

Syllabus for Lifespan Development– Eureka Campus		
Semester & Year	Fall 2016	
Course ID and Section #	Psych 11 V0158	
Instructor’s Name	L Mark Winter	
Day/Time	Beginning 8/29 and Ending 12/16	
Location	Online	
Number of Credits/Units	3.0	
Contact Information	<i>Office location</i>	CA 132 (Eureka)
	<i>Office hours</i>	MW 11-12 & TTh 3-4
	<i>Phone number</i>	707-476-4310
	<i>Email address</i>	mark-winter@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Human Development: A Cultural Approach (2 nd Ed)
	<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		
<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>		
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		
<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</p>		

Syllabus for Lifespan Development– Eureka Campus

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.

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

Lifespan Development Psych 11 – Section V0158 Fall 2016

Instructor: L. Mark Winter, PhD

Email: mark-winter@redwoods.edu

Office: Creative Arts 132, Eureka Campus

Phone: 707-476-4310

Office Hours: TBA, and by appt.

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

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.

Computer Skills: Online courses require adequate computer skills. You should be able to navigate the course website, 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 16 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 college-level reading and writing are critical for success.

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.

Syllabus for Lifespan Development– Eureka Campus

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: I recommend the 2nd edition, although it is similar to the 1st edition in its chapter layout. The 1st edition is a less expensive substitute although some content and quiz answers may not be found as the quiz questions come directly from the 2nd edition.

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 (120 points): Each week has a discussion based on a video prompt. You will receive up to a maximum of 10 points for postings and responses to other peoples' postings (see scoring below). This is an important and required part of the class. The discussion forum is accessed at the class website. The lowest two scores will be dropped for your final grade.

Primary Post -- 6 points possible --Your primary post must:

- **React analytically**, not a summary or personal example (1 point)
- **Relate and apply** topic to your own personal experience (1 point)
- **Contribute** something new to the topic, include source (1 point)
- **Use** correct grammar, spelling, punctuation, and complete sentences (1 point)
- **Be posted before** the Thursday deadline (1 point)
- **Meet** the 300 word minimum length (1 point)

Reply Postings -- 4 points possible – Each of your **two reply posts** must:

- **React thoughtfully** to the content of a classmate's primary post. **Focus your reply** on your classmate's post, not on your personal experiences (1 point for each of two replies)
- **Meet** the 100 word minimum length (.5 point for each of two replies)
- **Use** correct grammar, spelling, punctuation, and complete sentences (.5 point for each of two replies)

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 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 two lowest chapter quiz scores will be dropped for your final grade.

Syllabus for Lifespan Development– Eureka Campus

Midterm Exam (50 points): The midterm exam will consist of 10 essay questions identifying developmental concepts and applying information from text and lectures to your childhood*.

Final Exam (50 points): The exam will consist of 10 essay questions identifying developmental concepts and applying information from the text and lectures to your adolescence and adulthood.

Dates	Topics	Assignments
Week 01 Aug 29 – Sept 04	Introduction to Human Development Section 1: Human development today and its origins	Chapter 1 Text, Lecture, Videos, Quiz, and Discussion
Week 02 Sept 05 – Sept 11	Introduction to Human Development Section 2: Theories of human development Section 3: How we study human development	Chapter 1 Text, Lecture, Videos, Quiz, and Discussion
Week 03 Sept 12– Sept 18	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, Quiz, and Discussion
Week 04 Sept 19– Sept 25	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, Quiz, and Discussion
Week 05 Sept 26– Oct 02	Infancy Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development	Chapter 4 Text, Lecture, Videos, Quiz, and Discussion
Week 06 Oct 03– Oct 09	Toddlerhood Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development	Chapter 5 Text, Lecture, Videos, Quiz, and Discussion

Syllabus for Lifespan Development– Eureka Campus

<p>Week 07</p> <p>Oct 10– Oct 16</p>	<p align="center">Early Childhood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p>Chapter 6</p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p>Week 08</p> <p>Oct 17– Oct 23</p>	<p align="center">Middle Childhood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p>Chapter 7</p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p>Week 09</p> <p>Oct 24–30</p>	<p align="center">Midterm Exam</p>	<p>Exam</p>
<p>Week 10</p> <p>Oct 31– Nov 06</p>	<p align="center">Adolescence</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p>Chapter 8</p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p>Week 11</p> <p>Nov 07– Nov 13</p>	<p align="center">Emerging Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p>Chapter 9</p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p>Week 12</p> <p>Nov 14– Nov 20</p>	<p align="center">Young Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p>Chapter 10</p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p>Week 13</p> <p>Nov 21– Nov 27</p>	<p align="center">Middle Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p>Chapter 11</p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p>Week 14</p>	<p align="center">Late Adulthood</p>	<p>Chapter 12</p>

Syllabus for Lifespan Development– Eureka Campus

Dec 04	Section 2: Cognitive development Section 3: Emotional and social development	Videos, Quiz, and Discussion
Week 15 Dec 05- Dec 11	Death and Afterlife Beliefs Section 1: Physical aspects of death Section 2: Responses to death Section 3: Beliefs about death and the afterlife	Chapter 13 Text, Lecture, Videos, Quiz, and Discussion
Week 16 Dec 12-16	Final Exam	Exam

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 \(AP 5500\)](#). It is required that you 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. 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. Finally, 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 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 DSPS 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 10th week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal.*

**Writing about your life might be difficult. If, for example, you write about child abuse, I may be obligated to report to Child Welfare Services. For purposes of this exam, 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.*

Syllabus for Lifespan Development– Eureka Campus