

Syllabus for Lifespan Development – Online		
Semester & Year	Fall 2017	
Course ID and Section #	Psych 11 V2753	
Instructor's Name	L Mark Winter	
Number of Credits/Units	3.0	
Contact Information	<i>Office location</i>	HU 108H
	<i>Office hours</i>	MW 10:30-11:30 & TTh 11-12
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	<i>Email address</i>	mark-winter@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<u>Human Development: A Cultural Approach (2nd Ed)</u> (2016), You do not need to purchase MyPsychLab. The book is sufficient. I recommend the 2 nd edition, although it is similar to the 1 st edition in its chapter layout. The 1 st 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 nd edition.
	<i>Author</i>	Arnett, Jeffrey Jensen
	<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>		
Necessary Computer Skills		
<p>You should be able to navigate the Canvas course website, read and watch online assignments, participate in online discussions, and take online timed quizzes. It is your responsibility to meet the technological demands of the course.</p>		
Technology Requirements (computer, other hardware, and software)		
<ul style="list-style-type: none"> • Internet Access: 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. • Computers: You should plan on doing the majority of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer (Mac or PC). <i>Do NOT plan to participate in this class solely from a portable device.</i> 		

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- **Portable Devices:** You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for *some* of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android).
 - **Do not** try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.
- **Browsers** - You will need to use the most recent version of one of the following browsers in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). Do not use Internet Explorer as it does not work properly with Canvas.

Technology Support

Before contacting Technical Support please visit the Online Support Page at <http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

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.

Regular Effective Contact

There will be weekly announcements, discussion forums based on a video prompt with written instructor feedback, and online instructor lectures with embedded videos.

Academic Support and Resources

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. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

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Course Communication

There are four ways to contact me:

1. **Canvas Message** – Go to the Help Icon (bottom left) of the class homepage. This is the best method.
2. **Instructor Email**- You can also reach me at my work email address.
3. **Canvas Module** – Each week there is a link in Modules for a “Question for the Instructor.” This is a place to ask questions of general interest to all students. This is not a method for individual or private communication.
4. **Phone Message** – You can contact me or leave a message at my office phone. This is the least effective method.

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.

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 College of the Redwoods:

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college 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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Proctoring

The midterm exam will be proctored. You will have the option to take a proctored exam at one of the CR campus sites, or from a proctor that you've personally retained and that has been approved by the instructor. You may also elect to take a proctored exam using an online proctoring system called Proctorio. Proctorio runs through your web browser (Chrome), and using this option requires that you enable a WEBCAM on your computer. Proctorio will record you taking the exam and occasionally ask you to video tape the room you are in. This means that you will be recorded during the entire exam and suspicious behaviors will be tagged for review.

Class Discussions (195 points): Each week has a discussion based on a video prompt. You will receive up to a maximum of 15 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 in Modules at the class website. The lowest score will be dropped for your final grade.

Primary Post -- 9 points possible --Your primary post must:

- **React analytically** to specific prompt content, not a summary or personal example (2 points)
- **Relate and apply** topic to your own personal experience (2 points)
- **Contribute** to the topic with additional information; 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: (300-350 = 2 points; 250-299 = 1 point)

Reply Postings -- 6 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 (1.5 points for each of two replies)
- **Meet** the 100 word minimum length (1 point for each of two replies)
- **Use** correct grammar, spelling, punctuation, and complete sentences (.5 point for each of two replies)

Chapter Lecture Quizzes (195 points): Each chapter will have a quiz consisting of 15 timed multiple-choice items **based on the week's lectures, including 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 15 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. You can take each quiz twice (although each quiz has different questions randomly generated from a test bank,) with the higher score recorded in the gradebook. One chapter lecture quiz score will be dropped for your final grade.

Chapter Textbook Quizzes (195 points): Each chapter will have a quiz consisting of 15 timed multiple-choice items **based on the week's readings from the textbook**. 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 15 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 textbook quiz score will be dropped for your final grade.

Theory and Research Exam (50 points): The midterm exam will consist of 10 essay questions addressing Theories and Research in Developmental Psychology. **Proctored Exam**

Dates	Topics	Assignments
Week 01 Aug 28 – Sep 03	Introduction to Human Development Section 1: Human development today and its origins	Chapter 1 Text, Lecture, Quizzes, and Discussion
Week 02 Sep 04 – Sep 10	Introduction to Human Development Section 2: Theories of human development Section 3: How we study human development	Chapter 1 Text, Lecture, Quizzes, and Discussion
Week 03 Sep 11 – Sep 17	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, Quizzes, and Discussion
Week 04 Sep 18 – Sep 24	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, Quizzes, and Discussion
Week 05 Sep 25 – Oct 01	Infancy Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development	Chapter 4 Text, Lecture, Quizzes, and Discussion
Week 06 Oct 02 – Oct 08	Toddlerhood Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development	Chapter 5 Text, Lecture, Quizzes, and Discussion

<p>Week 07</p> <p>Oct 09 – Oct 15</p>	<p style="text-align: center;">Early Childhood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 6</p> <p>Text, Lecture, Quizzes, and Discussion</p>
<p>Week 08</p> <p>Oct 16 – Oct 22</p>	<p style="text-align: center;">Theory and Research Exam</p>	<p style="text-align: center;">Proctored Exam</p>
<p>Week 09</p> <p>Oct 23 – Oct 29</p>	<p style="text-align: center;">Middle Childhood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 7</p> <p>Text, Lecture, Quizzes, and Discussion</p>
<p>Week 10</p> <p>Oct 30 – Nov 05</p>	<p style="text-align: center;">Adolescence</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 8</p> <p>Text, Lecture, Quizzes, and Discussion</p>
<p>Week 11</p> <p>Oct 06 – Oct 12</p>	<p style="text-align: center;">Emerging Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 9</p> <p>Text, Lecture, Quizzes, and Discussion</p>
<p>Week 12</p> <p>Nov 13 – Nov 19</p>	<p style="text-align: center;">Young Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 10</p> <p>Text, Lecture, Quizzes, and Discussion</p>
<p>Week 13</p> <p>Nov 20 – Nov 28</p>	<p style="text-align: center;">Middle Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 11</p> <p>Text, Lecture, Quizzes, and Discussion</p>

<p>Week 14</p> <p>Nov 27 – Dec 03</p>	<p style="text-align: center;">Late Adulthood</p> <p>Section 1: Physical development Section 2: Cognitive development Section 3: Emotional and social development</p>	<p style="text-align: center;">Chapter 12</p> <p>Text, Lecture, Quizzes, and Discussion</p>
<p>Week 15</p> <p>Dec 04 – Dec 11</p>	<p style="text-align: center;">Death and Afterlife Beliefs*</p> <p>Section 1: Physical aspects of death Section 2: Responses to death Section 3: Beliefs about death and the afterlife</p>	<p style="text-align: center;">Chapter 13</p> <p>Text, Lecture, Quizzes, and Discussion</p>

***Death and Afterlife Beliefs will begin week 15 and be completed during finals week thus serving as a final 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

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.

If you write about child abuse, I may be obligated to report to Child Welfare Services. Please contact me directly with any concerns or questions.