

# SYLLABUS

Life Span Development (PSY\* K201)  
(CRN #10556)

Three Rivers Community College  
Norwich, Connecticut 06360

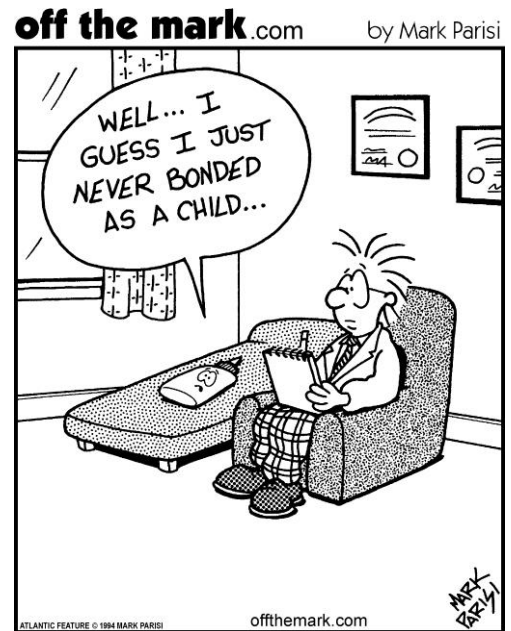
Erica S. Gelven, Ph.D.

Phone: 203.996.7455

Email: [egelven@trcc.commnet.edu](mailto:egelven@trcc.commnet.edu)

## Office Hours:

Upon request, and questions are always welcome by e-mail or phone. I will be on campus Monday, Wednesday and Friday between 11:00 and 12:00. Meeting place TBD.



## Course Description

This upper level course explores the physical, emotional, social and cognitive development across the human life span (birth to death). Prenatal, infant, childhood, adolescence and adulthood periods will be discussed. Attention is given to providing a context for human development in psychology and other fields of study.

## Required Texts & Recommended Materials

Papalia, Olds & Feldman. Human Development 10<sup>th</sup> ed. New York, NY: McGraw-Hill, 2007.

Please note: reading assignments are tailored to best fit the topic at hand by allowing for a more focused review of the material. It is your responsibility to review the Guide to the Reading Assignments for revisions to the reading assignments.

The PowerPoint slides for this class can be found on and printed from the Blackboard Vista site for this course. Hard copies of these slides will not be provided in class.

## Learning Objectives

1. Explain human development from (before) birth to death.
2. Describe normal and abnormal development.
3. Critically examine classic and current research defining developmental phenomena.
4. Utilize theories of development to gain further insight into your personal growth.

## Classroom Procedure

To make the most of class time, it will include: lecture, open discussion, writing, small group work, and other activities designed to best fit the topic at hand. There will be plenty

of opportunity for questions, discussion and debate; **this is your education and you deserve to get the most out of it!**

### Office Hour Procedure

In addition to the times mentioned previously, I encourage you to call or e-mail me with any questions or concerns you may have, and I will reply to you in a timely manner.

### Method of Evaluation

1. In-class multiple-choice/take-home essay examinations
2. Research paper
3. Class attendance, class participation and individual contribution (This includes your individual contribution to the psychosocial and death chapter summary presentation.)

### Examinations

You are responsible for the material covered in the weekly reading assignments, and for any additional discussions and/or material covered in class. To enhance your learning, you may (but are not required to) take advantage of the practice tests located at: [http://highered.mcgraw-hill.com/sites/0073133809/student\\_view0/](http://highered.mcgraw-hill.com/sites/0073133809/student_view0/). If you use these tests, you do not need to forward the results to me.

Exams can only be made up under specific circumstances, as approved by me. **Make-up exams will only be given to students who have a legitimate reason for missing the exam, have contacted me prior to the exam, and have not taken a make-up exam for this course previously.** Make-up exams will be scheduled at my discretion, and you are responsible for contacting me in a timely fashion to arrange for the make-up. If a student misses an exam for an unacceptable reason or does not meet the requirements for having a make-up exam, a "0" is given for that exam. **Make-up exams are entirely essay, and may not be completed at home.**

### Research Paper

You are required to complete a 10-page minimum research paper for this class. The topic can be anything relevant to the world of life span development. You are encouraged to select a topic that is: 1) an area of personal interest to you, 2) related to your field of study, and/or 3) an area outlined by the text or classroom discussions. We will discuss the paper in further detail in future classes, but please come to me with any questions in the meantime.

