

<b>Syllabus for Lifespan Development– Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring, 2019	
<b>Course ID and Section #</b>	Psych 11 E 5536	
<b>Instructor’s Name</b>	Mark Winter	
<b>Day/Time</b>	MW 10:05 – 11:30	
<b>Location</b>	CA 113	
<b>Number of Credits/Units</b>	3.0	
<b>Contact Information</b>	<i>Office location</i>	HU 108G
	<i>Office hours</i>	MW Noon-1pm
	<i>Phone number</i>	707-476-4310
	<i>Email address</i>	mark-winter@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<u>Human Development: A Cultural Approach (2nd Ed)</u> (2016).
	<i>Author</i>	Arnett, Jeffrey Jensen
	<i>ISBN</i>	978-0-13-379242-3
<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>		
<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>		
<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>		
<b>Academic Honesty</b>		
<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 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</p>		

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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.*

**Life-Span Development  
Psych 11 Section #E5536  
Spring 2019**

**Instructor:** L. Mark Winter, PhD  
**Office:** Humanities 108G, Eureka Campus  
**Office Hours:** MW 12-1pm

**Email:** mark-winter@redwoods.edu  
**Website:** <https://redwoods.instructure.com>  
**Classroom:** CA 113 MW 10:05-11:30

**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.

**Student Commitment:** This three credit-hour class will require about nine hours per week of your time. You will have to regularly attend class – *four or more absences is considered excessive*, carefully read textbook chapters, submit thoughtful daily writing assignments, and successfully demonstrate your learning in exams. Conscientiousness, attention to details, reading, writing, and study skills are critical for success.

**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: The 2<sup>nd</sup> edition is similar to the 1<sup>st</sup> edition in its chapter layout. The 1<sup>st</sup> edition is a less expensive substitute although some content and quiz/exam answers may not be available. A copy of the text is on two-hour reserve at the LRC on the Eureka campus.

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<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 01</b> Jan 23	<b>Introduction to Human Development</b> <b>Section 1:</b> Human development today and its origins	<b>Chapter 1</b> Text, Videos, and Lecture Points
<b>Week 02</b> Jan 28 – Jan 30	<b>Introduction to Human Development</b> <b>Section 2:</b> Theories of human development <b>Section 3:</b> How we study human development	<b>Chapter 1</b> Text, Videos, Quiz, and Lecture Points
<b>Week 03</b> Feb 04 – Feb 06	<b>Genetics and Prenatal Development</b> <b>Section 1:</b> Genetic influences on development <b>Section 2:</b> Prenatal develop. and prenatal care <b>Section 3:</b> Pregnancy problems	<b>Chapter 2</b> Text, Videos, Quiz, and Lecture Points
<b>Week 04</b> Feb 11 – Feb 13	<b>Birth and the Newborn</b> <b>Section 1:</b> Birth and its cultural context <b>Section 2:</b> The neonate <b>Section 3:</b> Caring for the neonate	<b>Chapter 3</b> Text, Videos, Quiz, and Lecture Points
<b>Week 05</b> Feb 20	<b>Infancy</b> <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 4</b> Text, Videos, Quiz, and Lecture Points
<b>Week 06</b> Feb 25 – Feb 27	<b>Toddlerhood</b> <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 5</b> Text, Videos, Quiz, and Lecture Points
<b>Week 07</b> Mar 04 – Mar 06	<b>Early Childhood</b> <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 6</b> Text, Videos, Quiz, and Lecture Points

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<b>Week 08</b> Mar 11 – Mar 13	<b>Middle Childhood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 7</b>  Text, Videos, Quiz, and Lecture Points
<b>SPRING BREAK</b> Mar 18 – Mar 22	<b>Spring Break</b>	
<b>Week 09</b> Mar 25 – Mar 27	<b>Midterm Exam</b> <b>Section 1:</b> Adolescent Physical development	Exam, Text, Videos, and Lecture Points
<b>Week 10</b> Apr 01– Apr 03	<b>Adolescence</b>  <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 8</b>  Text, Videos, Quiz, and Lecture Points
<b>Week 11</b> Apr 08– Apr 10	<b>Emerging Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 9</b>  Text, Videos, Quiz, and Lecture Points
<b>Week 12</b> Apr 15 – Apr 17	<b>Young Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 10</b>  Text, Videos, Quiz, and Lecture Points
<b>Week 13</b> Apr 22 – Apr 24	<b>Middle Adulthood</b>  <b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	<b>Chapter 11</b>  Text, Videos, Quiz, and Lecture Points
<b>Week 14</b>	<b>Late Adulthood</b>	<b>Chapter 12</b>

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Apr 30 – May 01	<b>Section 1:</b> Physical development <b>Section 2:</b> Cognitive development <b>Section 3:</b> Emotional and social development	Text, Videos, Quiz, and Lecture Points
<b>Week 15</b>  May 06 – May 08	<b>Death and Afterlife Beliefs</b>  <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	<b>Chapter 13</b>  Text, Videos, Quiz, and Lecture Points
<b>Week 16</b>  TBA	<b>Final Exam</b>	<b>Exam</b>

**Lecture Points (approx. 81 points at 3 points/class):** Near the end of each class you will identify a topic from the lecture to respond and relate to your personal experience. Specifically, you will be asked to: Thoughtfully respond/react to the topic (1 point), relate/apply the topic to your own personal experience (1 point), write a question you have based on the day’s topic (1 point), and write at least one-half page. You must attend the full lecture to receive credit.

**Online Chapter Quizzes (100 points):** Each chapter will have a quiz consisting of 10 timed multiple-choice items (each worth 1 pt.) based on the readings from the textbook, assigned videos, and instructor’s lectures. Quizzes are available at Canvas 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 for an in-class quiz. You are limited to a total of 10 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 three times with the highest score recorded in the gradebook. The three lowest chapter quiz scores will be dropped for your final grade.

**Midterm Exam (70 points):** The midterm exam will consist of 14 essay questions based on the first seven chapter lectures and readings. A study guide will be made available a week before the exam.

**Final Exam (60 points):** The final exam will consist of 12 essay questions based on the final six chapter lectures and readings. A study guide will be made available a week before the exam.

**Grade Distribution:** A = 93% and above, A- = 90-92%, B+ = 88-89%, B = 83-88%, B- = 80-82%, C+ = 78-79%, C = 70-77%, D = 60-69%, 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 writing and quizzes must be completed by you without assistance. Do not use any source except the textbook or instructor’s lectures for your quizzes and exams. 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

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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.

**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.

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*Notes: There are no extra-credit opportunities. 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 of any changes. Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation or excessive absences through the 10<sup>th</sup> week of class.*

*Writing about your life might be difficult. Moreover, if you write about child abuse, I may be obligated to report to Child Welfare Services. For purposes of the assessments, 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.*