

THREE RIVERS COMMUNITY COLLEGE  
Social Science Department  
**Life Span Development – CRN #10806, Psy K201, T1**  
Spring, 2018, Wednesday: 6:30 – 9:15, **Room D104**

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

**Office hours:** By appointment or 30 minutes prior to start of class

**Email:** [PKerouack-Warner@trcc.commnet.edu](mailto:PKerouack-Warner@trcc.commnet.edu)

**Text or call number:** 860-465-7926

**Course description**

This 200-level course will study the physical, psychosocial and cognitive development of humans from birth to death. There will be an emphasis on distinct time periods such as conception and development of the fetus, infancy, childhood, puberty and adolescence, young, middle, and late adulthood, and gerontology. We will focus on **healthy** development of the human within each time, though we will discuss environmental, behavioral and genetic factors which impact the developmental process.

**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 way physical, cognitive and social factors interact to affect growth. It is expected 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, 12th Edition, Papalia, D. & Duskin Feldman, R. (McGraw-Hill, 2012)  
Reading to complete research paper

**Grading:**

4 exams	40%
Journal	20%
Small group work participation	10%
Quizzes	10%
Research paper	15%
Research paper outline	5%

Letter grades are given accordingly: A: 95+; A-: 90-94; B+: 87-89; B: 84-86; B- 80-83; C+ 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; F: below 60

**Attendance**

Your attendance is expected, and your absence will impact your understanding of course material. Please arrive to class on-time! It really is distracting to myself and others when you arrive late. 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.

**Disabilities Statement:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 215-9017. Contact the counselor as soon as possible to avoid any delay in the receipt of accommodations. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

### **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 refer to the above "Disabilities Statement." 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.

### **Homework - Journal**

You will be responsible for reading assigned materials and answering journal questions before you come to each class. Please bring your journal to class to use as a focal point of group discussion. I will check to make sure you have your journal in class. This is part of your class grade; please come to class prepared so you can be an active participant in group discussion. There will be **no credit** given for journals that are not completed and ready for class discussion on the date due. In the event of an absence, please put your journal in my mailbox before the next class meeting. I will check to make sure you start each entry with the following: One thing you learned from the chapter and one question you still have. Bring your journal to each class so you can ask the question that is pending or share one thing you learned. It is always amazing how these shared things help others.

**Research paper:** You are required to choose and get approval on a topic that discusses a stage or issue in life development. Keep in mind, we are studying **healthy** development. You may find, however, that you are interested in a topic that negatively impacts healthy development. I will be happy to discuss this choice with you for suitability to our class. You are required to provide an outline of this research paper for review. Please make sure you use valid, scholarly sources to inform your research paper. This is not a Google assignment. Your report should be at least 7 pages in length (not including title, abstract, or reference pages.) You should use APA formatting which requires a title page, abstract, body and reference page. The report should be double-spaced using Times New Roman 12. Please don't quadruple space between paragraphs. ☹

## **BOARD OF REGENTS FOR HIGHTER 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:

Victoria Baker or Christine Languth

Title IX Coordinator and Diversity Officer or Director of Student Success

A Room E-110, (860) 215-9208 or Room A-128, (860) 215-9260

[VBaker@trcc.commnet.edu](mailto:VBaker@trcc.commnet.edu) or [Clanguth@trcc.commnet.edu](mailto:Clanguth@trcc.commnet.edu)

Admissions Welcome Center \* Office A116

574 New London Turnpike, Norwich CT 06360

**ON-LINE PORTFOLIOS:** Students are recommended to maintain an online learning portfolio using a college-designed template in Digication. You will have the opportunity to monitor your own growth in college-wide learning through this electronic tool. It may even help you determine a major that is best suited to you. You’ll 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’ll connect your learning from the classroom, college, and life in general. Sometimes when you review all the work you’ve 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 post your own choices as well. Have fun in learning!

## GENERAL WEEKLY GUIDE

- 01/23/18** Introductions and discussion of expectations  
Chapter 1: The study of human development
- 01/30/18** **Chapter 2:** Theory and Research  
**Journal due Chapter 3:** Beginnings – Child Assignment
- 02/06/18** **Journal due Chapter 4:** Birth and Physical Development during the first three years
- 02/13/18** **Journal due Chapter 5:** Cognitive development during the first three years
- 02/20/18** **Journal due Chapter 6:** Psychosocial development during the first three years  
**Take home exam**
- 02/27/18** **Exam due**  
**Journal due Chapter 7:** Physical and cognitive development in early childhood
- 03/06/18** **Journal due Chapter 8:** Psychosocial development in early childhood
- 03/13/18** Spring Break – **no class**
- 03/20/18** **Bring outline of paper to class for review**
- 03/27/18** **Journal due Chapter 9:** Physical and cognitive development in middle childhood  
**Journal due Chapter 10:** Psychosocial development in middle childhood  
**Take home exam on chapters 7 through 10**
- 04/03/18** **Take home exam due**  
**Journal due Chapter 11:** Physical and cognitive development in adolescence  
**Journal due Chapter 12:** Psychosocial development in adolescence
- 04/10/18** **Journal due Chapter 13:** Physical and cognitive development in emerging and young adulthood  
**Journal due Chapter 14:** Psychosocial development in emerging and young adulthood  
**Take home exam on chapters 11 through 14**
- 04/17/18** **Take home exam due**  
**Journal due Chapter 15:** Physical and cognitive development in middle adulthood  
**Journal due Chapter 16:** Psychosocial development in middle adulthood
- 04/24/18** **Journal due Chapter 17:** Physical and cognitive development in late adulthood  
**Journal due Chapter 18:** Psychosocial development in late adulthood  
**Research paper due**
- 05/01/18** **Journal due Chapter 19:** Dealing with death and bereavement  
**Take home exam on chapters 14 through 19**
- 05/08/18** **Take home exam due; Panel Q&A**

NOTES AND REMINDERS: