***SYLLABUS***

Life Span Development (PSY\* K201)
 (CRN #30308) MW, 9:30 to 10:45

D105

Three Rivers Community College Erica Gelven, Ph.D. Phone: 203.996.7455 (text messages possible)Email: egelven@trcc.commnet.edu Office Hours: Before class; questions are always welcome!

**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 & Martorell. Experience Human Development 13th ed. New York, NY: McGraw-Hill, 2015. 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 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 psychologyDevelop the ability to analyze the strengths and weaknesses of contemporary research studies pertaining to human development psychologyArticulate, 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 developmentEvaluate the impact of healthcare, economic and family systems on individual developmentExamine 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 passagesDevelop the ability to analyze and synthesize written material pertaining to psychological research or theories of human developmentProduce 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 psychologyAcquire knowledge about the major figures in the field of human development psychologyUnderstand 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, 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 examinations2. Research paper3. Class attendance, class participation and individual contribution

**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, details of which I will provide soon.

**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 whenever practical.**

**Research Paper**You are required to complete a 10-page minimum research paper for this class, to be **due on Monday, November 4** – 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!

**Digication**

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

**AttendanceYour 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.

August 28 Introduction to Life Span Development: Review of course

September 2 **Labor Day – Class Not in Session**

September 4 *Chapter 2: Theory and Research (recommended)*

September 9 *Chapter 3: Forming a New Life*

September 11 Chapter 3

September 16 *Chapter 4: Physical Development/First Three Years*

September 18Chapter 4

September 23 *Chapter 5: Cognitive Development/First Three Years*

September 25 Chapter 5

September 30 *Chapter 6: Psychosocial Development/First Three Years*

 Exam Review

October 2 **Exam 1, Chapters 3 to 6**

October 7 *Chapter 7: Physical and Cognitive Development/Early Childhood*

October 9 **Yom Kippur – Class not in session**

October 14 *Chapter 8: Psychosocial Development/Early Childhood*

October 16 *Chapter 9: Physical and Cognitive Development/Middle Childhood*

October 21 *Chapter 10: Psychosocial Development/Middle Childhood*

October 23 Chapter 10

 Exam Review

October 28 **Exam 2, Chapters 7 to 10**

October 30 *Chapter 11: Physical and Cognitive Development/Adolescence*

November 4 *Chapter 12: Psychosocial Development/Adolescence*

 **Research paper due**

November 6 *Chapter 13: Physical and Cognitive Development/Young Adulthood*

November 11 *Chapter 14: Psychosocial Development/Young Adulthood*

November 13 Chapter 14 Exam Review

November 18 **Exam 3, Chapters 11 to 14**

November 20 *Chapter 15: Physical and Cognitive Development/Middle Adulthood*

November 25 *Chapter 16: Psychosocial Development/Middle Adulthood*

November 27 **Thanksgiving recess – Class not in session**

December 2 *Chapter 17: Physical and Cognitive Development/Late Adulthood*

December 4 *Chapter 18: Psychosocial Development/Late Adulthood*

December 9 *Chapter 19: Death and Bereavement*

 Exam Review

December 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.

**Board of Regents for Higher Education and Connecticut State Colleges Policies**

**Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy**

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.”

**Title IX Statement of Policy**

“Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities.”

Please Report Student Incidents to: Maria Krug

574 New London Turnpike, Norwich CT 06360

860.215.9208 \* mkrug@trcc.commnet.edu

**Course Withdrawal Policy**Students may withdraw, in writing at the Registrar's Office, for any reason until Tuesday, November 5.

**ADA Accommodations Statement**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.