

**Three Rivers Community College**

**Fall 2010**

**PSY 201: Life Span Development**

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**Stephen Weiss, Ph.D.**

**Office: D 205.6W**

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**Office Phone #: 860-823-2819**

**Office Hours: M 5:00-6:00PM; TU8:30-9:30AM; W 5:30-6:30; TH 4:00-6:00; and by appointment**

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**Class Room: D 210**

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**Class Schedule: TH 6:00-8:45 PM**

**Website: <http://smw15.org/>**

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## **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.

## **Course 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

**Required Text:**

Papalia, Olds & Feldman Human Development 11th ed. NY, New York: McGraw-Hill, 2009.

Use the textbook's companion web site the address is <http://www.mhhe.com/papaliahd11e>

## Grading System:

<i>Grading Criteria</i>	<i>Points</i>	<i>Percentage</i>
<b>3 Exams</b>	300	75%
<b>Research Paper</b>	100	25%
<b>Extra Credit (Total extra credit points x .10)</b>		
<b>Total</b>	400	100%

<i>Grade</i>	<i>%</i>	<i>Pts</i>
<b>A</b>	93+	+372
<b>A-</b>	90-92	360-372
<b>B+</b>	87-89	348-359
<b>B</b>	83-86	332-347
<b>B-</b>	80-82	320-331
<b>C+</b>	77-79	308-319
<b>C</b>	73-76	292-307
<b>C-</b>	70-72	280-291
<b>D+</b>	67-69	268-279
<b>D</b>	63-66	252-267
<b>D-</b>	60-62	240-251
<b>F</b>	-60	-240

### Notes:

- (1) **Note:** While class attendance will not be calculated into the above grades, excessive absences (3-4) will result in a decrease of a full letter grade (for example from C to D). 5-6 absences will cause your grade to be reduced by two full letters (for example from B to D). 7 or more absences will result in failure of the course.
- (2) If you **DO NOT** complete this course, you must formally withdraw at the registrar's office by DEC. 9<sup>th</sup>. Failure to do so will likely result in you receiving an F on your transcript for this course.

**Exams:** All exams will be part multiple choice, true/false and part short answer format. There will be **no make-ups** for the exams (unless, there is an emergency and I am informed immediately).

**Research Paper:** This paper is due on Nov. 18<sup>th</sup>. Late papers will lose ten points for each day late includes non-class days (for example weekends). See handout and website for additional information concerning this assignment.

**Extra Credit:**

- **Experiment Participants:** There will be several extra credit points given for involvement as research participants in my motor learning/sport psychology experiments. Your participation in these experiments is voluntary. If you choose to participate, extra credit points will be distributed as follows: In-class short survey research: 2-3 points; Out-of-class experiments: 5-10 points.
- **Class Attendance/Participation:** A maximum of 5 extra credit points will be given for good attendance/class participation.
- **There will be no individual extra credit opportunities.**
- **Total Extra Credit:** The total number of extra credit points earned multiplied by 10% will increase your overall grade. For example: If you earn 30 extra credit points this will give you three points added to your final average ( $30 \times .10 = 3$ ).

**Reading Assignments:** The majority of the readings will come from the textbook. Additional readings will be assigned well in advance of the exams.

**Policy on Cheating and Plagiarism:** If I believe that you have copied from another student or other source, you will receive a grade of zero on that assignment or exam. This zero cannot be counted as your lowest exam grade (it cannot be dropped). A second offense will result in failure of the course. Please see our catalog for additional information.

## Topic Schedule and Assigned Readings

- Aug 26 *Syllabus; Chapters 1-2: Introduction to the course & to Lifespan Development; Research*
- Sep 2 Chapter 3 *Genetic, Prenatal Development & Birth*  
Chapter 4 *Physical development - Birth to three years*
- Sep 9 Chapter 5 *Cognitive development - Birth to three years*  
Chapter 6 *Psychosocial development – Birth to three years*
- Sep 16 Chapter 7 and begin Chapter 8
- Sep 23 *Exam 1 Physical and cognitive development in early childhood*  
Finish Chapter 8 and Begin Chapter 9
- Sep 30 **Exam # 1** *The emotional & social world in early childhood*  
Chapters 9 and 10
- Oct 7 *Physical cognitive, psychosocial development during middle childhood*
- Oct 14 Chapter 11 *Physical and cognitive dev during adolescence*
- Oct 21 Chapter 12 *Emotional and social development in adolescence*  
Chapter 13 *Physical and cognitive development in young adulthood*
- Oct 28 Chapter 13 continued
- Nov 4 **Exam # 2** – Chapter 14 *Emotional and social development in young adulthood*
- Nov 11 **Veteran's Day - No Class – Enjoy!**
- Nov 18 **Papers Due today.** Chapter 15 *Physical and cognitive dev in middle adulthood*
- Nov 25 **Thanksgiving Break – No Class – Enjoy!**
- Dec 2 Chapter 16 *Psychosocial dev in middle adulthood*  
Chapter 17 *Physical and cognitive development in late adulthood*
- Dec 9 Chapter 18  
*Psychosocial development in late adulthood*  
Chapter 19 *Death and Bereavement*
- Dec 16 **Exam # 3** Extra Credit Options

