

PSY K201 Life Span Development
Spring 2014- Three Rivers Community College



Instructor: Dylan Gaffney, MSCP

Meeting Time: Fridays 6-8:45 pm Room D104

Office Hours: Before and After Class or by appointment

E-Mail: mypsyclass@earthlink.net

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 with an emphasis on each distinct period's challenges.

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 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.

The course will entail a combination of: web-based video, writing assignments and group work.

Required Reading:

Text: Experience Human Development:

Papalia, Olds & Feldman Human Development 12th ed. NY, New York: McGraw-Hill.

Companion Web Site: www.mhhe.com/papaliahd12e

Various Handouts throughout the course supplied by your instructor

The Reading Assignments

Please be aware each chapter contains a plethora of theoretical material and research data. Plan and manage your time accordingly. **You are expected to come to each class having read the assignment *and having thought critically about it.***

Attendance and Participation-25% of your grade

Your attendance is expected. This class will be shaped by your presence and participation. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

Absences adversely affect your grade. For each two classes missed you automatically drop a grade level. If you miss a class, **you** are responsible for contacting a fellow student to obtain the information discussed in that class (notes, changes in exam dates, etc.) During the first class you will be introducing yourself to two classmates and note their e-mail or telephone number. Please let me know if you have any problems, which cause an extended absence.

Punctuality is imperative. Important information often is disseminated at the beginning of class. **Arriving on time and staying to the end of class shows respect for your fellow learners. If you repeatedly come to class late, and/or leave early you will be marked absent which would affect your grade.**

Take advantage of the free tutoring service available on campus if you feel the need.

Special Needs

If you have difficulty with the course material, please see me after class. 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.

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Integrity, Civility and Communication

The primary dynamic of immaturity is that we forget how to use our capacity to keep our minds on the group as a whole. It is expected that you truly listen (and not talk) while someone else is speaking. Please rebut another's viewpoint in a civil, non-personalized manner. No one enjoys a class where one or two individuals attempt to take over; so self monitor your participation or I will be forced to remind you in public. Disrespect of your classmates and disruptive behaviors will not be tolerated.

Academic dishonesty erodes the integrity of the College and devalues every degree granted. If the instructor has any reason to question your conduct, the college's Academic Dishonesty policy will be executed swiftly.



Learning Rules in the Classroom

- No cell phones in any way, shape or form. No texting. No tweeting. Turn off your phones **before you enter my classroom.....No iPods, etc. in classroom**
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable, and I will be checking.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates, who are here to learn, will be tolerated.
- No behavior that is inconsiderate and disrespectful to the instructor, who is here to teach, will be tolerated.

Evaluation

Examinations will encompass material from the assigned readings and lectures and concepts we have explored in class through video, the Internet or group work. If a student misses an exam for an unacceptable reason, a 0 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 has an acceptable reason.** It is your responsibility to contact the Instructor to petition for a make-up exam.

PERSONAL REFLECTION JOURNAL (25% of your grade)

This is your chance to explore the stages in a personal way using Erik Erikson's Psychosocial Stages as your guide. (Handout given, and it is in the textbook as well).

Each week I will be devoting some time for you to explore the particular stage we are working on. **This is just the beginning of you work on this.**

You are to create a journal. Start each stage of your journal with the class work I give, then "flesh out" the work. **I encourage creativity!** Find photos; ask parents and/or relatives about yourself at that particular age/stage. If you want to "scrap book" the work, feel free.

When you get to the age/stage you are currently at, you must then imagine the rest of the stages for yourself. For example, if you are now in "Young Adulthood" what do you imagine the next stages will be like for you. What will be the challenges? What will be the benefits?

You are in control of your own journal. This journal is for you, and the purpose is to give you a personal sense of this study and these stages. **I will be assessing it based on the integrity and purposefulness of your endeavor-the intent you bring to the exercise. I am not here to pry into your personal life!** I will be assessing this on much you invested into the project, and not the particulars of your personal journey. There is no "right" or "wrong" just lack of commitment to the project.

Many students, in the past, shared that this was the most valuable part of the course for them. If you take it seriously it can create a legacy of images, thoughts and insights that your children will appreciate in the future.

Assessment of the journal is contingent upon completion of each stage and will full personal investment into the project.

10% Exam #1

10% Exam #2

10% Exam #3

25% Personal Reflection Journal

25% Preparedness, homework, participation, cooperation in class and group work

Topic Schedule and Assigned Readings

- Week 1 January 24 **Introduction to the course**
Chapters 1 The Study of Human Development
Erik Erikson
- Week 2 January 31 **Theory and Research**
Chapter 2
- Week 3 February 7 **No Class-Outside assignment**
- Week 4 February 14 **“Forming a New Life”**
Chapter 3: Pre-natal Development
Chapter 4: Birth and Physical Development
- Week 5 February 21 **The First Three Years of Life**
Chapter 5: Cognitive Development
Chapter 6 Psychosocial Development
- Week 6 February 28 **Exam #1**
- Week 7 March 7 **Early Childhood**-The Magic Years
Chapter 7 Physical and Cognitive Development
Chapter 8 Psychosocial Development
- Week 8 March 14 **Middle Childhood**
Chapter 9 Physical and Cognitive Development
Chapter 10 Psychosocial Development
- Spring Break March 17-21-NO CLASS MARCH 21**
- Week 9 March 28 Adolescence
Chapter 11 Physical and Cognitive Development
Chapter 12 Psychosocial Development
- Week 10 April 4 **Exam #2**
- Week 11 April 11 **Emerging Adulthood**

Chapter 13 Physical and Cognitive Development
Chapter 14 Psychosocial

Development

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Week 12 April 18 **No Class-Good Friday**

Week 13 April 25 **Middle Adulthood**
Chapter 15 Physical and Cognitive Development
Chapter 16 Psychosocial Development

Week 14 May 2 **Late Adulthood**
Chapter 17 Physical and Cognitive Development
Chapter 18 Psychosocial Development
Chapter 19 The End of Life

JOURNALS DUE

Week 15 May 9 **Exam #3**
Journals Returned

Week 16 May 16 **Final Exam**