

PSY K201 Life Span Development

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Office Hours: By appointment, before class

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Course Description

This upper level course provides an overview of the physical, emotional, social and cognitive development of humans from birth to death. There is an emphasis on distinct periods such as development of the fetus, infancy, childhood, adolescence, and the phases of adulthood.

Course Expectations:

- Know how to use Blackboard
- Check Blackboard daily
- Access Connect web resources
- Have a working email address
- Have use of a computer and reliable Internet connection
- Come to class regularly, read materials, and participate in class

Use of Blackboard:

In this course we use Blackboard for communicating, Discussions, and tests. Please ensure that you are familiar with Blackboard and check Bb daily.

Learning Overview

The course will provide you with a broad introduction to psychological terms and concepts. Your instructor is present to help *you* create a great educational experience; my role is to provide support and assess your progress. You will have the opportunity to learn a variety of psychological theories and apply them to behavior and mental life. You will utilize the scientific method and research studies. You are encouraged to ask, “What is the evidence?” each time you encounter statements about human behavior. (Walsh, 2001) You may become a more successful college student after studying human memory. You will gain knowledge of the human nervous system, the anatomy of the senses and the manner in which perception formulates your personal reality. We will delve into motivation, emotions and learning. We will explore how an individual’s behavior is influenced by the complex interplay between environment, genetics, physiology and intrapsychic processes. The course emphasizes written communication skills, questioning and critical thinking.

Outside of class, utilize the computer-based interactive learning activities. Keep current on global, national and local news, such events are often discussed in light of persons’ psychological functioning. Class time will be used in combinations of: didactic lecture, scholarly debate, writing, Internet exploration, film and small group work. You are encouraged to ask questions during class. Integrating the course into your work life, campus life and personal life is the goal.

Required Reading

Papalia, D. E. (2015). *Experience Human Development* New York, NY: McGraw-Hill. **13th Edition**

You must also purchase the support materials – we will be using Connect as part of our assignments and course work.

The Reading Assignments

Concentration requires practice. The weekly reading assignments will follow the syllabus for the most part. The textbook is the central component of the course. Please be aware each chapter contains a plethora of data; keep up with the assignments.

You are expected to come to each class having read the assignment and having thought critically about it. This will bolster your written and oral communication skills as well as group work.

Attendance

This course is based on teaching, learning and communication. Each of us has a responsibility to contribute to the learning of others through critical dialogue, and integrative and collaborative learning (Forando, 2009). Former students agree unequivocally that coming to class is essential for success in this course. If you miss more than 6 hours of class, regardless of the nature of the absences, you risk failure. If you miss a class, *you* are responsible for obtaining from a *classmate* information germane to that meeting (notes, changes in exam dates, etc.) Please let me know if you have any problems which cause an extended absence. By next week or so, consider introducing yourself to two classmates, note their names and e-mail addresses or telephone numbers on this syllabus.

Punctuality is *imperative*. Important information often is disseminated at the beginning of class and it shows respect for fellow learners. If you repeatedly come to class late, you will be marked absent.

Absences affect your grade.

Evaluation Procedures - Grades determined as follows (points approximate):

| | |
|------------|------------------------|
| 100 points | Exam # 1 |
| 100 points | Exam # 2 |
| 100 points | Blackboard assignments |
| 100 points | Connect assignments |
| 100 points | In class assignments |

Integrity & Civility

You will be treated with respect and as honorable individuals. Note that academic dishonesty erodes the integrity of the College and devalues *every* degree granted. While the instructor encourages students to work together frequently, honesty in all academic work is expected of every student. This means papers shall be the original creation of each student and answers on examinations will be determined without help from auxiliary sources. If the instructor has any reason to question your conduct, the College's academic dishonesty policy will be followed. We are here to learn from one another. A tone of civility and good will is expected. As adult college students, you are expected to behave as professionals – arrive prepared to work, display maturity and show respect to all. Cell phone conversations and text messaging are grounds for dismissal from class. *Disrespect of your classmates and disruptive behaviors will not be tolerated.*

Learning Needs

If you have difficulty with the course material, please see me during office hours or call me for an appointment. I am happy to clarify any questions you may have. *Utilize office hours!*

If you have special needs (such as a learning disability, physical condition, mental health disability, etc.) and require accommodations to enhance your participation in the class, please contact the Learning Specialist or Student Development Office. In order to provide accommodations, I must receive documentation pertaining to your needs. Effort will be made to support everyone's learning.

