

## Syllabus for: Lifespan Development

<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	Psych 11 V7109
<b>Number of Credits/Units:</b>	3.0
<b>Day/Time:</b>	Jan 17-May 10
<b>Location:</b>	Online
<b>Instructor's Name:</b>	Mark Winter
<b>Contact Information:</b>	Office location and hours: CA 132 Phone: 476-4310 Email: mark-winter@redwoods.edu

### Course Description (catalog description as described in course outline):

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

### Student Learning Outcomes (as described in course outline) :

**(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.

**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%205500%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.

**Lifespan Development**  
**Psych 11 – Section V7109**  
**Spring 2015**

**Instructor:** L. Mark Winter, PhD

**Email:** mark-winter@redwoods.edu

**Office:** Creative Arts 132, Eureka Campus

**Phone:** 707-476-4310

**Office Hours:** T-Th 1-2, and by appt.

**Class Website:** <https://redwoods.instructure.com>

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**Computer Skills:** Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

**Computer Requirements:** Most computers and internet providers are adequate. I would recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 15 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

**Student Commitment:** Your commitment will require at least as much time as you dedicate to a traditional class. A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read online lectures and textbook chapters, participate in online activities and watch online videos, participate in online discussions, complete weekly quizzes, and submit a written exam (proctored) and paper. Conscientiousness, attention to details, and skills in reading and writing are critical for success. The proctored exam can be at any CR campus site or by arrangement with the instructor (at least two weeks before the scheduled exam.)

**Instructor Commitment:** I dedicate as much or more time to this class 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 occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and emails/messages to students who fall behind.

**Required Text/Resources:** The class requires the textbook Human Development: A Cultural Approach by Arnett, Jeffrey Jensen (2011/12), Pearson.

The **hardcover text** (ISBN-10: 020559526X) purchased new, used, or rented from a commercial vendor such as the College of the Redwoods Bookstore, Amazon.com, or Chegg.com. Approximate cost for the hardcover text ranges from \$175 to less than \$70. Approximate cost for the text rentals are around \$45. Be sure to order early and have the textbook by the start of class. Another option is the **electronic version of the textbook** (ebook) available from CourseSmart. <http://www.coursesmart.com/0205214363>

Please have access to the text by the first week of class as assignments begin immediately and are due by the end of the week. A copy of the text is available on two-hour reserve at the LRC on the Eureka campus.

**Class Discussions (165 pts/38%):** Each week has a discussion based on a text passage identifying an *historical topic* in developmental psychology. You will receive up to a maximum of 15 points for postings and responses to other peoples' postings (see scoring below). ***This is an important and required part of the class.*** The lowest two scores will be dropped.

**Primary Post -- 10 points possible --Your primary reply post must:**

- **React, elaborate, develop, and explain without summarizing** 2 pts;
- **Demonstrate** an appreciation of the **historical context** – 1pt;
- **Apply** to today's world with examples – 1pt;
- **Add** something new to the topic citing your source – 1pt;
- **Be posted before 11:59 pm** Thursday, 2 pts; Friday, 1 pt;
- **Meet a minimum word count** of 300-350 words - 2 pts;
- **Demonstrate college-level writing** with correct grammar, spelling, punctuation, and complete sentences – 1 pt.

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

- **React thoughtfully** to the content of a classmate's primary post. **Reply primarily** on your classmate's post, not on your personal experiences (1 pt).
- **Meet** the 100 word minimum length (1 pt).
- **Use** correct grammar, spelling, punctuation, and complete sentences (.5 pt).

**Chapter Quizzes (165 pts/38%):** Each chapter will have a quiz consisting of 30 timed multiple-choice items (each worth ½ pt.) based on the week's readings from the textbook, assigned videos, and instructor's online lectures. Quizzes are available beginning Mondays the week the chapters are presented and until the deadlines on Sundays at 11:59 pm. Quiz scores are available immediately and correct answers are available after the Sunday deadline. You should prepare as you would in a face-to-face class. You are limited to a total of 30 minutes for each quiz. While technically an open-book quiz, you will not have time to search and find all of the answers in the lecture, videos, and textbook. You can take each quiz twice with the higher score recorded in the gradebook. The lowest two chapter quiz scores will be dropped for your final grade.

