

SYLLABUS

Life Span Development (PSY* K201)
(CRN #10556)
MWF, 10 to 10:50
D222

Three Rivers Community College

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Office Hours: After class, and questions are always welcome by e-mail or phone.



Course Description

This upper level course explores the physical, emotional, social and cognitive development across the human life span (prenatal 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 11th ed. New York, NY: McGraw-Hill, 2009.

Please note: reading assignments for Chapters 4 to 19 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.

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, but if you have any difficulties accessing them, please let me know.

Learning Objectives

The goals and objectives for Life Span Development are integrated with the College's general education goals. 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

Classroom Procedure

To make the most of class time, it will include: lecture, open (respectful) discussion, individual presentations, 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 extension of the policy mentioned previously, I encourage you to call, text 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 (including your psychosocial chapter summary presentations.)

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 quizzes located at: http://highered.mcgraw-hill.com/sites/0073370169/student_view0/index.html.

Click on the chapter you would like to be tested on, then select a quiz. If you use these materials, you do not need to forward the results to me.

Study strategies for success in this course: Read the chapter summary before reading the chapter, complete a practice quiz after reading the chapter, and reread your notes two or three times each week. Analyze, synthesize and evaluate the information – then ask questions. Repetition of exposure will increase understanding!

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 at least ten minutes prior to the exam, and have not taken a make-up exam for this course previously.** Make-ups are not generally offered for Exam 4. Make-up exams will be available 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, may not be completed at home, and are to be completed at the TRCC Testing Center.**

Research Paper

You are required to complete a 10-page minimum research paper for this class, to be **due on Monday, April 2** – start thinking about it now! 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. Please come to me with any questions.

You must use at least three resources for the paper, and can include journals, newspapers, books, quality internet sources, and/or personal communications. 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 – we are happy to help!

Attendance

Your attendance is expected and recorded. This is for the benefit of both yourself and your classmates. **Missing more than four** classes may result in a lower grade in, 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. **Remember to refer to the attached “Guides to Reading Assignments” when reading the text material.** “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) chapters, you will be responsible for preparing and presenting in class a thorough, thoughtful and brief (10 minutes in length) summary of the material. Each individual is responsible for an assigned (by alphabetical order) section, which will be discussed before the start of Chapter 6.

Week 1	January 20	Introduction to Life Span Development: Review of syllabus and course
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Week 2	January 23 January 25 January 27	<i>Chapter 2: Theory and Research (recommended reading)</i> <i>Chapter 3: Forming a New Life</i> Chapter 3
Week 3	January 30 February 1 February 3	<i>Chapter 4: Physical Development / First Three Years</i> Chapter 4 <i>Chapter 5: Cognitive Development / First Three Years</i>
Week 4	February 6 February 8 February 10	Chapter 5 <i>Chapter 6: Psychosocial Development / First Three Years</i> No class – Read/study day: Prepare 5 questions re: Exam 1
Week 5	February 13 February 15	Chapter 6 Chapter 6 Exam Review
Week 6	February 17 February 20 February 22	Exam 1, Chapters 3 to 6 President’s Day – Class not in session <i>Chapter 7: Physical and Cognitive Development / Early Childhood</i>
Week 7	February 24 February 27 February 29 March 2	Chapter 7 <i>Chapter 8: Psychosocial Development / Early Childhood</i> Chapter 8 <i>Chapter 9: Physical and Cognitive Development / Middle Childhood</i>
Week 8	March 5 March 7 March 9	Chapter 9 <i>Chapter 10: Psychosocial Development / Middle Childhood</i> Chapter 10 Exam Review
Week 9	March 12 March 14	Exam 2, Chapters 7 to 10 <i>Chapter 11: Physical and Cognitive Development / Adolescence</i>
Week 10	March 16	Chapter 11
Week 11	March 19 to 23 March 26 March 28 March 30	Spring break – Class not in session <i>Chapter 12: Psychosocial Development / Adolescence</i> Chapter 12 <i>Chapter 13: Physical and Cognitive Development / Young Adulthood</i>
Week 12	April 2 April 4	Chapter 13 Research Project Paper Due <i>Chapter 14: Psychosocial Development / Young Adulthood</i>
Week 13	April 6 April 9	Spring recess – Class not in session Chapter 14 Exam Review
Week 14	April 11 April 13 April 16 April 18 April 20	Exam 3, Chapters 11 to 14 <i>Chapter 15: Physical and Cognitive Development / Middle Adulthood</i> Chapter 15 <i>Chapter 16: Psychosocial Development / Middle Adulthood</i> Chapter 16

Week 15	April 23	<i>Chapter 17: Physical and Cognitive Development /Late Adulthood</i>
	April 25	Chapter 17
	April 27	<i>Chapter 18: Psychosocial Development /Late Adulthood</i>
Week 16	April 30	Chapter 18
	May 2	Chapter 18
	May 4	<i>Chapter 19: Death and Bereavement</i>
Week 17	May 7	Chapter 19
	May 9	Chapter 19
		Exam Review
	May 11	Exam 4, Chapters 15 to 19

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 Monday, May 7.

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.