

**THREE RIVERS COMMUNITY COLLEGE**  
Social Science Department  
**Life Span Development – CRN #31569; Psy K201, T1**  
Fall, 2015, **Thursday's – 6:00 – 8:45**  
**Room D210**

**Instructor: Pam Kerouack-Warner, M.S., LPC**

**Office hours:** Thursday's 5:30-6:00 or by appointment

**Room:** D210

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**Course description**

This upper-level course provides an overview of the physical, psychosocial and cognitive development of humans from birth to death. There will be an emphasis on distinct time periods such as development of the fetus, infancy, childhood, adolescence, and phases of adulthood. We will focus on **healthy** development of the human within each time period.

**Learning objectives**

The course investigates the numerous facets of growth which contribute to an integrated, whole person. In addition, we will consider the developmental challenges faced by individuals moving toward maturity and through adulthood. You will learn the manner in which physical, cognitive and social factors interact to affect growth. It is hoped that you will integrate your personal experiences with course materials to enrich your understanding of health. The course requires thoughtful understanding of the material presented and interaction amongst your classmates as we discuss varying viewpoints.

Class time will be used in combinations of didactic lecture, small group work, film clips and experiential moments. Participation and attendance is expected as it enriches your experience and enhances understanding of the material.

**Required reading**

Experience Human Development, 13th Edition, Papalia, D. & Mortorell, G. (McGraw-Hill, 2015)  
Readings to inform your research paper

**Grading:**

4 exams	35%
5 quizzes	25%
Group work participation	10%
Research paper	15%
“It’s a new life!” journal	15%

**Attendance**

Your attendance is expected and your absence will impact your understanding of course material. In addition, due to discussion groups in class, you risk missing important information that may not be in your readings. If you miss more than 2 classes, you risk failure and may want to consider withdrawal from this course. Exams are due on the dates indicated. You **will not** be able to hand in an exam or homework assignment after its due date. If you are not going to be in class, you can put the exam or homework assignment in my mailbox before the end of the class in which it is due. You have my phone number and email should you need to discuss this further. Please don’t ask me to make exceptions as this is unfair to all your classmates who are getting their work in on time.

**Special needs**

If you have difficulty with the course material, please see me. I would rather you take a few moments to talk with me than fall behind. If you have any learning difficulties, please contact a Learning Specialist in the Counseling Center, A-wing. If you need any class or exam accommodations, please make sure you talk with the Counseling Department and obtain the appropriate accommodation request form and share that with me prior to the first exam.

**Communication in class**

Because we will be doing small group work, it is very important that we all follow basic communication etiquette. This requires you to listen respectfully when someone else is talking and request clarification should you not understand. You are encouraged to state your own thoughts and ideas. Please understand that you offer one perspective -- there are others. If you take the time to listen, you may discover a new way of thinking about an issue. Please allow and encourage all classmates to share their thoughts. Be careful not to take over an entire discussion. Please keep in mind that we’re all at different developmental places. What might seem obvious to one may not be so obvious to another. Please respect all levels of learning.

**Research paper:** You are required to choose a developmental topic that you wish to explore further. Please get approval for the topic (see date required.) You will research this topic using at least four academically sound sources. You will present your findings in an APA formatted paper of no less than seven pages, not including title, abstract and resource page.

**“It’s a new life!” journal:** During this class, you’ll consider the implications of lifestyle practices to the development and continuation of a human life. Questions provided in class will direct your journal entries. For instance, you may need to write about how attachment has been formed with your newborn and how this impacts him/her. The journal is a way to consider and discuss life stages as we take this new life from in utero to the death bed. You’ll be asked to share your entries in small groups. I’ll check your journals to insure completion and thoroughness of entries. Bring your journal to class each week as it is the basis for our class discussion. Also, consider using a three-ring binder so you can continue writing should I have your journal for the week. There will be **no credit** given for late journal entries.

**Panel discussion:** We’ll keep track of intriguing questions that come up during the semester regarding the differences in how each time of life interacts with or views the world. At the end of the semester, we’ll invite a small panel of representative from life stages adolescents to late adulthood to join our class. During this discussion, we can ask members of these varied life stages for their viewpoints.

#### **GENERAL WEEKLY GUIDE**

<b>09/03/15</b>	<b>Introductions and discussion Chapter 1 The study of human development</b>
<b>09/10/15</b>	<b>Chapter 3 Beginnings – Child assignment</b>
<b>09/17/15</b>	<b>Chapter 4 Birth and Physical Development during the first three years</b>
<b>09/24/15</b>	<b>Chapter 5 Cognitive development during the first three years</b>
<b>10/01/15</b>	<b>Chapter 6 Psychosocial development during the first three years Take home exam on chapters 1 through 6 (? On-line exam)</b>
<b>10/08/15</b>	<b>Take home exam due Chapter 7 Physical and cognitive development in early childhood</b>

- 10/15/15 Chapter 8 Psychosocial development in early childhood
- 10/22/15 Chapter 9 Physical and cognitive development in middle childhood  
Chapter 10 Psychosocial development in middle childhood  
Take home exam on chapters 7 through 10 (? On-line exam)
- 10/29/15 Take home exam due  
Chapter 11 Physical and cognitive development in adolescence
- 11/05/15 Chapter 12 Psychosocial development in adolescence (Bring in examples of gender specific media messages)
- 11/12/15 Chapter 13 Physical and cognitive development in emerging and young adulthood  
Chapter 14 Psychosocial development in emerging and young adulthood  
Take home exam on chapters 11 through 14 (consider on-line exam)
- 11/19/15 Take home exam due  
Chapter 15 Physical and cognitive development in middle adulthood  
Chapter 16 Psychosocial development in middle adulthood
- 11/26/15 No Class – Happy Thanksgiving!
- 12/03/15 Book reports due  
Chapter 17 Physical and cognitive development in late adulthood  
Chapter 18 Psychosocial development in late adulthood
- 12/10/15 Chapter 19 Dealing with death and bereavement  
Take home exam on chapters 15 through 18 (consider on-line exam)
- 12/17/15 Panel discussion