Syllabus for PSY K201 Life Span Development s07

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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.

Learning Objectives

The course investigates the numerous factors which contribute to an integrated, whole person as well as the developmental problems faced by individuals moving toward maturity and through adulthood. We will 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 will 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. Given the breadth of our subject matter, tenacity and pacing yourself are necessary.

The course will entail a combination of: discussion threads, web-based video, CD-Rom activities, chapter notes, field research activities, PowerPoint slides, writing assignments, and group work. Please 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! The goal is active knowledge *construction*. You are encouraged to ask questions about what you are learning, relate it to past experiences and apply it to your daily lives. (The Johnson Foundation, 1987)

Required Reading

Papalia, Olds & Feldman Human Development 10th ed. NY, New York: McGraw-Hill, 2007.

A dictionary is needed to support your reading and writing assignments.

Use the textbook's companion web site
http://www.mhhe.com/papaliah10

A Study Guide for the textbook is on reserve in the Mohegan campus library; ask for it at the Circulation Desk.

Required Materials

You will need a library card to access materials from the Three Rivers Community College library. Go to http://www.trcc.commnet.edu >> click Learning Resources >> Libraries >> On-line forms >> Library Card form. Alternatively, you may use the electronic library located at http://www.eid.commnet.edu/login

You can use four 3 ½" high density labeled floppy disks or a single Zip disk for storing files outside WebCT Vista. USB key flash memory (a.k.a. thumb drives or pen drives) is recommended.
Save Your Work—**It is important to save your assignments on disk, USB flash drive, home hard drive or, if on campus, on the I: 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 occurs. (Barfield, 2006)**

The Reading Assignments

Please be aware each chapter contains a plethora of theoretical material and research data. Plan and manage your time accordingly. The weekly reading assignments will follow the schedule below. You are expected to complete the reading and critically analyze it. This will prepare you for discussion threads, group work, homework questions, and debates. Each week you are encouraged to practice asking and answering questions.

Evaluation Procedures

10% Exam #1
15% Exam #2
15% Exam #3
15% Exam #4
30% Research Project paper
15% Discussion board participation, course activities & group work

100 point scale

Participation

Overview: **Discussion is a very important component of this course (equivalent to one exam). Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding. (The Johnson Foundation, 1987) Discussions and group work is required and evaluated by the instructor for both quantity *and* quality.**

Homework: **For homework questions, a minimum of one paragraph is expected. Customarily, one to three paragraphs for each question suffice. The paragraphs should reflect information in the text and be based on scientific evidence as well as recent research data (not opinions or your personal experience and feelings). Approach homework as a [psychological] scientist. To avoid plagiarism, you must reference sources from which your information is derived.**

Discussion board: **Discussion assignments are thought-provoking exercises that can extend the learning of everyone when done well. (Barfield, 2006) We will have numerous discussion board assignments. Timely postings are important to catalyze discussions. Discussions will have deadline dates, after which you will be locked out of the forum. You are expected to post your own answer and *always* reply to at least two classmates' postings. Replying with a question is a fine idea. Responses to postings should add to the substance of the posting, request clarification, provide a different perspective or challenge the assertions. Your familiarity with the online lesson and the pertinent units of the texts will give you higher quality posts for maximum points. (Barfield, 2006) In studying Life Span Development, *disagreements are guaranteed* to arise! Address the content of the posting, not the person. Remember the purpose of discussions is to stimulate academic debate and foster intellectual communication. Everyone appreciates supportive comments.**

Conduct and Course Etiquette: **At Three Rivers Community College, we are committed to open, frank and insightful dialogue. Diversity has many manifestations, including diversity of thought and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Respect for your fellow students' ideas is critical to everyone getting the maximum benefit from this online course. Flaming, profanity or demeaning comments will not be tolerated. Such comments will be deleted by the instructor and are grounds for removal from the course. (Barfield, 2006)**

Withdrawal: **If you choose to withdraw from the course, please notify me via e-mail or telephone. Make sure you contact the Registration Office to complete the official procedures.**

Special Needs

If you have difficulty with the course material, please e-mail me, stop in during office hours, ask for a chat appointment or call for an in-person appointment. I am happy to clarify any questions you may have.

