

## Course Information

Semester & Year: Fall 2019

Course ID & Section #: PSYCH 11, Section E7367

Instructor's name: K. Schopp

Day/Time or \*Online: MW 10:05 AM – 11:30 AM

Location or \*Online: SC206

Number of units: 3

## Instructor Contact Information

Office location or \*Online: CA121

Office hours: MW, 2-3pm

Phone number: (707) 476-4336 (during office hours only)

Email address: [katheryn-schopp@redwoods.edu](mailto:katheryn-schopp@redwoods.edu)

## Required Materials

Textbook Title: Human Development: A Cultural Approach

Edition: 3rd

Author: Arnett, Jeffrey Jensen and Jensen, Lene Arnett

ISBN: 9780134641348

Other requirements: ~~How Emotions are Made~~ by Barrett, Lisa (2017), Mariner. The ISBN number for a paperback copy of this book is 9781328915436.

## Catalog Description

A course in the scientific study of human development across the lifespan. The content takes an integrative approach that includes the biological foundations and major theories: psychodynamic, behavioral, social cognitive, contextual (e.g., sociocultural), and cognitive. Topics include prenatal, infant, child, adolescent, and adult development.

## Course Student Learning Outcomes (from course outline of record)

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.

## Evaluation & Grading Policy

Chapter Quizzes 40%, Lowest Quiz score dropped from final grade

Exams 30%, Lowest exam score of 3 dropped from final grade

Written Assignments 30%, Late paper grades will drop 20% immediately after the due date and an additional 20% per week after that.

**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

## Prerequisites/co-requisites/ recommended preparation

Completion of English 350 or assessment into English 150 is highly recommended.

**\*ONLINE REQUIREMENTS - The following are required online courses but are recommended for all (see \* in contents).**

## Special accommodations statement

[Describe the College's compliance with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities.]

## Student feedback policy

[Communicate to students how you will provide timely and substantive feedback on course work.]

## Proctored Exams

[Only include if Proctoring is required, and if so, provide Information on the available options. Online course instructors must include both on and off campus options for proctoring]

## Student Accessibility Statement and Academic Support Information

[See recommended support links and accessibility statement]

Lifespan Development, Psych 11  
Section E7367, 3 Units  
Eureka Campus, Room SCS206  
MW 10:05 AM – 11:30 AM, August 24 to December 14  
Fall 2019

Instructor: Katheryn Schopp, MPhil  
Office Hours: MW, 2-3pm  
Office: CA121  
Email: [katheryn-schopp@redwoods.edu](mailto:katheryn-schopp@redwoods.edu)  
Office Phone: (707) 476-4336 (during office hours only)

### **Course Description:**

A course in the scientific study of human development across the lifespan. The content takes an integrative approach that includes the biological foundations and major theories: psychodynamic, behavioral, social cognitive, contextual (e.g., sociocultural), and cognitive. Topics include prenatal, infant, child, adolescent, and adult development.

### **Advisory:**

Completion of English 150 is highly recommended.

### **Required Text/Resources:**

The class requires the textbook Human Development: A Cultural Approach (3rd Ed) by Arnett, Jeffrey Jensen and Jensen, Lene Arnett (2019), Pearson.

Also required for this class is access to a copy of How Emotions are Made by Barrett, Lisa (2017), Mariner. The ISBN number for a paperback copy of this book is 9781328915436.

**The primary textbook** (9780134641348) can be purchased new, used, or rented from a commercial vendor such as the College of the Redwoods Bookstore. You do **not** need to purchase MyPsychLab. The book is sufficient. **Note:** We use the 3rd edition, although it is similar to the 1<sup>st</sup> and 2<sup>nd</sup> editions in its chapter layout. The earlier editions are less expensive substitutes, although some content and exam answers may not be found in the quizzes or exams as questions come directly from the 3<sup>rd</sup> edition.

Please have access to the text by the first week of class as assignments begin immediately.

**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.

	Dates	Topic	Human Development Reading Assignment	Other Assignments Due	Quiz or Exam Due
Week 1	8/26, 8/28	Introduction to Human Development	Chapter 1	<u>Emotions</u> Chapter 1 and Summary	Intro Quiz Chapter Q
	<b>9/2</b>	<b>Holiday-- NO CLASS</b>			
Week 2	9/4	Genetics & Prenatal Development	Chapter 2	<u>Emotions</u> Chapter 2 and Summary	Chapter Q
Week 3	9/9, 9/11	Birth and the Newborn	Chapter 3	<u>Emotions</u> Chapter 3 and Summary	Chapter Q
		<b>Census Day</b>			
Week 4	9/16, 9/18	Infancy	Chapter 4	<u>Emotions</u> Chapter 4 and Summary	Chapter Q
Week 5	9/23, 9/25	Exam 1	Chapters 1-4		Exam 1
Week 6	9/30, 10/1	Toddlerhood	Chapter 5	<u>Emotions</u> Chapter 5 and Summary	Chapter Q
Week 7	10/7, 10/9	Early Childhood	Chapter 6	<u>Emotions</u> Chapter 6 and Summary	Chapter Q
Week 8	10/14, 10/16	Middle Childhood	Chapter 7	<u>Emotions</u> Chapter 7 and Summary	Chapter Q
Week 9	10/21, 10/23	Adolescence	Chapter 8	Video Review	Chapter Q
Week 10	10/28, 10/30	Exam 2	Chapters 5-8		Exam 2
Week 11	11/6	Emerging Adulthood	Chapter 9	Video Review	Chapter Q
	<b>11/11</b>	<b>Holiday-- NO CLASS</b>			
Week 12	11/13	Young Adulthood	Chapter 10	Video Review	Chapter Q
Week 13	11/18, 11/20	Middle Adulthood	Chapter 11	Video Review	Chapter Q
	<b>11/25, 11/27</b>	<b>Thanksgiving Break</b>			
Week 14	12/2, 12/4	Late Adulthood	Chapter 12	Final Paper Due	Chapter Q
Week 15	12/9, 12,11	Death and Afterlife Beliefs	Chapter 13		Chapter Q
		Final Exam	Chapters 9-13		

