

## Syllabus for Lifespan Development – Eureka Campus

<b>Semester &amp; Year</b>	Spring 2017	
<b>Course ID and Section #</b>	Psych 11 V1679	
<b>Instructor's Name</b>	Mark Winter	
<b>Day/Time</b>	online	
<b>Location</b>	Canvas	
<b>Number of Credits/Units</b>	3.0	
<b>Contact Information</b>	<i>Office location</i>	Humanities 108H
	<i>Office hours</i>	MW 1-2:30 and TTh 3-4
	<i>Phone number</i>	707-476-4310
	<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>	Arnett
	<i>ISBN</i>	978-0-13-379242-3

### 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.

### Student 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.

### 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 at 707-476-4280.

### Academic Support

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.

### 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

## Syllabus for Lifespan Development – Eureka Campus

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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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

### Lifespan Development

Psych 11- V1679

Spring 2017

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

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

**Office:** Humanities 108H, Eureka Campus

**Phone:** 707-476-4310

**Office Hours:** MW 1-2:30, TTh 3-4

**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, watch online videos, participate in online discussions, complete weekly quizzes, and submit written exams. Conscientiousness, attention to details, and college-level reading/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.

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

**Textbook** (ISBN-978-0-13-379242-3) can be purchased new, used, or rented from a commercial

## Syllabus for Lifespan Development – Eureka Campus

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

**Class Discussions (130 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 score 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** to the topic; use a web search and include source link (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 (195 points):** Each chapter will have a quiz consisting of 30 timed multiple-choice items (each worth ½ pt.) **based on the week's lectures, readings from the textbook, and assigned videos.** 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 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 textbook. You can take each quiz twice with the higher score recorded in the gradebook. One chapter quiz score will be dropped for your final grade.

**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.

**Syllabus for Lifespan Development – Eureka Campus**

Dates	Topics	Assignments
<p><b>Week 01</b></p> <p>Jan 14 – Jan 22</p>	<p align="center"><b>Introduction to Human Development</b></p> <p><b>Section 1:</b> Human development today and its origins</p>	<p><b>Chapter 1</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 02</b></p> <p>Jan 23 – Jan 29</p>	<p align="center"><b>Introduction to Human Development</b></p> <p><b>Section 2:</b> Theories of human development <b>Section 3:</b> How we study human development</p>	<p><b>Chapter 1</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 03</b></p> <p>Jan 30 – Feb 05</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 Discussion</p>
<p><b>Week 04</b></p> <p>Feb 06 – Feb 12</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 Discussion</p>
<p><b>Week 05</b></p> <p>Feb 13 – Feb 19</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 Discussion</p>
<p><b>Week 06</b></p> <p>Feb 20 – Feb 26</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 Discussion</p>

**Syllabus for Lifespan Development – Eureka Campus**

<p><b>Week 07</b></p> <p>Feb 27 – Mar 05</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 Discussion</p>
<p><b>Week 08</b></p> <p>Mar 06 – Mar 12</p>	<p 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 align="center"><i>Spring Break</i></p>	
<p><b>Week 09</b></p> <p>Mar 20 – Mar 26</p>	<p align="center"><b>Midterm Exam</b></p>	<p>Exam</p>
<p><b>Week 10</b></p> <p>Mar 27 – Apr 02</p>	<p 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>
<p><b>Week 11</b></p> <p>Apr 03 – Apr 09</p>	<p align="center"><b>Emerging Adulthood</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 9</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 12</b></p> <p>Apr 10 – Apr 16</p>	<p align="center"><b>Young Adulthood</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 10</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>

**Syllabus for Lifespan Development – Eureka Campus**

<p><b>Week 13</b></p> <p>Apr 17 – Apr 23</p>	<p align="center"><b>Middle Adulthood</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 11</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 14</b></p> <p>Apr 24 – Apr 30</p>	<p align="center"><b>Late Adulthood</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 12</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 15</b></p> <p>May 01- May 07</p>	<p align="center"><b>Death and Afterlife Beliefs</b></p> <p><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</p>	<p><b>Chapter 13</b></p> <p>Text, Lecture, Videos, Quiz, and Discussion</p>
<p><b>Week 16</b></p> <p>May 06- May 11</p>	<p align="center"><b>Final Exam</b></p>	<p><b>Exam</b></p>

**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 may be reported to the Dean of Students. Finally, 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

## Syllabus for Lifespan Development – Eureka Campus

*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 or problematic. If, for example, 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 among the grading criteria. Please contact me directly with any concerns or questions.*