Examinations

Examinations will cover material from the assigned readings (whether discussed in class or not) and data we have discovered in class through lecture and/or discussion. Students will complete the exams on Blackboard during the assigned class/week time and we will not meet as a class for that lecture day. *Do not wait* until the exam date to evaluate your knowledge of psychological concepts. Study often over the course of the semester.

Make up exams are not given.

In addition, there will be in class work and homework assigned throughout the semester. In class & out of class assignments cannot be made up for any reason.

Assessments

Student grades will consist of the following: tests, Discussions in Bb, short in-class assignments & online resources. Assessments will be tests, which will be completed on Blackboard. The tests are not cumulative, however, knowledge builds on itself and we adopt a continuous perspective in this course. Tests will be multiple choice/multiple answer. Tests will assess conceptual knowledge and will focus on the materials we discuss in class and any outside readings I may assign. All additional readings will be available on Blackboard. No other additional credit or extra assignments will be offered.

Withdrawal

If you choose to withdraw from the course, please notify the instructor via e-mail or telephone. Make sure you contact the Registration Office to complete the official procedures.

Learning Outcomes General Psychology Part 1

The goals for General Psychology 1 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

- Describe human behavior and mental processes from various theoretical perspectives in the field of psychology
- Identify the interrelationship between human biology and psychology
- Identify the manner in which psychological research on memory relates to college study skills

Information Literacy: Assess what information is needed to answer questions as well as evaluate the quality of information

- Demonstrate the skill of identifying information needed to answer questions pertaining to psychological terms and concepts
- Recognize and evaluate information sources for a specified purpose
- Develop an understanding of psychology as an ever-changing discipline, based on contemporary research data

Communication: Understand and express ideas about psychology through reading and writing

- Demonstrate the ability to comprehend and interpret written passages
- Write clearly
- Develop the ability to articulate one's viewpoint in verbal or electronic discussions

Systematic Inquiry: Understand social science research methods used in psychological research

- Demonstrate the ability to describe the science of psychology

- Describe different research methods used in psychology
- Acquire knowledge about men and women whose research endeavors made significant contributions to the field of psychology
- Develop an understanding of the strengths and weaknesses of different psychology research methods

Information contained in this syllabus may change with or without notice as circumstances warrant. Updates will be made on Blackboard.

Schedule of Assigned Readings and Discussion Topics

| Date | Module | Assignment |
|---------|--|------------------------------|
| Aug 29 | Ch 1 Ch 2 [Basic Theoretical issues; Theoretical Perspectives] Ch 3 [Nature & Nurture; Environmental Influences Maternal & Prenatal Factors] | Readings & Blackboard |
| Sept 5 | Ch 4 [The newborn baby; Complications of childbirth; Motor development] | Readings & Blackboard |
| Sept 12 | Ch 5 | Readings & Blackboard |
| Sept 19 | Ch 6 | Readings & Blackboard |
| Sept 26 | Ch 7 | Readings & Blackboard |
| Oct 3 | Ch 8 | Readings & Blackboard |
| Oct 10 | Ch 9 [Cognitive Development] | Readings & Blackboard |
| Oct 17 | Ch 10 | Readings & Blackboard |
| Oct 24 | Test 1 | Covers Chapters 1-10 |
| Oct 31 | Ch 11 | Readings & Blackboard |
| Nov 7 | Ch 12 | Readings & Blackboard |
| Nov 14 | Ch 13 [Health and Fitness; Cognitive Development] & 14 | Readings & Blackboard |
| Nov 21 | Ch 15 [Physical & Mental Health; Cognitive Development] & 16 | Readings & Blackboard |
| Nov 28 | NO CLASS | NO CLASS |
| Dec 5 | Ch 17 & 18 | Readings & Blackboard |
| Dec 12 | Test 2 | Covers Chapters 11-18 |