**Student Commitment:**

A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read textbook chapters, attend class, and complete weekly quizzes. Conscientiousness, attention to details, and college-level reading/writing are critical for success.

**Withdrawal from Class:**

Students can withdraw from class without a grade and receive a full refund by 9/06/19. The last day for a student-initiated withdrawal is 11/1/19 and results with a W in the transcript and no refund. 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. Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

**Chapter Quizzes (180 points/40%):** Each chapter has a quiz consisting of 15 timed multiple-choice items based on the week's lectures, lecture videos, and text readings. Questions will be randomly drawn from an item pool consisting of lecture questions, lecture video questions, and text chapter questions. All quizzes will be given online through Canvas, and will be available beginning Mondays the week the chapters are presented and available until the deadlines on Sundays at 11:59 pm. Quiz scores are available shortly after completion 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. You can take each quiz three times (although each quiz has different questions randomly generated from a test bank) with the higher score recorded in the gradebook. *The lowest quiz score for the semester will be dropped for your final grade.*

**Exams (120 points/30%):** Each of the three exams consists of 60 multiple-choice questions based on the readings from the textbook. Exams can be taken only once, have a 60 minute time limit, and are NOT open-book. *The lowest exam score will be dropped for your final grade.*

**Written Assignments (120 points/30%):** On four weeks there will be a written assignment in which you will review a video. You will also complete 7 weekly chapter summaries and one final paper based on Chapters 1-7 of the book How Emotions are Made. Late paper grades will drop 20% immediately after the due date and an additional 20% per week after that.

## Video Review Papers

You will receive up to a maximum of 10 points for each video review assignment. These assignments must be submitted via Canvas. *The lowest of your four scores will be dropped for your final grade.*

**Video Review Paper:** 10 points possible --Your assignment must:

- **Identify and React analytically** to specific video content; not a summary (3 points)
- **Relate and apply** topic to your own personal experience (2 points)
- **Contribute** to the topic with additional information; web search and include psychological science source link (2 points)
- **Use** correct grammar, spelling, punctuation, and complete sentences (1 point)
- **Meet** the 300 word minimum length: (2 points)

## Chapter Summaries

You will summarize each of the Chapters 1-7 of this book in 2-4 sentences. Each of these chapter summaries will be worth up to 5 points, based on the accuracy of the summary.

## Final Paper

- **Identify and React analytically** to the first 7 chapters of "How Emotions are Made." This should not be a summary, but a discussion of your understanding of the classical view of emotions versus a constructed view of emotions (30 points)
- **Relate and apply** topic to your own personal experience (10 points)
- **Use** correct grammar, spelling, punctuation, complete sentences, and citations from both required texts (10 point)
- **Meet** the 1200 word minimum length (excluding bibliography): (10 points)

**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

**Students with Disabilities:** 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 during the first week so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made after the first week. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact <https://www.redwoods.edu/dsps>. Students may make requests for alternative media by contacting DSPS: 707-476-4280, student services building, 1<sup>st</sup> floor.

**Academic Support and Resources:** Academic support is available at <https://www.redwoods.edu/counseling/> and includes academic advising and

educational planning, <https://www.redwoods.edu/asc> for tutoring and proctored tests, and <https://www.redwoods.edu/eops>, for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- Library (including online databases): <https://www.redwoods.edu/library>
- Canvas help and tutorials: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>
- Student Online Hand Book: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

**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.redwods.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.

**Course Communication:** The best way to contact me is via email. I will be checking my email daily during the term.

1. **Instructor Email** - You can also reach me at my work email address. [Katheryn-schopp@redwoods.edu](mailto:Katheryn-schopp@redwoods.edu) I check my email daily.
2. **By phone during office hours only.** I cannot check messages on the office phone, and am not reliably there at other times.
3. **I will not be checking Canvas Messages or Canvas Module questions to the instructor.** For any questions about online quizzes, please email me.

**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 messages of any changes.*
- *If you write about child abuse or discuss it in-class, I may be obligated to report to Child Welfare Services. Please contact me directly with any concerns or questions.*