

Syllabus for: Lifespan Development	
Semester & Year:	Summer 2013
Course ID and Section Number:	Psych 11, V3643
Number of Credits/Units:	3.0
Day/Time:	May 20-July 11
Location:	Online
Instructor's Name:	Mark Winter
Contact Information:	Office location and hours: TBA Phone: TBA Email: mark-winter@redwoods.edu
Course Description (catalog description as described in course outline):	
<p>An introduction to the psychological study of human development across the life span. Biological, cognitive, and psycho-social influence on human development will be examined. Topics include prenatal development, childhood, adolescence, and adulthood. <i>English 150 Recommended</i></p>	
Student Learning Outcomes (as described in course outline) :	
<p>(1) Analyze how biological, psychological, and social processes affect human development. (2) Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development. (3) Analyze and/or apply developmental research in writing. (4) Identify and describe classic and contemporary theories and research in lifespan psychology. (5) Identify and describe the techniques and methods used by developmental psychologists to study human development. (6) Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.</p>	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodations document to me as promptly as possible so that necessary arrangements can be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
<p>The student code of conduct is available on the College of the Redwoods website at: http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</p>	

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Lifespan Development Psych 11–V3643–Summer 2013

Instructor: Mark Winter, PhD

Email: mark-winter@redwoods.edu

Office: Creative Arts 132, Eureka Campus **MyCR Website:** <http://mycr.redwoods.edu>

Phone: 707-476-4310

Video Tool Kit for Human Development:

<http://bcs.worthpublishers.com/devtk/player/pages/login.aspx?uid=0&rau=0>

Course Description: An introduction to the psychological study of human development across the life span. Biological, cognitive, and psycho-social influence on human development will be examined. Topics include prenatal development, childhood, adolescence, and adulthood. *English 150 Recommended*

Course Learning Outcomes: (1) Analyze how biological, psychological, and social processes affect human development. (2) Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development. (3) Analyze and/or apply developmental research in writing. (4) Identify and describe classic and contemporary theories and research in lifespan psychology. (5) Identify and describe the techniques and methods used by developmental psychologists to study human development. (6) Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

Required Text/Resources: The class requires the (1) textbook Human Development: A Cultural Approach by Arnett, Jeffrey Jensen (2011/12), Pearson Publishing, **and** (2) access to the Video Tool Kit for Human Development (VTKHD) by Worth Publishers. They are purchased separately.

Purchase the textbook in any format: Hardcover, loose-leaf, or ebook.

You can purchase the text directly from the [publisher](#) for \$170 hardcover, \$111 loose-leaf, or \$68 ebook; the [CR Bookstore](#) for \$176 new, \$132 used, \$99 rental, \$88 used rental, or \$86 digital rental; or any commercial online vendor (e.g., amazon.com). *Note: Be sure to order online well before class begins. You must have the text early in the first week of class.

Purchase the access code to the [Video Tool Kit from the publisher](#) for \$20. **Class ID#: V3643**

The text and VTKHD are required. Please have access to them by the first day of class as assignments begin immediately. A copy of the text is available on two-hour reserve at the LRC on the Eureka campus.

Computer Skills: Online courses require adequate computer skills. You should be able to navigate the course website, open and download files, use a word processor and be able to convert files, if necessary, into rich text format. It is your responsibility to meet the technological demands of the course.

Computer Requirements: Most computers and internet providers are adequate. Broadband services from cable, DSL, or satellite providers are strongly recommended. You need to have reliable access to the internet at least three times a week for 8 weeks. It is your responsibility to meet the class deadlines.

Student Commitment: Your commitment will require at least as much time as you would dedicate to a traditional class. This three credit hour class --- a normal 16 week class is taught in 8 weeks --- requires about 10-15 hours per week of your time. You will have to carefully read online lectures and textbook chapters, participate in online activities, participate in online discussions, complete weekly exams, and write and submit a paper. Self-discipline, attention to details, and skills in reading and writing are critical.

Instructor Commitment: I dedicate as much or more time to this class as compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 48 hours. Additionally, I read every discussion forum post and often participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative comments to your discussion posts, and emails/ messages to students who fall behind.

Chapter Exams (300 points): This course is organized around 13 topics/chapters. Each topic will have a chapter exam consisting of 25 multiple-choice items based on the week's readings from the textbook and online lecture. Each chapter's exam can be taken once. Exams will be available for a total of 7-10 days beginning the weekend before the week when the topic is presented and until the deadlines (usually) on Sundays at 11:59 pm. Exam scores are available immediately upon submission in the Gradebook and correct answers in the Exams & Quizzes section. Chapter exams are not allowed after the deadline passes except under extraordinary conditions and with a 20% penalty. The lowest chapter exam score will be dropped at the end of class. These are open-book exams but you should prepare as you would in a face-to-face class. You will be limited to a total of 25 minutes for each exam. You should follow the class code of conduct.

