

<b>Syllabus for Lifespan Development – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	E0942	
<b>Instructor's Name</b>	Dr. Deanna Herrera-Thomas	
<b>Day/Time</b>	MW 10:05-11:30	
<b>Location</b>	CA 113	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	CA 133
	<i>Office hours</i>	11:45-12:45 T.Th.
	<i>Phone number</i>	707-476-4307
	<i>Email address</i>	Deanna-Herrerathomas@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Human Development a Cultural Approach
	<i>Author</i>	David Arnett
	<i>ISBN</i>	978-0-205-59526-6
<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>		
<ol style="list-style-type: none"> <li>1. Analyze how biological, psychological, and social process affect human development.</li> <li>2. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development.</li> <li>3. Analyze and/or apply developmental research in writing.</li> <li>4. Identify and describe classic and contemporary theories and research in lifespan psychology.</li> <li>5. Identify and describe the techniques and methods used by developmental psychologists to study human development.</li> <li>6. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.</li> </ol>		
<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>		

## Syllabus for Lifespan Development – Eureka Campus

### Academic Honesty

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/AP5500StudentConductCodeandDisciplinaryProcedure\\_srev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.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/AP5500StudentConductCodeandDisciplinaryProcedure\\_srev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.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

**Syllabus for Lifespan Development – Eureka Campus**

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.

**Lifespan Development Psychology 11 E0942**

**Spring 2017**

**Your instructor for this course is Dr. Deanna Herrera-Thomas**

**Contact info: e-mail [Deanna-Herrerathomas@redwoods.edu](mailto:Deanna-Herrerathomas@redwoods.edu) phone: 476- 4307**

**Office: CA 133**

**Office hours: M/W 11:45-12:45**

Please schedule an appointment with me if you would like to meet, especially towards midterms and finals when I get very busy with students wishing to meet.

**Class is held at CA 113**

Text: Arnett J.J. (2012) human development A cultural approach. New York, NY: Pearson

**Please drop yourself by census date if you decide to drop from the class 1/28! This is your responsibility to avoid obtaining an F. Although I do my best to drop students by census I will on occasion miss a student.**

**An introduction to the psychological study of human development across the life span. Biological, cognitive, and psycho-social influences on human development will be examined. Topics include prenatal development, childhood, adolescence, and adulthood.**

**Course Objectives: This course is designed to provide you with a foundational understanding of the exciting field of developmental psychology. Although this will be a challenging task given the enormity of the field, it need not be painful. We should have fun reaching this goal. It is recommended that you have passed English 1A before taking this course because it will require college level reading and writing.**

Lecture content does not always follow the text as the instructor reserves the right to focus discussion on areas that elaborate on specific ideas or research presented by the text in any given chapter. Please give yourself the best possible foundation for success by attending lectures and completing all reading assignments. **It is incumbent upon you to check in with other students for lectures you miss and other important information/announcements if you miss class.**

**Additional outside class work will be required in order to provide opportunities to build skills by working successfully together to successfully complete tasks. The course content is extremely interesting and students are encouraged to use the classroom as a learning laboratory. Students will engage in in-class activities to highlight points of course content. The schedule may be altered by the instructor since we will have speakers throughout the semester come to class and/or unforeseen events may occur (illness of instructor).**

**The following Student Learning Outcomes will be demonstrated by assessments throughout the course.**

- 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.**

**Students will attend class, actively listen to lectures, participate in class discussions, and participate in various activities including group activities, research papers, and projects. The classroom will be treated as a living laboratory where exercises and discussions will highlight various aspects of development to bring concepts to life. The more you participate in classroom activities the more you will get out of the class.**

### **Course Requirements and Grading**

Students will be graded on performance on tests, participation and class projects. Part of participation includes acting appropriately as a responsible collaborator on group projects. If you are unable or unwilling to work on the group paper assignment then you will not be given credit for doing so. The instructor reserves the right to drop any student who is not participating in activities that will lead to him or her to pass the class.

### **Tests**

There will be two take home quizzes, and one final exam. The quizzes will consist of 50 multiple choice exams each worth 1 point. The first one will be a take home study quiz and will focus on reading material. The following quiz will be take home as well but they will focus more on concepts and your ability to apply those to various contexts. They will be based on reading material, DVD materials and lectures.