**Developmental Research and Theories Exam (50 pts/12%):** This exam will consist of 10 essay questions identifying developmental research methods and theories. **This is a proctored exam. You must take this exam at one of College of the Redwoods sites or make arrangements with the instructor at least two weeks before the exam date.**

**Research Application Paper (50 pts/12%):** This will be a 3-5 page paper on a developmental psychology topic applied to your life\*. Information on this project will be available in a separate handout.

Dates	Topics	Assignments
<b>Week 01</b> Jan 17 – Jan 25	<b>Introduction to Human Development</b> <b>Section 1:</b> Human development today and its origins <b>Section 2:</b> Theories of human development <b>Section 3:</b> How we study human development	<b>Chapter 1</b> Text, Lecture, Videos, Quiz, and Discussion
<b>Week 02</b> Jan 26 – Feb 01	<b>Genetics and Prenatal Development</b> <b>Section 1:</b> Genetic influences on development <b>Section 2:</b> Prenatal develop. and prenatal care <b>Section 3:</b> Pregnancy problems	<b>Chapter 2</b> Text, Lecture, Videos, Quiz, and Discussion
<b>Week 03</b> Feb 02– Feb 08	<b>Birth and the Newborn</b> <b>Section 1:</b> Birth and its cultural context <b>Section 2:</b> The neonate <b>Section 3:</b> Caring for the neonate	<b>Chapter 3</b> Text, Lecture, Videos, Quiz, and Discussion

<p><b>Week 04</b></p> <p>Feb 09– Feb 15</p>	<p style="text-align: center;"><b>Infancy</b></p> <p><b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 4</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 05</b></p> <p>Feb 16– Feb 22</p>	<p style="text-align: center;"><b>Toddlerhood</b></p> <p><b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 5</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 06</b></p> <p>Feb 23– March 01</p>	<p style="text-align: center;"><b>Early Childhood</b></p> <p><b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 6</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 07</b></p> <p>March 02– March 08</p>	<p style="text-align: center;"><b>Middle Childhood</b></p> <p><b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 7</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 08</b></p> <p>March 09– March 15</p>	<p style="text-align: center;"><b>Developmental Research Methods and Theories Exam (proctored)</b></p>	<p><b>10 Essays</b></p>
<p>March 16– March 22</p>	<p style="text-align: center;"><i><b>Spring Break</b></i></p>	
<p><b>Week 09</b></p> <p>March 23– March 29</p>	<p style="text-align: center;"><b>Adolescence</b></p> <p><b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 8</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>

<b>Week 10</b> March 30– April 05	<b>Emerging Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 9</b>  Text, Lecture, Videos, Quiz, and Discussion
<b>Week 11</b> April 06– April 12	<b>Young Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 10</b>  Text, Lecture, Videos, Quiz, and Discussion
<b>Week 12</b> April 13– April 19	<b>Middle Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 11</b>  Text, Lecture, Videos, Quiz, and Discussion
<b>Week 13</b> April 20– April 26	<b>Late Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 12</b>  Text, Lecture, Videos, Quiz, and Discussion
<b>Week 14</b> April 27– May 03	<b>Death and Afterlife Beliefs</b>  <b>Section 1:</b> Physical aspects of death <b>Section 2:</b> Responses to death <b>Section 3:</b> Beliefs about death and the afterlife	<b>Chapter 13</b>  Text, Lecture, Videos, Quiz, and Discussion
<b>Week 15</b> May 04– May 10	<b>Research Application Paper</b>	<b>Paper Due May 10</b>

**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

**Code of Conduct:** Please familiarize yourself with the Student Code of Conduct Standards in the college catalogue under campus policies and regulations. It is required that do your own work. All papers, postings, and exams must be completed by you without assistance. Do not use any source except the textbook or instructor's lectures in your discussion posts without proper

citation. Please be respectful to your classmates. 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 go to the DSPS website at <http://redwoods.edu/district/dsps/>

*Notes: 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 of any changes. Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10<sup>th</sup> week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal. \*Writing about your life might be problematic. If you are a minor, for example, and you write about child abuse, I may be obligated to report to Child Welfare Services. For purposes of this paper, you are free to create a fictitious life experiences in order to meet the grading criteria. Honesty and self-disclosure are not among the grading criteria. Please contact me directly with any concerns or questions.*