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 the Learning Specialist or Student Development

Office. 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 and Civility

We are together for a short time as a community of learners. Each person is expected to show respect and courtesy to fellow students and the instructor.

Academic dishonesty erodes the integrity of the College and devalues every degree granted. While the instructor encourages students to work together as they see fit, honesty in academic endeavors is expected. Plagiarism and cheating are prohibited. This means a research paper shall be the original creation of each student and answers on examinations will be derived according to stated examination conditions. If the instructor has any reason to question your conduct, the college's Academic Dishonesty policy will be swiftly executed. You risk receiving a zero grade for an assignment and failing the course.

Evaluation

Detailed information concerning the research project requirements will be distributed to you in the near future. A separate folder will be placed on the WebCT Vista Home Page; this folder will be dedicated exclusively to the research project.

You will complete four on-line quizzes (a.k.a. examinations) which are scheduled in advance (see below) and must be completed on *specified* dates. Examinations will encompass material from the assigned readings (whether discussed or not), chapter notes, PowerPoint slides, and concepts we have explored through video, Internet links, homework assignments, CD-Rom and group work.

***Do not wait for the exam date to* assess your knowledge; practice tests are found at: http://www.mhhe.com/papaliah10**

If a student misses an exam for an unacceptable reason, a zero will be averaged into the student's grade for the missed exam. Make-up exams will be given only to students who have contacted the instructor in advance of the exam and have an acceptable reason. It is your responsibility to contact the Instructor to petition for a make-up exam.

Topic Schedule and Assigned Readings

Information in italic typeface is the topic(s) for the week. Chapters, which are in plain typeface, should be read by the specified date. Activities, based on the topic readings, will be assigned as the course unfolds.

Week 1	January 22	*Introduction to the course & to Lifespan Development* pp. 27 – 57 recommended and Chapter 3 is required *Genetics*, *Prenatal Development & Birth*
Week 2	January 29	Chapters 4 and 5 *Physical & cognitive development during first three years*
Week 3	February 05	Chapter 6 *Emotional & social development during first three years* Exam preparation study groups strongly encouraged
	February 07	**Due – Option, thesis, sources, paper outline**
Week 4	February 13	**Exam # 1** Chapter 7 will be introduced after the exam *Physical and cognitive development in early childhood*
Week 5	February 19	Chapter 7 continued and Chapter 8 *The emotional & social world in early childhood*
Week 6	February 26	Chapters 9 & 10 *Physical, cognitive, psychosocial dev-middle childhood* Exam preparation study groups strongly encouraged
Week 7	March 06	**Exam # 2** Chapter 11 will be introduced after the exam *Physical and cognitive development during adolescence*
Week 8	March 12	Chapter 11 continued and Chapter 12 *Psychosocial development during adolescence*
	March 15	**Research Project PAPERS DUE**
****	March 19	Spring Holiday – Classes not in session
Week 9	March 26	Chapter 12 concluded and Chapter 13 *Physical and cognitive dev in young adulthood*
Week 10	April 02	Chapter 14 *Emotional and social development in young adulthood* Exam preparation study circles strongly encouraged

Week 11	April 10	**Exam #3** Course withdrawal **deadline** is the 13th Chapter 15
Week 12	April 16	*Physical and cognitive dev - middle adulthood*
Week 13	April 23	Chapter 16 *Psychosocial development in middle adulthood*
Week 14	April 30	Chapter 17 *Physical and cognitive development in late adulthood*
Week 15	May 07	Chapter 18 *Psychosocial dev in late adulthood* Chapter 19 Death and Bereavement Exam preparation study groups encouraged
Week 16	May 14	**Exam # 4** – Congratulations!

The information contained in this syllabus may change with or without notice as circumstances warrant.