

Syllabus for: Lifespan Development Psychology 11	
Semester & Year:	Spring 2014
Course ID and Section Number:	E4804
Number of Credits/Units:	3
Day/Time:	MW 10:05-11:30
Location:	CA 109
Instructor's Name:	Dr. Deanna Herrera-Thomas
Contact Information:	Office location and hours: CA 133 Phone: 476-4307 Email: Deanna-Herrerathomas@redwoods.edu
Course Description: A course covering the scientific study of human development across the lifespan. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in lifespan development. Topics include biological, cognitive, and psycho-social processes in the context of prenatal, infant, child, adolescent, and adult development	
Student Learning Outcomes: <ol style="list-style-type: none"> 1. Analyze how biological, psychological, and social process 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 	
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 accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will 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. Students may make requests for alternative media by contacting DSPS.	
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.	
The student code of conduct is available on the College of the Redwoods website at: http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
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
Spring 2014
Psych. 11
Instructor: Dr. Deanna Herrera-Thomas
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Required Text: Human Development: A Cultural Approach by Arnett, Jeffrey Jensen (2012).

This course is a college level transfer course that will provide the student with an understanding of the psychosocial, genetic, evolutionary, physiological, cognitive and behavioral approaches to human development from birth to death.

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 are as follows:

(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.

The course assignments include:

Two papers:

Group Project Paper=120

One paper is worth 150 points and is a group project that is written in proper APA format is 3-5 pages in length and is chosen by a group each student is assigned to. There will be 5-8 students assigned to each group. The grading rubric will follow in a separate handout. The project requires each student to work effectively and collegially with other students and to communicate effectively. The paper will culminate in a presentation to the class within the group assigned. The group will be given one score so it is incumbent upon each student to accept that they will be graded based upon the final product that the group provides. The paper is worth 75 points and the presentation is worth 25 points and the group effort is worth 20 points.. You will be required to meet at least one time outside of class for this assignment.

Individual Paper=50

The additional paper is written by each student individually highlighting his or her developmental process through the lens of one developmental model. Any model presented by the text is acceptable and these range from the humanistic models to the evolutionary to the behavioral and to

the cognitive and personality. The task of the student is to explain their own experiences of growth to any model that interests him or her. This paper will be free of spelling and grammatical errors, it must follow a logical line of reasoning and be written with clarity and precision. A handout will be available that describes the rubric for this assignment. This paper is worth 50 points.

Take Home Exams=100

There will be two "take home quizzes" or exams. Each is designed to help you keep up with your reading and to carefully reflect on concepts and then apply them to different situations. Each take-home will encompass many chapters and will require the student to keep up with the reading to do well. These are not easy so get started right way. Each is worth 50 points.

Final Exam=100

The final exam will focus on the same chapters that the second take-home quiz is based. The final will consist of multiple choice questions and some combination of short essay and True/False questions. This exam is worth 100 points.

The assignment due dates are listed on the course calendar but the sequence is as follows: Quiz 1, Personal Paper, Quiz 2, Group Paper, and the Final.

Bonus points will be periodically given throughout the semester for extra credit assignments at the instructor's choice at her discretion.

Participation=30

The instructor at the end of the course will determine your participation points based upon your engagement in the course in a thoughtful and productive manner. I do not offer points based upon who speaks the most but who contributes to a collective learning community productively.

The class is worth 400 points total and percentages will determine grades based on the following.

Grading Scale

372-400=A (93%+)	332-345=B(83-86%)	280-307=C(70-76%)
360-371=A-(90-92%)	320-331=B-(80-82%)	240-277=D(60-69%)
348-359=B+(87-89%)	308-319=C+(77-79%)	236and below=F(59%-??)

Important Notes

If you plan to drop please do so at or before the Census Date indicated on the Course Calendar to avoid an F.

Pay attention to when you can drop the class and obtain a refund, as well as the official withdrawal date to avoid an "F" or to obtain a "W". I do my very best to drop students who do not attend, but occasionally I will miss someone, so to be safe please drop yourself.

The class schedule is a tentative one that can be altered if needed.

The student code of conduct must be followed including, but not limited to, these guidelines.

No ELECTRONICS unless given permission by the instructor and/or required as a disability accommodation. If you use your cell phone I will first warn you and then I will follow up by asking you to step out of class and then return the next class period. Cell phone use distracts at least 6 people sitting near you (as noted by the research) and therefore, is not tolerated. A behavioral contract will be required as follow up. No note passing, side-discussions, or other distracting behaviors allowed. If you have an interesting comment to make then please share it with the class.

No late exams and if you are not present to pick up a take-home quiz it is no longer available to you. Do not have friends or classmates drop off an exam in your absence. I will not accept it, nor will I accept any exams placed in drop-off box unless I have made specific arrangements with you to do so.

Class Calendar

Week	Chapters	Assignments
Week 1 1/22 1/27	1 Topic: A Cultural Perspective	Read Chapter 1
Week 2 1/27 1/29	2 Topic: Genetics and Pre-Natal Development	Read Chapter 2
Week 3 2/3 CENSUS DAY 2/5	3 Topic: Birth and the Newborn 4 Topic: Infancy	Read Chapter 3 Take Home Quiz I
Week 4 2/10 2/12	5 Topic: Toddlerhood	Read Chapter 3
Week 5 2/17 2/19	5 Toddlerhood Continued Topic: Early Childhood	Holiday on Monday no class 2/19 Instructor day off But read and come back Wed.
Week 6 2/24	6 Topic: Early Childhood	

2/26		
Week 7 3/5 3/10	7 Topic: Middle Childhood	Begin Group Project
Week 8 3/12	Spring Break	
Week 9 3/17 3/22	7 Topic: Middle Childhood	Individual Paper Due Return Quiz I
Week 10 3/24 3/26	8 Topic: Adolescence	
Week 11 3/31 4/7	9 Topic: Emerging Adulthood 10 Topic: Early Adulthood	
Week 12 4/14 4/16	11 Topic: Adulthood	
Week 13 4/21 4/23	12 Topic: Middle Adulthood	First and only optional completed group project paper due (for me to look at) 4/21
Week 14 4/28 4/30	13 Topic: Late Adulthood and Death	Group project paper due 4/28
Week 15 5/5 5/7		Presentations begin 5/5
Week 16 Finals starting 5/12	Wed. May 14 th at 10:45-12:45	Be prepared! You will do great!

SPRING SESSION 2014

Flex Days..... Jan 16 & 17
Classes Begin.....Jan 18
All-College Holiday (Martin Luther King, Jr.'s, Birthday)Jan 20
Census Day Feb 3
No Classes (Lincoln's Birthday) Feb 14
All-college Holiday (President's Day) Feb 17
No Classes (Spring Break)Mar 17-22
Final Exams May 12-16
Classes EndMay 16
Commencement (Del Norte).....May 16
Commencement (Eureka and K-T)May 17
Commencement (Mendocino)May 18
All-college Holiday (Memorial Day)May 26

The Admissions webpage offers all dates pertinent to withdrawals, refunds, transcript requests and drops. You can find the page under the Parents/Families pull-down menu.