You must use at least three resources for the paper. If you choose to use the text as a resource, you must use three additional resources. All citations and references must be formatted according to the APA style. Other aspects of APA style do not need to be followed, unless you so choose. See me or the Writing Center for guidance.

## Attendance

**Your attendance is expected and will be recorded.** This is for the benefit of both yourself and your classmates. Missing more than four hours of class may result in a lower grade, failure of, or withdrawal from the course. If you miss a class, you are responsible for contacting a classmate for any materials or information covered in that class. Please let me know if you have any circumstances that may result in an extended absence.

## Course Outline

This is the schedule of reading assignments and lecture topics by week. The reading assignments are in italics, and should be completed by the date indicated. **“Completion” is defined as reading and thinking critically about the material assigned; you should come to class with opinions and questions about the topic of the day.**

**Note:** For the psychosocial (6, 8, 10, 12, 14 and 16) and death and bereavement (19) chapters, you will be responsible for preparing and presenting in class a thorough and thoughtful summary of the material. This is done in small work groups, with each group responsible for a particular section.

Week 1	January 21	Introduction to Life Span Development: Review of syllabus and course
	January 23	<i>Chapter 2: Theory and Research (recommended)</i>
Week 2	January 26	<i>Chapter 3: Forming a New Life</i>
	January 28	Chapter 3
	January 30	<i>Chapter 4: Physical Development/First Three Years</i>
		<i>Chapter 5: Cognitive Development/First Three Years</i>
Week 3	February 2	Chapters 4 & 5
	February 4	Chapters 4 & 5
	February 6	<i>Chapter 6: Psychosocial Development/First Three Years</i>
Week 4	February 9	Chapter 6
	February 11	Chapter 6
		Exam Review
	February 13	<b>Exam 1, Chapters 3 to 6</b>
Week 5	February 16	Washington's Birthday – No class
	February 18	<i>Chapter 7: Physical and Cognitive Development/Early Childhood</i>
	February 20	Chapter 7
Week 6	February 23	<i>Chapter 8: Psychosocial Development/Early Childhood</i>
	February 25	Chapter 8
	February 27	<i>Chapter 9: Physical and Cognitive Development/Middle Childhood</i>
Week 7	March 2	Chapter 9
	March 4	<i>Chapter 10: Psychosocial Development/Middle Childhood</i>
	March 6	Chapter 10
		Exam Review

Week 8	March 9 March 11	<b>Exam 2, Chapters 7 to 10</b> <i>Chapter 11: Physical and Cognitive Development/Adolescence</i>
	March 13	Chapter 11
Week 9	March 16 – 20	Spring break – No classes
Week 10	March 23 March 25 March 27	<i>Chapter 12: Psychosocial Development/Adolescence</i> Chapter 12 <i>Chapter 13: Physical and Cognitive Development/Young Adulthood</i>
Week 11	March 30 April 1	Chapter 13 <i>Chapter 14: Psychosocial Development/Young Adulthood</i>
		<b>Research Project Paper Due</b>
	April 3	Chapter 14
Week 12	April 6	Chapter 14 Exam Review
	April 8	Make-up class – TBD
	April 10	Spring recess – No class
Week 13	April 13 April 15	<b>Exam 3, Chapters 11 to 14</b> <i>Chapter 15: Physical and Cognitive Development/Middle Adulthood</i>
	April 17	Chapter 15
Week 14	April 20	<i>Chapter 16: Psychosocial Development/Middle Adulthood</i>
	April 22	Chapter 16
	April 24	<i>Chapter 17: Physical and Cognitive Development/Late Adulthood</i>
Week 15	April 27 April 29	Chapter 17 <i>Chapter 18: Psychosocial Development/Late Adulthood</i>
	May 1	Chapter 18
Week 16	May 4	<i>Chapter 19: Death and Bereavement</i>
	May 6	Chapter 19
	May 8	Chapter 19
Week 17	May 11 May 13	Catch-up and exam review <b>Exam 4, Chapters 15 to 19</b>

### Course Evaluation

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Research project paper	25%
Class participation and attendance	15%

## **Academic Integrity Policy**

Academic integrity is expected of you as students and of me as your professor.

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. (*Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges*)

If, at any time, I have reason to question your conduct, the College's academic dishonesty policy will be followed.

## **Course Withdrawal Policy**

Students may withdraw, in writing at the Registrar's Office, for any reason until May 11.

## **ADA Accommodations Statement**

If you have special needs (such as a learning disability or physical condition) and require accommodations to enhance your participation in this course, please contact the Learning Specialist or Student Development Office for evaluation and assistance.