are always welcome!



Course Description

This upper level course explores the physical, emotional, social and cognitive development across the human life span (prenatal to death). Prenatal, infant, childhood, adolescence and adulthood periods will be discussed. Attention is given to providing a context for human development in psychology and other fields of study.

Required Texts & Recommended Materials

Papalia & Martorell. Experience Human Development 13th ed. New York, NY: McGraw-Hill, 2015.

Please note: reading assignments for Chapters 4 to 19 are tailored to best fit the topic at hand by allowing for a more focused review of the material; it is your responsibility to review the Guide to the Reading Assignments.

The PowerPoint slides for this class can be found on and printed from the Blackboard site for this course. Hard copies of these slides will not be provided, but if you have any difficulties accessing them, please let me know.

Learning Objectives

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

Classroom Procedure

To make the most of class time, it will include: lecture, open (respectful) discussion, and other activities designed to best fit the topic at hand. There will be plenty of opportunity for questions, discussion and debate; **this is your education and you deserve to get the most out of it!**

Office Hour Procedure

As extension of the policy mentioned previously, I encourage you to call, text or e-mail me with any questions or concerns you may have, and I will reply to you in a timely manner.

Method of Evaluation

1. In-class multiple-choice/take-home essay examinations
2. Research paper
3. Class attendance, class participation and individual contribution

Examinations

You are responsible for the material covered in the weekly reading assignments, and for any additional discussions and/or material covered in class. To enhance your learning, you may (but are not required to) take advantage of the practice quizzes, details of which I will provide soon.

Study strategies for success in this course: Read the chapter summary before reading the chapter, complete a practice quiz after reading the chapter, and reread your notes two or three times each week. Analyze, synthesize and evaluate the information – then ask questions. Repetition of exposure will increase understanding!

Exams can only be made up under specific circumstances, as approved by me. **Make-up exams will only be given to students who have a legitimate reason for missing the exam, have contacted me at least ten minutes prior to the exam, and have not taken a make-up exam for this course previously.** Make-ups are not generally offered for Exam 4. Make-up exams will be available at my discretion, and you are responsible for contacting me in a timely fashion to arrange for the make-up. If a student misses an exam for an unacceptable reason or does not meet the requirements for having a make-up exam, a “0” is given for that exam. **Make-up exams are:**

Entirely essay

May not be completed at home, and

Are to be completed at the TRCC Testing Center.

Research Paper

You are required to complete a 10-page minimum research paper for this class, to be **due on Wednesday, March 30** – start thinking about it now! The topic can be anything relevant to the world of life span development. You are encouraged to select a topic that is: 1) an area of personal interest to you, 2) related to your field of study, and/or 3) an area outlined by the text or classroom discussions. Please come to me with any questions.

You must use at least three resources for the paper, and can include journals, newspapers, books, quality Internet sources, and/or personal communications. If you choose to use the text as a resource, you must use three additional resources. All citations and references must be formatted according to the APA style. Other aspects of APA style do not need to be followed, unless you so choose. See me or the Writing Center for guidance – we are happy to help!

Digication

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

Attendance

Your attendance is expected and recorded. This is for the benefit of both yourself and your classmates. **Missing more than four** classes may result in a lower grade in, failure of, or withdrawal from the course. If you miss a class, you are responsible for contacting a classmate for any materials or information covered in that class. Please let me know if you have any circumstances that may result in an extended absence.

Course Outline

This is the schedule of reading assignments and lecture topics by week. The reading assignments are in italics, and should be completed by the date indicated. **Remember to refer to the attached “Guides to Reading Assignments” when reading the text material.**

“Completion” is defined as reading and thinking critically about the material assigned; you should come to class with opinions and questions about the topic of the day.

January 22	Introduction to Life Span Development: Review of course
January 25	<i>Chapter 2: Theory and Research (recommended)</i>
January 27	Chapter 2
January 29	<i>Chapter 3: Forming a New Life</i>
February 1	Chapter 3
February 3	<i>Chapter 4: Physical Development/First Three Years</i>
February 5	Chapter 4
February 8	<i>Chapter 5: Cognitive Development/First Three Years</i>
February 10	Chapter 5
February 12 & 15	Lincoln’s & Washington’s Birthdays – Class Not in Session
February 17	<i>Chapter 6: Psychosocial Development/First Three Years</i>
February 19	Chapter 6
February 22	Chapter 6
	Exam Review
February 24	Exam 1, Chapters 3 to 6
February 26	<i>Chapter 7: Physical and Cognitive Development/Early Childhood</i>
February 29	Chapter 7
March 2	<i>Chapter 8: Psychosocial Development/Early Childhood</i>
March 4	Chapter 8
March 7	<i>Chapter 9: Physical and Cognitive Development/Middle Childhood</i>
March 9	Chapter 9
March 11	<i>Chapter 10: Psychosocial Development/Middle Childhood</i>
March 14	Chapter 10
	Exam Review
March 16	Exam 2, Chapters 7 to 10
March 18	<i>Chapter 11: Physical and Cognitive Development/Adolescence</i>
March 21 - 25	Spring Break – Class Not in Session
March 28	Chapter 11
March 30	<i>Chapter 12: Psychosocial Development/Adolescence</i>
	Research Paper Due
April 1	Chapter 12
April 4	<i>Chapter 13: Physical and Cognitive Development/Young Adulthood</i>
April 6	Chapter 13
April 8	<i>Chapter 14: Psychosocial Development/Young Adulthood</i>
April 11	Chapter 14
	Exam Review
April 13	Exam 3, Chapters 11 to 14
April 15	<i>Chapter 15: Physical and Cognitive Development/Middle Adulthood</i>
April 18	Chapter 15
April 20	<i>Chapter 16: Psychosocial Development/Middle Adulthood</i>
April 22	Chapter 16
April 25	<i>Chapter 17: Physical and Cognitive Development/Late Adulthood</i>
April 27	Chapter 17
April 29	Chapter 17
May 2	<i>Chapter 18: Psychosocial Development/Late Adulthood</i>

May 4	Chapter 18
May 6	<i>Chapter 19: Death and Bereavement</i>
May 9	Chapter 19
May 11	Chapter 19
	Exam Review
May 13	Exam 4, Chapters 15 to 19

Course Evaluation

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Research project paper	25%
Class participation and attendance	15%

Academic Integrity Policy

Academic integrity is expected of you as students and of me as your professor.

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. (*Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges*)

If, at any time, I have reason to question your conduct, the College's academic dishonesty policy will be followed.

Course Withdrawal Policy

Students may withdraw, in writing at the Registrar's Office, for any reason until Monday, May 9.

ADA Accommodations Statement

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.