

Three Rivers Community College  
**Life Span Development K201**  
Syllabus Spring 2015  
Wednesdays, 6:30-9:15

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Office hours: before/after class

### **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.

### **Required Reading and Materials**

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

Use the textbook's **companion web site**, the address is <http://www.mhhe.com/papaliahd12e>. The chapters are dense with information; allow the time needed to read and understand each chapter. More specific reading guidelines will be given during the course.

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](http://www.trcc.commnet.edu/Div_IT/Library/Forms/Library_card_form.html) to *remotely* access the form for a library card.

### **Evaluation Procedures** - Grades based on a 100 point scale as follows:

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

## **Examinations and Assignments**

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.

There are very few legitimate reasons for missing an exam. It is your responsibility to contact me to make arrangements for a make-up exam. 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.

## **Attendance**

Your attendance is expected and benefits fellow learners. 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.

## **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 Resources and Special Needs/Assistance**

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.

These resources may also be helpful:

- Blackboard Vista: <http://my.commnet.edu/> You will need your banner ID and password. The IT help desk (215-9049) can help you with technical problems.
- Psychology Tutoring: Available in the TASC and writing center. TASC telephone: 215-9219. Please see me at the start of the semester if you think being having a tutor would be helpful.
- Writing Center: [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu) 215--9214
- Library Services: 215-9252. <http://www.trcc.commnet.edu/library/Index.htm>
- Counseling: 215-9256

If you have special needs (such as a learning disability or physical condition) and require accommodations to enhance your participation in the class, please talk with me about your learning needs at the start of the semester and contact Disability Support Services at 215-9289 and 215-9265.

## **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. You will be treated with respect, please respond in kind.

### **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

### Topic Schedule and Assigned Readings

Date	Topic, Class Activities, Assignments Due	Chapters read before class
Jan 28	Introduction to the course Theoretical Perspectives Prenatal Development and Birth	Ch 2 Ch 3
Feb 4 (last add/drop day)	Physical development- Birth to Three years	Ch 4
Feb 11	Cognitive Development and Language- Birth to Three years  <b>QUIZ</b>	Ch 5
Feb 18	Psychosocial development- Birth to Three years Review for Exam	Ch 6
Feb 25	<b>EXAM 1</b> Begin Physical and Cognitive Development in Early Childhood	Ch 7
March 4	Psychosocial development in early childhood	Ch 8
March 11	Middle childhood- physical, cognitive, psychosocial  <b>QUIZ</b>	Ch 9 Ch 10
SPRING BREAK		
March 25	Adolescence- physical, cognitive, psychosocial development Review for Exam	Ch 11 Ch 12
April 1	<b>Exam 2</b> Begin Physical, Cognitive, Psychosocial Development in Young Adulthood	Ch 13 Ch 14
April 8 online course eval opens	Work on Paper Finalize topics, evaluate sources, analyze information	
April 15	Middle Adulthood	Ch 15 Ch 16
April 22	Late Adulthood	Ch 17 Ch 18
April 29	<b>PAPERS DUE</b> Paper Presentations	
May 6 (last day to withdraw)	Death and Bereavement	Ch 19
May 13 FINAL	<b>EXAM 3</b>	CONGRATS!!