

<b>Syllabus for Lifespan Development – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2016	
<b>Course ID and Section #</b>	E 0157	
<b>Instructor's Name</b>	L Mark Winter	
<b>Day/Time</b>	MW 1:15-2:40	
<b>Location</b>	HU 112	
<b>Number of Credits/Units</b>	3.0	
<b>Contact Information</b>	<i>Office location</i>	Creative Arts 132
	<i>Office hours</i>	MW 11-12 & TTh 3-4
	<i>Phone number</i>	476-4310
	<i>Email address</i>	mark-winter@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Human Development: A Cultural Approach (2 <sup>nd</sup> Ed)
	<i>Author</i>	Jeffrey Jensen Arnett
	<i>ISBN</i>	978-0-13-379242-3
<b>Course Description</b>		
<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>		
<b>Student Learning Outcomes</b>		
<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>		
<b>Special Accommodations</b>		
<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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<p>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,</p>		

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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](http://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](http://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.

### 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](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](mailto:security@redwoods.edu) if you have any questions

*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.*

**Syllabus for Lifespan Development – Eureka Campus**

**Life-Span Development  
Psych 11 Section #E0157  
Fall 2016**

**Instructor:** Mark Winter, PhD

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

**Office:** CA 132 (476-4310)

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

**Office Hours:** MW 11-12 & TTh 3-4, and by appt.

**Classroom:** HU 112 MW 1:15-2:40

**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.

**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.

**Student Commitment:** This three credit-hour class will require about nine hours per week of your time. You will have to regularly attend class – *four or more absences is considered excessive*, carefully read textbook chapters, submit thoughtful daily writing assignments, and successfully demonstrate your learning in exams. Conscientiousness, attention to details, reading, writing, and study skills are critical for success.

**Required Text/Resources:** The class requires the textbook Human Development: A Cultural Approach (2nd Ed) by Arnett, Jeffrey Jensen (2016), Pearson.

The text (ISBN-978-0-13-379242-3) can be purchased new, used, or rented from a commercial vendor such as the College of the Redwoods Bookstore, Amazon.com, or Chegg.com. You do **not** need to purchase MyPsychLab. The book is sufficient. Note: The 2<sup>nd</sup> edition is similar to the 1<sup>st</sup> edition in its chapter layout. The 1<sup>st</sup> edition is a less expensive substitute although some content and quiz/exam answers may not be available. A copy of the text is on two-hour reserve at the LRC on the Eureka campus.

Dates	Topics	Assignments
<b>Week 01</b>  Aug 29 -Aug 31	<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>Chapter 1</b>  Text, Lecture, Videos, Quiz, and Lecture Points

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<p><b>Week 02</b>  Sept 07</p>	<p align="center"><b>Introduction to Human Development</b></p> <p><b>Section 3:</b> How we study human development</p>	<p><b>Chapter 1</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 03</b>  Sept 12 – Sept 14</p>	<p align="center"><b>Genetics and Prenatal Development</b></p> <p><b>Section 1:</b> Genetic influences on development <b>Section 2:</b> Prenatal develop. and prenatal care <b>Section 3:</b> Pregnancy problems</p>	<p><b>Chapter 2</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 04</b>  Sept 19– Sept 21</p>	<p align="center"><b>Birth and the Newborn</b></p> <p><b>Section 1:</b> Birth and its cultural context  <b>Section 2:</b> The neonate  <b>Section 3:</b> Caring for the neonate</p>	<p><b>Chapter 3</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 05</b>  Sept 26– Sept 28</p>	<p 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 Lecture Points</p>
<p><b>Week 06</b>  Oct 03– Oct 05</p>	<p 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 Lecture Points</p>
<p><b>Week 07</b>  Oct 10– Oct 12</p>	<p 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 Lecture Points</p>

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<p><b>Week 08</b></p> <p>Oct 17– Oct 19</p>	<p align="center"><b>Middle Childhood</b></p> <p><b>Section 1:</b> Physical development</p> <p><b>Section 2:</b> Cognitive development</p> <p><b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 7</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 09</b></p> <p>Oct 24 – Oct 26</p>	<p><b>Midterm Exam</b></p> <p><b>Section 1:</b> Adolescent Physical development</p>	<p>Exam           Text, Lecture, and Lecture Points</p>
<p><b>Week 10</b></p> <p>Oct 31–Nov 02</p>	<p align="center"><b>Adolescence</b></p> <p><b>Section 2:</b> Cognitive development</p> <p><b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 8</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 11</b></p> <p>Nov 07– Nov 09</p>	<p align="center"><b>Emerging Adulthood</b></p> <p><b>Section 1:</b> Physical development</p> <p><b>Section 2:</b> Cognitive development</p> <p><b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 9</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 12</b></p> <p>Nov 14– Nov 16</p>	<p align="center"><b>Young Adulthood</b></p> <p><b>Section 1:</b> Physical development</p> <p><b>Section 2:</b> Cognitive development</p> <p><b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 10</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 13</b></p> <p>Nov 21</p>	<p align="center"><b>Middle Adulthood</b></p> <p><b>Section 1:</b> Physical development</p> <p><b>Section 2:</b> Cognitive development</p> <p><b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 11</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>

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<p><b>Week 14</b></p> <p>Nov 28– Nov 30</p>	<p align="center"><b>Late Adulthood</b></p> <p><b>Section 1:</b> Physical development</p> <p><b>Section 2:</b> Cognitive development</p> <p><b>Section 3:</b> Emotional and social development</p>	<p><b>Chapter 12</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 15</b></p> <p>Dec 05- Dec 07</p>	<p align="center"><b>Death and Afterlife Beliefs</b></p> <p><b>Section 1:</b> Physical aspects of death</p> <p><b>Section 2:</b> Responses to death</p> <p><b>Section 3:</b> Beliefs about death and the afterlife</p>	<p><b>Chapter 13</b></p> <p>Text, Lecture, Videos, Quiz, and Lecture Points</p>
<p><b>Week 16</b></p> <p>TBA</p>	<p align="center"><b>Final Exam</b></p>	<p align="center"><b>Exam</b></p>

**Lecture Points (approx. 108 points at 4 points/class):** 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. Note: The lectures will be recorded and posted as an audio file in Canvas. You can submit up to two late lecture points based on the class recordings.

**Online Chapter Quizzes (180 points):** 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 lectures. Quizzes are available at Canvas 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 for an in-class quiz. 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 two lowest chapter quiz scores will be dropped for your final grade.

**Midterm Exam (70 points):** The midterm exam will consist of 14 essay questions based on the first seven chapter lectures and readings. A study guide will be made available a week before the exam.

**Final Exam (60 points):** 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.

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**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.

**Code of Conduct:** Please familiarize yourself with the [Student Code of Conduct \(AP 5500\)](#). It is required that you do your own work. All writing and quizzes must be completed by you without assistance. Do not use any source except the textbook or instructor's lectures for your quizzes and exams. In cases involving academic dishonesty, determination of the grade and your status in the course is left primarily to the discretion of the instructor. In such cases where the instructor determines that you have demonstrated academic dishonesty, you may receive a failing grade for the assignment and/or exam and may be reported to the Dean of Students.

**Students with Disabilities:** This class is designed to comply 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 DSPPS at 707-476-4280.

### **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 difficult. Moreover, if you write about child abuse, I may be obligated to report to Child Welfare Services. For purposes of the exams, you are free to create fictitious life experiences in order to meet the grading criteria. Honesty and self-disclosure are not necessary. Please contact me directly with any concerns or questions.*