

Syllabus for PSYCH 11: Lifespan Development – Eureka Campus

Semester & Year	Fall 2017	
Course ID and Section #	PSY 11 E2751	
Instructor's Name	Kady Pomerleau-Corpstein	
Day/Time	MW 1:15-2:40	
Location	HU112	
Number of Credits/Units	3.0	
Contact Information	<i>Office location</i>	By Appointment
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	(707) 951-7417
	<i>Email address</i>	Kady-Pomerleau@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Human Development: A Cultural Approach (2 nd Edition)
	<i>Author</i>	Arnett, Jeffrey J.
	<i>ISBN</i>	10: 013413074X
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>		

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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: <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.

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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/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 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.

Course Agenda

Date	Topic	Text	Assignment Due
8/28/2017	Introduction	Ch. 1.1	
8/30/2017	Theories	Ch. 1.2; 1.3	
9/4/2017	LABOR DAY NO CLASS		
9/6/2017	Genetics & Prenatal	Ch. 2	
9/11/2017	Birth & Newborn Child	Ch. 3	
9/13/2017	Birth & Newborn Child	Ch. 3.2; 3.3	Reflections Ch. 1-3
9/18/2017	Infancy	Ch. 4.1	
9/20/2017	Infancy	Ch. 4.2; 4.3	
9/25/2017	Toddlerhood	Ch. 5.1; 5.2	
9/27/2017	Toddlerhood	Ch. 5.3	
10/2/2017	Early Childhood	Ch. 6.1	
10/4/2017	Early Childhood	Ch. 6.2, 6.3	
10/9/2017	Middle Childhood	Ch. 7	Reflections Ch. 4-6
10/11/2017	Review		Research paper outline due
10/16/2017	MIDTERM	Ch. 1-7	
10/18/2017	Adolescence	Ch. 8	
10/23/2017	Emerging Adulthood	Ch. 9	
10/25/2017	Emerging Adulthood	Ch. 9.2, 9.3	
10/30/2017	Young Adulthood	Ch. 10.1; 10.2	Research Bibliography
11/1/2017	Young Adulthood/Poster Demo	Ch 10.3	Reflections Ch. 7-9
11/6/2017	Middle Adulthood	Ch. 11	
11/8/2017	Middle Adulthood	Ch. 11.1; 11.2	
11/13/2017	Late Adulthood	Ch. 12	
11/15/2017	Death & Afterlife beliefs	Ch. 13	
11/20/2017	Death & Afterlife Beliefs	Ch. 13.2; 13.3	Reflections Ch. 10-12
11/22/2017	Review		Research Paper Due
11/27/2017	MIDTERM	Ch. 8 -13	
11/29/2017	Poster Presentation		Posters Due
12/4/2017	Review		
12/6/2017	Review		
12/11/2017	FINALS WEEK NO CLASS		
12/13/2017	FINAL	Ch. 1-13	

Assignment Guide

Reflections (20 points, 10%)

You will be asked to write a paragraph reflecting on a topic covered in the last three chapters. The paragraph should include something you found interesting and why, and how you have observed the topic in reality. The reflection paragraph is also an opportunity for you to pose any questions you have regarding the last three chapters. The instructor will address the questions during the review before each midterm.

Research Paper Outline (10 points, 5% of total grade)

An outline of your research paper will be due before your research paper. The outline should identify the topic of research, a thesis statement, as well as the subtopics you intend to explore to support your thesis

Research Paper Bibliography (15 points, 7.5% of total grade)

A bibliography will be due before your research paper. The bibliography should include at least 3 references and no more than 5 references, which you will use in your research paper. The references must be listed in APA format, followed by a paragraph paraphrasing the content of the literature. You are encouraged to use peer reviewed articles, News articles, or other published books to research your topic. Please refrain from using Wikipedia.

Research Paper (30 points, 15% of total grade)

The research paper will explore a topic of your choice. You may chose to research any topic covered within the textbook. The Research paper must be at least 3 pages and no more than 5 pages. The paper must follow APA format, using 12 pt, times new roman font, double-spaced. You must cite at least 3 references in your paper to support your thesis. You are encouraged to incorporate your personal experience with the topic into your essay.

Poster Presentations (25 points, 12.5% of total grade)

A poster presenting your research findings will be due 1 week after your research paper is due. The poster should utilize visual aides such as pictures or graphs to display your findings. The poster should provide a brief review of your citations; this can be achieved through images, graphs, or quotations. You are encouraged to be creative with this assignment. You will NOT give a verbal presentation with your poster. The posters will be displayed in the classroom. The class members will take the class period to view the posters and discuss the observations.

Midterms (50 points total, 25 points each, 25% of total grade)

There will be two midterms in this class. The first midterm will cover chapters 1-7. The second midterm will cover chapter 8-13. During the class before each midterm, the instructor will briefly review the material and answer questions regarding the chapters. You may NOT use notes, or a cheat sheet for these exams. The midterms must be completed in class on the day of the midterm, unless previously arranged with the instructor.

Final (50 points, 25% of total grade)

The final will be cumulative, covering all chapters of the textbook. The final will cover chapters 1-13 in the textbook. You may NOT use notes, or cheat sheets for the final. The final must be completed in class on the day of the final, unless previously arranged with the instructor.

Note: Attendance will not be counted toward your final grade, however there will be a total of 4 pop quizzes offered for extra credit at 5 points a piece. These quizzes will be offered in class and cannot be made up late. These quizzes give you the opportunity to boost your final grade by 10%, a full letter grade.

Grading

A+	97% + (194 points or above)	A	93% - 96 % (185 -193 points)	A-	90% - 92% (179 – 184 points)
B+	87% - 89% (173-178 points)	B	83% - 86% (166 - 172 points)	B-	80% - 82% (160-165 points)
C+	77% - 79% (154 – 159 points)	C	73% - 76% (146 points – 153 points)	C-	70% - 72% (140 -145points)
D+	67% - 69% (134 – 139 points)	D	63% - 66% (126 - 133)	D-	60% - 62% (120 – 125 points)
F	below 60% (119 points or below)				

NOTES:

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.

*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.

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES