

Syllabus for Life Span Development– Eureka Campus		
Semester & Year	Fall 2016	
Course ID and Section #	PSYCH-11-EO156	
Instructor’s Name	Sirkka Saboe	
Day/Time	MW 10:05-11:30	
Location	CA 113	
Number of Credits/Units	3.0	
Contact Information	<i>Office location</i>	By Appointment
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	860.967.1579
	<i>Email address</i>	sirkka-saboe@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Human Development: A Cultural Approach 2 nd edition
	<i>Author</i>	Jeffrey Jensen Arnett
	<i>ISBN</i>	978-0-13-379242-3
Course Description		
<p>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.</p>		
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. 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		
<p>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 at 707-476-4280.</p>		
Academic Support		
<p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more.</p>		
Academic Honesty		

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In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.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 website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

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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.

Dates	Topics	Assignments
Week 01 Aug 29 -Aug 31	Introduction to Human Development Section 1: Human development today and its origins Section 2: Theories of human development	Chapter 1 Text, Lecture, Videos, and Lecture Points
Week 02 Sept 07	Introduction to Human Development Section 3: How we study human development	Chapter 1 Text, Lecture, Videos, and Lecture Points
Week 03 Sept 12 – Sept 14	Genetics and Prenatal Development Section 1: Genetic influences on development Section 2: Prenatal develop. and prenatal care Section 3: Pregnancy problems	Chapter 2 Text, Lecture, Videos, and Lecture Points *Quiz on Ch. 1
Week 04 Sept 19– Sept 21	Birth and the Newborn Section 1: Birth and its cultural context Section 2: The neonate Section 3: Caring for the neonate	Chapter 3 Text, Lecture, Videos, and Lecture Points *Quiz on Ch. 2
Week 05 Sept 26–	Infancy	Chapter 4 Text, Lecture, Videos,

Sept 28	<p>Section 1: Physical development</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>and Lecture Points</p> <p>*Quiz on Ch. 3</p>
<p>Week 06</p> <p>Oct 03</p> <p>Oct 05</p>	<p style="text-align: center;">Toddlerhood</p> <p>Section 1: Physical development</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 5</p> <p>Text, Lecture, Videos, and Lecture Points</p> <p>*Quiz on Ch. 4</p>
<p>Week 07</p> <p>Oct 10–</p> <p>Oct 12</p>	<p style="text-align: center;">Early Childhood</p> <p>Section 1: Physical development Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 6</p> <p>Text, Lecture, Videos, and Lecture Points</p> <p>*Quiz on Ch. 5</p>
<p>Week 08</p> <p>Oct 17– Oct 19</p>	<p style="text-align: center;">Middle Childhood</p> <p>Section 1: Physical development</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 7</p> <p>Text, Lecture, Videos and Lecture Points</p> <p>*Quiz on Ch. 6</p>
<p>Week 09</p> <p>Oct 24 – Oct 26</p>	<p style="text-align: center;">Midterm Exam</p> <p>Section 1: Adolescent Physical development</p>	<p>Exam, Text, Lecture, and Lecture Points</p>
<p>Week 10</p> <p>Oct 31– Nov 02</p>	<p style="text-align: center;">Adolescence</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 8</p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p>Week 11</p> <p>Nov 07– Nov 09</p>	<p style="text-align: center;">Emerging Adulthood</p> <p>Section 1: Physical development</p>	<p>Chapter 9</p> <p>Text, Lecture, Videos, and Lecture Points</p>

	<p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	*Quiz on Ch. 8
<p>Week 12</p> <p>Nov 14– Nov 16</p>	<p style="text-align: center;">Young Adulthood</p> <p>Section 1: Physical development</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 10</p> <p>Text, Lecture, Videos, and Lecture Points</p> <p>*Quiz on Ch. 9</p>
<p>Week 13</p> <p>Nov 21– Nov 23</p>	<p style="text-align: center;">Middle Adulthood</p> <p>Section 1: Physical development</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 11</p> <p>Text, Lecture, Videos, and Lecture Points</p> <p>*Quiz on Ch. 10</p>
<p>Week 14</p> <p>Nov 28– Nov 30</p>	<p style="text-align: center;">Late Adulthood</p> <p>Section 1: Physical development</p> <p>Section 2: Cognitive development</p> <p>Section 3: Emotional and social development</p>	<p>Chapter 12</p> <p>Text, Lecture, Videos, and Lecture Points</p> <p>*Quiz on Ch. 11</p>
<p>Week 15</p> <p>Dec 05– Dec 07</p>	<p style="text-align: center;">Death and Afterlife Beliefs</p> <p>Section 1: Physical aspects of death Section 2: Responses to death</p> <p>Section 3: Beliefs about death and the afterlife</p>	<p>Chapter 13</p> <p>Text, Lecture, Videos, and Lecture Points</p> <p>*Quiz on Ch. 12</p>
<p>Week 16</p> <p>Dec 14</p> <p>10:45am</p>	Final Exam	Exam

Lecture Points Near the end of each class you will identify a topic from the lecture to respond and relate to your personal experience. Specifically, you will be asked to: Thoughtfully respond/react to the topic (1 point), relate/apply the topic to your own personal experience (1 point), write a question you have based on the day's topic (1 point), and write at least one-half page (100+ words). You must attend the full lecture to receive credit.

Approx 112 points (4 points for 27 classes)

26% of your total grade

Chapter Quizzes: Each chapter will have a quiz consisting of 15 timed multiple-choice items (each worth 1 point.) based on the week's readings from the textbook, assigned videos, and instructor's lectures. Quizzes will be given on Mondays the week following the chapters are presented. You are limited to a total of 15 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. *The lowest chapter quiz score will be dropped for your final grade. **Dates of quizzes are highlighted in yellow**

11 quizzes total worth 150 points

35% of your total grade

Midterm Exam: The midterm exam will consist of 14 short answer questions based on the first seven chapter lectures and readings. A study guide will be made available a week before the exam.

14 questions x 6 points = 84 points

19.5% of your total grade

Final Exam: The final exam will consist of 12 essay questions based on the final six chapter lectures and readings. A study guide will be made available a week before the exam.

12 questions x 7 points each = 84 points

19.5% of your total grade

Grade Distribution: A = 93% and above, A- = 90-92%, B+ = 88-89%, B = 83-88%, B- = 80-82%, C+ = 78-79%, C = 70-77%, D = 60-69%, F = 59% and below.

Odds and Ends

I enjoy teaching and have a passion for Psychology, which I hope to infuse in my students. I believe all students are capable of success if they are attentive to details and put in the hard work and effort. My goals for each class are to be respectful to my students, to be fair and set the expectations high.

- *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 10th week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal.*
- *Writing about your life might be difficult. Moreover, if you write about child abuse, I may be obligated to report to Child Welfare Services. Honesty and self-disclosure are not necessary. Please contact me directly with any concerns or questions.*