

Syllabus for: Psychology 11, Lifespan Development	
Semester & Year:	Spring 2015
Course ID and Section Number:	PSYCH 11--E7097
Number of Credits/Units:	3
Day/Time:	MW 10:05-11:40
Location:	Creative Arts 109
Instructor's Name:	Dr. Deanna Herrera-Thomas
Contact Information:	Office location and hours: CA 133 T.TH. 11:40-12:40 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:	
<p>(1) Analyze how biological, psychological, and social processes affect human development.</p> <p>(2) Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development.</p> <p>(3) Analyze and/or apply developmental research in writing.</p> <p>(4) Identify and describe classic and contemporary theories and research in lifespan psychology.</p> <p>(5) Identify and describe the techniques and methods used by developmental psychologists to study human development.</p> <p>(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 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://redwoods.edu/District/Board/New/Chapter5/AP%20500%20Conduct%20Code%20final%2002-07-2012.pdf	
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.

PSYCH 11 -- Lifespan Development
Spring 2015
Dr. Deanna Herrera-Thomas
MW 10:05-11:30

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:

(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 the following:

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, to the evolutionary, to the behavioral, and to cognitive models; as well as the personality theories. 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 50points.

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.

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.

Sequence of Assignments:

The assignment due dates are listed on the course calendar but the sequence is as follows: Quiz 1, Individual 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.

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%)	236 and 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		
Date	Topics	Assignments
Week 1: Jan 21	Topic: A Cultural Perspective Topic: Heredity and Environment	Read Chapter 1
Week 2: Jan 26-28	Topic: Genetics and Pre-Natal Development	Read Chapter 2
Week 3: Feb. 2-4	Topic: Birth and the Newborn	Read Chapter 3 Take Home Quiz I
Week 4: Feb. 9-11	Topic: Infancy	Read Chapter 4
Week 5: Feb. 18	Topic: Toddlerhood	Holiday on Monday (2/16) Please read Chapter 5 for Wed (2/18).
Week 6: Feb. 23-25	Toddlerhood Continued Topic: Early Childhood	Read Chapter 6
Week 7: Mar. 2-4	Topic: Early Childhood	Begin Group Project
Week 8: Mar. 9-11	Topic: Middle Childhood	Read Chapter 7
Spring Break		
Week 9: Mar. 23-25	Topic: Middle Childhood	Individual Paper Due Return Quiz I Due 3/25
Week 10: Mar. 30-April 1	Topic: Adolescence	Read Chapter 8
Week 11: April 6-8	Topic: Emerging Adulthood	Read Chapter 9
Week 12: April 13-15	Topic: Young Adulthood	Read Chapter 10
Week 13: April 20-22	Topic: Middle Adulthood	Read Chapter 11 First and only optional

		completed group project paper due [for me to look at) 4/21
Week 14: April 27-29	Topic: Late Adulthood and Death	Read Chapters 12 & 13 Group project paper due 4/28
Week 15: May 4-6	Presentations	Presentations begin 5/5
Finals Week: May 9-15		Be prepared! You will do great!

Important Dates:

Census Day: Feb. 3 (DROP YOURSELF BY THIS DAY if you plan to drop the class). If you drop after this day then you will get an "F" in the class. Access the Admissions page for all other dates (under pull-down menu: "Parents/Families"). Two "personal days" will be taken by instructor and you will be notified ASAP when those days will be.

All-College Holidays: Lincoln's Birthday Feb. 13, President's Day Feb. 16, Spring Break March 16- 21.

I do not post grades on LMS. My experience teaching has shown me that if a student comes to speak to me and requests grades, I can provide a context for the grades and how the student can, if an issue, increase his or her score. Early grades can be deceiving in terms of overall scoring of points. This time also allows me the opportunity to encourage students, offer tips on study skills or provide useful referral information. I find that this increases persistence in my classes.

Emergency Procedures

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review www.redwoods.edu/safety.asp for information on campus Emergency Procedures.

During an evacuation:

- **Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.**
- **Once outside, move to the nearest evacuation point outside your building.**
- **Keep streets and walkways clear for emergency vehicles and personnel.**
- **Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities.**

