### **Course title: Life Span Development PSY K201 - T2 (3 credit hours)**

#### **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.

Instructor: Mr. Charles Cocores / 860-304-2668 cell

Educator in Residence / Certification Officer Connecticut College

Adjunct

E-Mail: ccocores@trcc.commnet.edu cocores7@comcast.net

Office hours: by appointment before or after class or by arrangement at other times

Class times: Wednesday 6:30PM -9:15PM Location: room B125

### **Required Reading:**

Papalia, Olds & Feldman. Human Development 11th ed. NY, New York: McGraw-Hill, 2004.

## The textbook's companion web site is listed in the book preface on page xix

<b>Instructional strategies</b> : Lecture	Discussion	Demonstration	Inquiry
Role Play	Work Groups	Internet search	Presentations
Observation	Speakers	Activities	Data Collection
SQ3R	Mock Media	Cost Benefit Analy	sis Research

**Technology focus**: Student computer labs for Internet assignments, research, power point presentations and word processing.

**Computer Generated Assignments:** All papers are to be double spaced in 12 pt text written in Times New Roman with 1 inch margins on the sides and top and 1.5 inch margins on the bottom. The proper APA format should be used for citations and references. <a href="http://owl.english.purdue.edu/workshops/hypertext/apa/">http://owl.english.purdue.edu/workshops/hypertext/apa/</a>

**3RCC Course Outcomes:** After completing this course, the successful student will have the following knowledge and skills.

**Critical Thinking:** Utilize critical thinking skills to analyze psychological theories and research data

- Develop the ability to evaluate the quality and utility of classic theories of human development psychology
- Develop the ability to analyze the strengths and weaknesses of contemporary research studies pertaining to human development psychology

 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.

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

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			

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