The midterm will be worth 100 points which will consist of 50 multiple choice questions. The final exam will include both essay and multiple choice questions (100 points). If you do not put your name on your test I can not guarantee that you receive credit for it.

### **No Late Exams**

**In-Class Assignments will be made available throughout the course and will be announced. There will be two for credit assignments and will be announced on the day they are given. Each is worth 10 points.**

### **Personal Paper**

You will be required to write a paper from your own point of view regarding aspects of your personal development. You may choose the aspect of development that is of most interest to you. For instance, if you are interested in personality development you can choose Erik Erikson's model of psychosocial development to follow while tying in your life experiences to stages provided by the model. You can focus on one stage or you may analyze your life experiences up until this time. You may also choose a number of other theorists to frame your paper (Freud, Allport, Skinner or Maslow). Perhaps you are interested in cognitive development and if so, you can choose a cognitive model of development to view your developmental experience through (Vygotsky, Piaget etc...). Please check in with me about your topic. The paper will be two pages in length, typed and double spaced. If you use resources they will be documented in APA style. This Paper is worth 50 points.

**Group Research Paper and Focus Groups (100 points).**

- *Group Research Paper and Focus Groups* (100 points). You will be assigned a focus group where you will be given the opportunity to discuss topics and to engage in classroom activities related to the material presented in class. This group will also generate one research paper that will be presented to the class. The paper and presentation together are worth 100 points. Refer to research paper handout. **Please begin group projects ASAP.** You will have 6 weeks to complete the project. Each individual group member will provide me with the drafts he or she is worked on related to the chosen assignments. Anyone who does not do so will not obtain credit for the assignment. The instructor reserves the right to grade individual group members separately if they demonstrate inconsistent group efforts.
- Quiz 1 = 50 Pts.
- Quiz 2 = 50 Pts.
- Personal Paper= 50 Pts.
- Final = 100 Pts.
- Group Research Paper = 100 Pts.
- Participation= 30 Pts.
- In class writing assignments 10 points each total =20 Pts.
- **Bonus points will be made available throughout the semester. If you are absent when these are announced or collected you will not be eligible for them.**

**Week                      Date                      Topic                      Reading                      Assignment                      Notes**

Week 1	1/18	Introduction	Chapter 1		
	1/20	Introduction	1		
Week 2	1/25	Role of Genetics	2		
	1/27	Role of Genetics	2	Pick up quiz 1	
Week 3	2/1 Census	Birth and the Newborn	3		
	2/3	Birth and the Newborn	3		
Week 4	2/8	Infancy	4		
	2/10	Infancy	4		
Week 5	2/15	Toddlerhood	5		
	2/22	Toddlerhood	5		
Week 6	2/29	Early Childhood	6		
	3/2	Early Childhood	6	Return Quiz 1	
Week 7	3/7	Middle Childhood	7		
	3/9	Middle Childhood	7	Pick Up Quiz 2	
Week 8	3/14	Spring Break	9	READ	
	3/16	Spring Break	9	READ	
Week 9	3/21	Adolescence	10	KEEP READING	
	3/23	Adolescence	10		

Week 10	<b>3/28</b>	<b>Emerging Adulthood</b>			
	<b>3/30</b>	<b>Emerging Adulthood</b>	<b>11</b>		
Week 11	<b>4/4</b>	<b>Young</b>			
	<b>4/6</b>		<b>12</b>		
Week 12	<b>4/11</b>		<b>12</b>	<b>Personal Paper Due</b>	
	<b>4/13</b>		<b>13</b>		
Week 13	<b>4/18</b>		<b>13</b>		
	<b>4/20</b>		<b>14</b>		
Week 14	<b>4/25</b>		<b>14</b>		
	<b>4/27</b>		<b>15 &amp; 17</b>		
Week 15	<b>4/30</b>		<b>15 &amp; 17</b>		
	<b>5/1</b>		<b>16</b>	<b>Group Project Due</b>	
Week 16	<b>5/2</b>		<b>16</b>	<b>Presentations</b>	
	<b>5/4</b>				
<b>Finals</b>	<b>5/9-13 Finals</b>				

Please note that on days when the instructor is absent there will be assignments available that will be given as we get closer to the dates. PowerPoint's will be posted in place of those lectures or videos to view that will be designated along with attendant assignments. Instructor will notify students of absences in advance when possible on MyCR and with emails.