

# SYLLABUS

Life Span Development (PSY\* K201)  
(CRN #30308)

Three Rivers Community College  
Norwich, Connecticut 06360

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Office Hours:

By appointment, and questions are always welcome by e-mail or phone message



## 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 the class topics can be found on 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

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 essay examinations (due to the shortened class time, essays will be take home, unless in the case of a make-up exam).
2. Research paper.
3. Class attendance, class participation and individual contribution. This includes, in part, your contribution to the psychosocial and death chapter summaries.

### 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, 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 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 will not be take 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 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. See me or the Writing Center for guidance.

## Attendance

**Your attendance is expected.** This is for the benefit of both yourself and your classmates. Missing more than four hours of class could result 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. If for any reason, the start of class will be delayed or class is unexpectedly cancelled, I will contact you if possible.

## 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	September 3	Introduction to Life Span Development: Review of syllabus and course
	September 5	<i>Chapter 2: Theory and Research (recommended)</i> <i>Chapter 3: Forming a New Life</i>
Week 2	September 8	“Free” class: Class does not meet; please work on life history assignment
	September 10	Chapter 3
	September 12	<i>Chapter 4: Physical Development During the First Three Years</i> <i>Chapter 5: Cognitive Development During the First Three Years</i>
Week 3	September 15	Chapters 4 & 5
	September 17	Chapters 4 & 5
	September 19	<i>Chapter 6: Psychosocial Development During the First Three Years</i>
Week 4	September 22	Chapter 6
	September 24	Chapter 6 Exam Review
	September 26	<b>Exam 1, Chapters 3 to 6</b>
Week 5	September 29	<i>Chapter 7: Physical and Cognitive Development in Early Childhood</i>
	October 1	Chapter 7
	October 3	<i>Chapter 8: Psychosocial Development in Early Childhood</i>
Week 6	October 6	Chapter 8
	October 8	<i>Chapter 9: Physical and Cognitive Development in Middle Childhood</i>

	October 10	Chapter 9
Week 7	October 13	Columbus Day – No class
	October 15	<i>Chapter 10: Psychosocial Development in Middle Childhood</i>
	October 17	Chapter 10
		Exam Review
Week 8	October 20	<b>Exam 2, Chapters 7 to 10</b>
	October 22	<i>Chapter 11: Physical and Cognitive Development in Adolescence</i>
	October 24	Chapter 11
Week 9	October 27	<i>Chapter 12: Psychosocial Development in Adolescence</i>
	October 29	Chapter 12
	October 31	<i>Chapter 13: Physical and Cognitive Development in Young Adulthood</i>
Week 10	November 3	Chapter 13
	November 5	<i>Chapter 14: Psychosocial Development in Young Adulthood</i>
		<b>Research Project Paper Due</b>
	November 7	Chapter 14
Week 11	November 10	Chapter 14
		Exam Review
	November 12	<b>Exam 3, Chapters 11 to 14</b>
	November 14	<i>Chapter 15: Physical and Cognitive Development in Middle Adulthood</i>
Week 12	November 17	Chapter 15
	November 19	<i>Chapter 16: Psychosocial Development in Middle Adulthood</i>
	November 21	Chapter 16
Week 13	November 24	<i>Chapter 17: Physical and Cognitive Development in Late Adulthood</i>
	November 26	Thanksgiving recess – No class
	November 28	Thanksgiving recess – No class
Week 14	December 1	Chapter 17
	December 3	<i>Chapter 18: Psychosocial Development in Late Adulthood</i>
	December 5	Chapter 18
Week 15	December 8	<i>Chapter 19: Death and Bereavement</i>
	December 10	Chapter 19
	December 12	Chapter 19
Week 16	December 15	Catch-up and exam review
	December ?	<b>Exam 4, Chapters 15 to 19 (Exam details will change as campus move date approaches – I will advise)</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 December 15.

### **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.