

- Articulate, in verbal or electronic discussions, the manner in which one's personal viewpoint supports or refutes a position stated in a written passage or expressed by a classmate

Cultures and Societies: Understand how social institutions, historical trends and cultural context impact the development of the individual

- Develop an understanding of how cultural differences in America and around the globe influence individual differences in social, emotional, intellectual or physical development
- Evaluate the impact of healthcare, economic and family systems on individual development
- Examine the manner in which historical era impacts psychological theories as well as individual development

Communication: Understand and express ideas about human development psychology through reading and writing

- Demonstrate the ability to comprehend and interpret written passages
- Develop the ability to analyze and synthesize written material pertaining to psychological research or theories of human development
- Produce college-level writing

Systematic Inquiry: Understand social science research methods used in human development psychology research

- Acquire knowledge about academic inquiry
- Develop an understanding of various research methods used in human development psychology
- Acquire knowledge about the major figures in the field of human development psychology
- Understand the difference between correlation and causation as well as how this difference impacts the interpretation of human development research

Attendance Tardiness and Participation Policies

Attendance: Students are expected to attend all classes. If a class is missed, students are responsible for all work missed. 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. (Carroll)

Electronic Devices Policy

If students have in their possession a walkman, iPod, pager, or cell phone they must turned off and kept in one's backpack or purse. Such electronic devices are not to be seen or heard during class. (Those who need to have a cell or pager on for extreme medical or family emergencies must first obtain permission from the professor and must leave the room to take the call.) If a student chooses to engage in text messaging during class, he/she will be asked to leave the classroom and an absence will be recorded. The use of laptops is also not allowed unless a student has a written request signed by his/her tutor, learning specialist or the director of the Resource Center. If students are using a laptop, they will be expected to submit their "notes" to the professor at the end of class.

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. (Carroll)

Participation

As an active learner participation is imperative to a great experience and a good grade. The class will value everyone's contributions and a steady rate of contributing based on reading and personal life experience will strengthen your grade.

Evaluation

Detailed information concerning the research paper requirements will follow under separate cover. Examinations will encompass material from the assigned readings (whether discussed in class or not) 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, have an acceptable reason and during office hours. It is your responsibility to contact the Instructor to petition for a make-up exam. (Carroll)

Grading System 100 point scale

- 10% Exam and or assignment #1
- 5% Internet Assignment #1
- 10% Exam and or assignment #2
- 5% Internet Assignment # 2
- 10% Exam and or assignment #3
- 15% Exam and or assignment #4
- 30% Research Project Paper
- 15% Preparedness, participation, cooperation and group work

Three Rivers Community College ADA Statement:

In compliance with and in the spirit of the Americans with Disabilities Act of 1990 and applicable disability law, Three Rivers Community College is committed to addressing the educational needs of all students. If any student has a disability that is documented with the learning Resource Center, please contact the instructor as soon as possible. The instructor will assist you to make appropriate arrangements. If you have a disability, but it is not documented with Three Rivers Community College please contact the Learning Specialist or Student Development Office ASAP. They will discuss the documentation required and the support e services that may be available to you at Three Rivers Community College.

Academic Honesty: Any questions of academic honesty will be resolved via the Three Rivers Community College Academic and Policies and Procedures.

Topic Schedule and Assigned Readings – fall 2010 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 and additional assignments will be assigned as the course unfolds.

Week 1	September 1	<i>Introduction to the course & to Lifespan Development</i> Presentation of essentials in Chapter 1 & 2
Week 2	September 8	Chapter 3 <i>Forming a new life</i> Chapter 4 <i>Physical development - Birth to three years</i> Guest Speaker: Erica Browne
Week 3	September 15	Chapter 5 <i>Cognitive development - Birth to three years</i> Chapter 6 <i>Psychosocial development – Birth to three years</i> (Guest Speaker)
Week 4	September 22	<u>Exam # 1 on Chapters 1-6</u> Begin Chapter 7 and finish before September 29
Week 5	September 29	<i>Physical and cognitive development in early childhood</i> Chapter 8
Week 6	October 6	<i>The emotional & social world in early childhood</i> Chapters 9 and 10 and finish before October 13th Guest Speaker; Anita Ferron Development 2-5 <u>Research Project Paper Thesis, Option #, Outline & Sources DUE</u>
Week 7	October 13	<i>Physical cognitive, psychosocial development during middle childhood</i>

- Week 8 October 20 **Exam #2 on Chapters 7-10**
 Chapter 11 *Physical and cognitive dev during adolescence*
- Week 9 October 27 Chapter 12 *Emotional and social development in adolescence*
- Week 10 November 3 Chapter 13 *Physical and cognitive development in young adulthood*
 Chapter 14 *Emotional and social development in young adulthood*
- Week 11 November 10 **Exam # 3 on Chapters 11-14**
 Final revisions to paper – Have the Writing Center review it
 Chapter 15 *Physical and Cognitive middle adulthood*
- Week 12 November 17
 Chapter 16 *Psychosocial development in middle adulthood*
- Week 13 November 24 **Happy Thanksgiving No Class**
- Week 14 December 1 **Completed Paper Due Today**
 Chapter 17
Physical and cognitive development in late adulthood
- Week 15 December 8 Chapter 18
Psychosocial development in late adulthood
 Chapter 19 *Death and Bereavement – Chapter Summary*
- Week 16 December 15 **Exam # 4 on Chapters 15-19 -- Congratulations!**

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