

Office Location:

Office Hours: before and after class

Email: alisonamerica@hotmail.com

Course Description

This upper level course provides an overview of the physical, emotional, social and cognitive development of humans from birth to 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 facets of growth 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 data 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. You 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. Tenacity, pacing yourself and evaluative thinking are necessary.

Class time will be used in combinations of: debate, film, didactic lecture, writing, Internet exploration, and small group work. You need to keep abreast of global, national and local news as such events are often discussed in light of persons' psychological functioning. Learning is not a spectator sport. The goal is active knowledge construction. You are encouraged to ask questions about what you are learning, write about it, relate it to past experiences and apply it to your daily lives. (The Johnson Foundation, 1987) Learning involves self-discipline and work. (Stoll, cited in Ravitch, 1998)

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 syllabus for the most part and reflect the nine major segments of the course. You are expected to come to each class having read the assignment *and having thought critically about it*. This will prepare you for debates, small group work and written reflection. During class each week, you are encouraged to practice asking and answering questions.

Evaluation Procedures

 to measure each student's degree of learning

Your grade will be made of 2 multiple choice tests, and a presentation on a topic related to Life Span Psychology of your choice. It should be a 5-10 minute presentation using any means you think is most informative (ie, poster presentation, power point, lecture, handouts). You should discuss the topic in terms of its effect on the life span. For instance, a student may choose to discuss nutritional needs as they change across the life span.

Attendance and Participation

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. (The Johnson Foundation, 1987) **How else do we get new ideas?** Absences adversely affect your grade. If you miss more than 6 hours of class, regardless of the reason, you risk failure or withdrawal from the course. 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.) By next week or so, consider introducing yourself to two classmates and note their e-mail or telephone number on this syllabus. 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, you will be marked absent. Absences affect your grade.

Special Needs

If you have difficulty with the course material, please see me during office hours or call for an 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, Civility and Communication

While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means a research paper shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. 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 swiftly executed.

Topic Schedule and Assigned Readings

Date	Chapters	Topic
26 Jan	Ch 1	Study of Hum Dev
2 Feb	Ch 2 pg 25-41	Theory and Research
9 Feb	No Class	No Class
16 Feb	Ch 3	New Life
23 Feb	Ch 1, Ch 2 (25-41), Ch 3 Ch 4	Phys Dev 1st 3 years
2 Mar	Ch 5; Ch 6	Cog Dev 1st 3 years; PsySoc Dev 1st 3 years
9 Mar	Ch 7; Ch 8	Phys Cog Early Childhood PsySoc Dev Early Child
16 Mar	Spring Break	Spring Break
23 Mar	Ch 9; Ch 10	Phys Cog Middle Childhood; PsySoc Middle Childhood
30 Mar	Ch 11; Ch 12	Adolescence; PsySoc Dev Adolescence
6 April	Ch 13 + 14	Young Adulthood; PsySoc Dev Young Adult
13 April	Ch 15 + 16	Phys Cog Dev Mid Adult PsySoc Dev Mid Adult
20 April	Ch 17-19	Phys Cog Dev Late Adult PsySoc Dev Late Adult Death Bereavement
27 April		Student Presentations
4 May		Student Presentations
11 May	Final Exam	FINAL EXAM