

# SYLLABUS

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

Three Rivers Community College  
Norwich, Connecticut 06360

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Office Hours:  
Monday, 11:00 to 11:30 am or by appointment  
Questions are always welcome by e-mail or  
phone message

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## Course Description

This upper level course examines 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

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.

## 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

As adjunct faculty, I will not be on campus as frequently as full-time faculty. However, I will try to be available to you when I am not on campus. I encourage you to call or e-mail me with any questions or concerns you may have, and I will make every attempt to reply to you in a timely manner. In most circumstances, I will contact you during business hours within one day of your message.

## Method of Evaluation

1. Multiple-choice and/or essay examinations.
2. Research paper.
3. Class attendance, class participation and individual contribution.

## Examinations

You are responsible for the material covered in the weekly reading assignments, and for any additional material covered in class. To enhance your learning, you may 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/). Not only can these exercises test your knowledge, they also serve as a starting point for any help you may need from me. 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, and who have contacted me prior to the exam.** Make-up exams will be scheduled at my discretion, and you are responsible for contacting me 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.

## 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 psychology. 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 you are encouraged to come to me with any questions or concerns 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, which will be reviewed during a later class.

## Attendance

**Your attendance is expected.** This is for the benefit of both yourself and your classmates. Missing more than six hours of class could result in failure of or with-drawal 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. If for any reason, the start of class will be delayed, I will contact you.

### 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.** Occasionally, additional brief reading assignments may be given out in class.

Week 1	January 23	Introduction to Life Span Development: Review of syllabus and course
Week 2	January 28	<i>Chapter 2: Theory and Research (recommended)</i>
	January 30	<i>Chapter 3: Forming a New Life</i>
		<i>Chapter 4: Physical Development During the First Three Years</i>
		<i>Chapter 5: Cognitive Development During the First Three Years</i>
Week 3	February 4	Chapters 4 & 5
	February 6	<i>Chapter 6: Psychosocial Development During the First Three Years</i>
Week 4	February 11	Chapter 6
		Exam Review
	February 13	<b>Exam 1, Chapters 3 to 6</b>
Week 5	February 18	<i>Chapter 7: Physical and Cognitive Development in Early Childhood</i>
	February 20	Chapter 7
		<i>Chapter 8: Psychosocial Development in Early Childhood</i>
Week 6	February 25	Chapter 8
		<i>Chapter 9: Physical and Cognitive Development in Middle Childhood</i>
	February 27	Chapter 9
		<i>Chapter 10: Psychosocial Development in Middle Childhood</i>
Week 7	March 3	Chapter 10
		Exam Review
	March 5	<b>Exam 2, Chapters 7 to 10</b>
Week 8	March 10	<i>Chapter 11: Physical and Cognitive Development in Adolescence</i>
	March 12	Chapter 11
		<i>Chapter 12: Psychosocial Development in Adolescence</i>
Week 9	March 17 & 19	Spring break – No class
Week 10	March 24	Chapter 12
		<i>Chapter 13: Physical and Cognitive Development in Young Adulthood</i>
	March 26	Chapter 13
		<i>Chapter 14: Psychosocial Development in Young Adulthood</i>
		<b>Research Project Paper Due</b>
Week 11	March 31	Chapter 14
		Exam Review
	April 2	<b>Exam 3, Chapters 11 to 14</b>

Week 12	April 7	<i>Chapter 15: Physical and Cognitive Development in Middle Adulthood</i>
	April 9	Chapter 15
Week 13	April 14	<i>Chapter 16: Psychosocial Development in Middle Adulthood</i>
	April 16	Chapter 16
Week 14	April 21	<i>Chapter 17: Physical and Cognitive Development in Late Adulthood</i>
	April 23	Chapter 17
Week 15	April 30	<i>Chapter 18: Psychosocial Development in Late Adulthood</i>
	April 30	Chapter 18
Week 16	May 5	<i>Chapter 19: Death and Bereavement</i>
	May 7	Chapter 19
		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 April 29.

### 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.