

## 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 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, CD-Rom activities, field research activities, 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 9th ed. NY, New York: McGraw-Hill, 2004.

The textbook's companion web site

[http://highered.mcgraw-hill.com/sites/0073133809/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073133809/student_view0/index.html)

A **dictionary** is required to support your reading and writing assignments.

## 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*. During class each week, you are encouraged to practice asking and answering questions.

## Evaluation Procedures to measure each student's degree of learning

10% Quiz #1

15% Quiz #2

15% Quiz #3

15% Personal Reflection

30% Research Group Project

15% Preparedness, participation, cooperation and group work

100 point scale

*Cont'd*

## **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) 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 after class or call for an appointment outside of office hours. 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**

You will be treated as honorable individuals and with respect. In turn, you are expected to show respect and courtesy to the instructor and fellow students. Dr. M. Scott Peck (1993) defines community as "a way of being together with both individual authenticity and interpersonal harmony so that people become able to function with a collective energy...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; self monitor your participation. Disrespect of your classmates and disruptive behaviors will not be tolerated.

While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means research 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 executed swiftly.

## **Evaluation**

Detailed information concerning the research 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.

## Topic Schedule and Assigned Readings

Week 1	January 21	<i>Introduction to the course &amp; to Lifespan Development</i> Chapters 1-2 are recommended, Tables found on pp. 8-9, and 27 are required, along with pg 17-18. <i>Genetics, Prenatal Development &amp; Birth</i>
Week 2	January 28	Chapters 3 and 4 (Project Assignments finalized) <i>Genetics, Prenatal Development &amp; Birth</i>
Week 3	February 04	CLASS WILL NOT MEET-OUTSIDE ASSIGNMENT Chapter 5- <i>Cognitive Development</i> Quiz and group research preparation study circles outside of class
Week 4	February 11	<b>Quiz # 1</b> Chapter 6-7 will be introduced after the quiz <i>Psychosocial Development. during the first three years</i> <i>Physical and cognitive development in early childhood</i>
Week 5	February 18	Chapter 7 continued and Chapter 8 <i>Psychosocial Development in Early Childhood</i>
Week 6	February 25	Chapters 9 & 10 <i>Physical, cognitive, psychosocial dev-middle childhood</i> <i>Psychosocial development in middle childhood</i>
Week 7	March 04	<b>Quiz # 2</b> Chapter 11 and 12 will start after the quiz <i>Physical and cognitive development during adolescence</i> <i>Psychosocial Development in Adolescence</i>
Week 8	March 11	Chapter 13 and Chapter 14 <i>Physical and Cognitive Development in Emerging Adulthood</i> <i>Psychosocial Development in Emerging Adulthood</i>
****	<b>March 18</b>	<b>Spring Holiday – Classes not in session</b>
Week 9	March 25	Chapter 15 <i>Physical and Cognitive Development in Middle Adulthood</i> <i>Group Presentation #1</i> <i>Group Presentation #2</i>
Week 10	April 01	Chapter 16 <i>Psychosocial Development in Middle Adulthood</i> <i>Group Presentation #3</i> <i>Group Presentation #4</i>
Week 11	April 08	<b>Quiz #3-Catch up Period.....</b> <i>Group Presentation #5</i>

Group Presentation #6

Week 12 April 15

Chapter 17

*Physical and Cognitive Development in Late Adulthood*

Group Presentation #6

April 22

Good Friday NO CLASS

Week 13 April 29

Chapter 18

*Psychosocial Development in Late Adulthood*

Group Presentation #7

Week 14 May 6

Chapter 19

Dealing with Death and Bereavement

Week 15 May 13<sup>th</sup>

**Personal Reflections Due-Group Meeting and Final Wrap-Up**