Class Discussions (130 points): Each chapter-and the midterm paper-will have a discussion based on a question. You will receive up to a maximum of 10 points for postings and responses to other peoples' postings (see scoring below). The discussion forum can be accessed from the class homepage. The lowest chapter forum score will be dropped at the end of class.

Primary Post -- 5 points possible --Your primary post must:

- React critically/analytically - don't summarize or just give a personal example
- Relate topic to your own personal experience
- Use correct grammar, spelling, punctuation, and complete sentences
- Post before the Thursday deadline (Saturday for week 1/Wednesday for week 8)
- Meet the 300 word minimum length

Reply Postings -- 5 points possible – Each of your **two reply posts** must:

- React thoughtfully to the content of a classmate's primary post. Focus your reply on your classmate's post, not on your personal experiences
- Use correct grammar, spelling, punctuation, and complete sentences
- Meet the 150 word minimum length

Human Development Activities/Videos (120+ points): The online video tool kit for human development has chapter activities and videos. A simple question from each video will be included in the pool of possible questions in the chapter quizzes. Every chapter will have **three assigned activities**.

Each Activity -- 3 points possible – Each activity receives:

- **3 pts** – when all essay answers are satisfactory and the time spent on the activity is at least 80% of the estimated duration posted with the activity;
- **2 pts** – when there is one poor or missing essay answer or the time spent on the activity is less than 80% of the estimated duration;
- **1 pt** – when two or more essay answers are poor or missing or the time spent on the activity is less than 50% of the estimated duration.

***An additional point** will be added when all three activities receive full credit for a total of 10 points possible each week

The lowest chapter activities score will be dropped.

Midterm Paper (50 points): This will be a short paper applying concepts of child development. Information is available using the Assignments link at the class website.

Final Exam (50 points): The final is a comprehensive exam consisting of 50 multiple-choice questions based on the readings and chapters 1-13.

Please Note: There are no extra credit assignments.

Grade Distribution: **A** = 93% and above, **A-** = 90-92%, **B+** = 88-89%, **B** = 83-87, **B-** = 80-82%, **C+** = 78-79%, **C** = 65-77%, **D** = 60-64%, **F** = 59% and below

Course Schedule: Seven weeks will consist of a weekly **Topic**, **Readings** (lecture and text chapter), **Video Tool Kit in Human Development (VTKHD)**, and **Assessment** (exam and discussion.) The last week will be dedicated to the final exam.

Dates	Topic	Readings	Assessment
Week 1: May 20 – May 26	Introduction, Genetics and Prenatal Development	Chapter 1: Text and Lecture Chapter 2: Text and Lecture	Chapter 1 Exam, VTKHD, and Discussion Chapter 2 Exam, VTKHD, and Discussion
Week 2: May 27 – June 2	Birth, Newborn, and Infancy	Chapter 3: Text and Lecture Chapter 4: Text and Lecture	Chapter 3 Exam, VTKHD, and Discussion Chapter 4 Exam, VTKHD, and Discussion
Week 3: June 3 – June 9	Toddlerhood and Early Childhood	Chapter 5: Text and Lecture Chapter 6: Text and Lecture	Chapter 5 Exam, VTKHD, and Discussion Chapter 6 Exam, VTKHD, and Discussion
Week 4: June 10 – June 16	Middle Childhood	Chapter 7: Text and Lecture	Chapter 7 Exam, VTKHD, and Discussion Midterm Paper

Week 5: June 17 – June 23	Adolescence and Emerging Adulthood	Chapter 8: Text and Lecture Chapter 9: Text and Lecture	Chapter 8 Exam, VTKHD, and Discussion Chapter 9 Exam, VTKHD, and Discussion
Week 6: June 24 – June 30	Young and Middle Adulthood	Chapter 10: Text/Lecture Chapter 11: Text/Lecture	Chapter 10 Exam, VTKHD, and Discussion Chapter 11 Exam, VTKHD, and Discussion
Week 7: July 1 – July 7	Late Adulthood and Death	Chapter 12: Text/Lecture Chapter 13: Text/Lecture	Chapter 12 Exam, VTKHD, and Discussion Chapter 13 Exam, VTKHD, and Discussion
Week 8: July 8 – July 11			Final Exam

Note: While I make every effort to follow the standards and schedule of this syllabus there may be times when changes are necessary. I will inform the class through the announcement board and/or class email or messages of any changes.

Code of Conduct: I would encourage you to familiarize yourself with the Student Code of Conduct Standards in the college catalogue under campus policies and regulations. In addition, as an online class I have two additional requirements. First, you must do your own work. All papers, postings, and exams must be completed by you without any assistance other than basic editing help. Second, be respectful of your fellow students. Be kind and considerate in all of your postings and responses to the discussion forum.

Students with Disabilities: This class is designed to accommodate students with disabilities. Please contact me directly with specific concerns. For more information regarding the College's services for students with disabilities go to the DSPS website at <http://redwoods.edu/district/dsps/>