

## Course Information

Semester & Year: Spring 2020
Course ID & Section #: PSYCH 11, E8084
Instructor's name: K. Schopp
Day/Time or *Online: MW 10:05 AM – 11:30 AM
Location or *Online: CA113
Number of units: 3

## Instructor Contact Information

Office location or *Online: HU119
Office hours: M, 1:30 to 3:30 most weeks
Phone number:
Email address: Katheryn-schopp@redwoods.edu

## Required Materials

Textbook Title: <u>Human Development: A Cultural Approach</u>
Edition: 3rd
Author: Arnett, Jeffrey Jensen and Jensen, Lene Arnett
ISBN: 9780134641348
Other requirements: materials, equipment or technology skills
<u>How Emotions are Made</u> by Barrett, Lisa (2017), Mariner. ISBN: 9781328915436. Students are required to submit assignments and quizzes online through Canvas for this course.

## 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)*

Analyze how biological, psychological, and social processes affect human development.

Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development.

Analyze and/or apply developmental research in writing.

Identify and describe classic and contemporary theories and research in lifespan psychology.

Identify and describe the techniques and methods used by developmental psychologists to study human development.

Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

### Evaluation & Grading Policy

**Exams and Quizzes together 30%, In-class Participation 30%, Written Assignments 40%.** Late paper grades will drop 20% immediately after the due date and an additional 20% per day after that. The lowest quiz, exam, and weekly attendance score will be dropped for your final grade. Individual assignments will have different rubrics.

**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 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 E8084, 3 Units  
Eureka Campus, Room CA113  
MW 10:05 AM – 11:30 AM, Spring 2020

Instructor: Katheryn Schopp, MPhil  
Office Hours: M, 1:30 to 3:30 PM  
Office: HU 119  
Email: [katheryn-schopp@redwoods.edu](mailto:katheryn-schopp@redwoods.edu)

### **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. ISBN: 9780134641348

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

**The primary textbook, Human Development: A Cultural Approach**, 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	<u>Human Development Reading Assignment</u>	Other Assignments Due	Quiz or Exam Due
Week 1	1/22	Introduction to Human Development	Chapter 1	<u>Emotions</u> Chapter 1 Summary, Babies & Toddlers Reflection	Intro Quiz
Week 2	1/27, 1/29	Genetics & Pre-natal Development	Chapter 2	<u>Emotions</u> Chapter 2 Summary, Babies & Toddlers Reflection	
	<b>2/3</b>	<b>Census Day</b>			
Week 3	2/3, 2/5	Birth and the Newborn	Chapter 3	<u>Emotions</u> Chapter 3 Summary, Babies & Toddlers Reflection	
Week 4	2/10, 2/12	Infancy	Chapter 4	<u>Emotions</u> Chapter 4 Summary, Babies & Toddlers Reflection	Quiz
	<b>2/17</b>	<b>Holiday-- NO CLASS</b>			
Week 5	2/19	Exam 1	Chapters 1-4		Exam 1
Week 6	2/24, 2/26	Toddlerhood	Chapter 5	<u>Emotions</u> Chapter 5 Summary, Babies & Toddlers Reflection	
Week 7	3/2, 3/4	Early Childhood	Chapter 6	Babies and Toddlers <b>Application Paper Due</b>	
Week 8	3/9, 3/11	Middle Childhood	Chapter 7	<u>Emotions</u> Chapter 6 Summary, <u>Emotions</u> Paper Assignment	
	<b>3/16, 3/18</b>	<b>Spring Break-- NO CLASS</b>			
Week 9	3/23, 3/25	Adolescence	Chapter 8	<u>Emotions</u> Chapter 7 Summary	Quiz
Week 10	3/30, 4/1	Exam 2	Chapters 5-8		Exam 2
Week 11	4/6, 4/8	Emerging Adulthood	Chapter 9	Emerging Adulthood <b>Experiences Paper Due</b>	
Week 12	4/13, 4/15	Young Adulthood	Chapter 10	<u>Emotions</u> Chapter 8 Summary Bibliography Assignment	
Week 13	4/20, 4/22	Middle Adulthood	Chapter 11	<u>Emotions</u> Chapter 9 Summary	
Week 14	4/27, 4/29	Late Adulthood	Chapter 12	Emotions <b>Analysis Paper Due</b>	
Week 15	5/4, 5/6	Death and Afterlife Beliefs	Chapter 13	Healthy Living Plan (Extra Credit)	Quiz
Final:	5/13	Final Exam	Chapters 9-13	Wed. 10:45 AM to 12:45 PM	Final Exam

### **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 assignments, quizzes, and exams. Conscientiousness, attention to details, and college-level reading/writing are critical for success.

### **Computer and Internet Requirement:**

You are required to submit assignments and quizzes online through Canvas for this course. If you do not have a computer or internet access, you may use the resources at the College of the Redwoods library, which will allow you to access the Internet on a college-owned computer. I do not recommend using only a smart phone to access Canvas for this class. Prior students of this class have not had good success doing so.

### **Withdrawal from Class:**

Students can withdraw from class without a grade and receive a full refund by **1/31/20**. The last day for a student-initiated withdrawal is **4/3/20** and results in a W in the transcript and no refund. 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. If you decide not to continue the class, drop the class and let me know. As per college policy, a grade of Incomplete ("I") is not an option unless the student can demonstrate specific circumstances that occurred at the end of the semester. An incomplete cannot be extended to a student who stops attending earlier in the semester.

Administrative procedure 5075 allows instructors to withdraw students from class for non-participation through the tenth week of the term. Non-participation means missing four classes in a row and not taking quizzes, exams, or turning in assignments. If you need to miss class due to illness or emergency please email me and let me know. Census date is **February 3<sup>rd</sup>**, and I will be dropping students who have not participated in class then. On **April 3<sup>rd</sup>**, I will be again dropping students who have not been participating.

**In-class Participation (150 points/30%):** We will have in-class activities that will be graded. Sometimes the activities will fall across both class sessions for the week, sometimes they will occur on only one of the two days of the week, or we may even skip a week here or there. This will depend on how long the activities take, we have unscheduled disruptions (such as days missed for power-outages), and if we need extra review time on particular topics. Participation in these activities will count for 30% of your grade, at 10 about points per week. *The lowest weekly participation score will be dropped for your final grade.*

### **Exams and Quizzes together (150 points/30%):**

**Quizzes:** Prior to each Exam, there will be a quiz covering the material from each chapter. The quiz will consist of 15 timed multiple-choice items based on lectures, lecture

videos, and text readings for the section covered by the quiz. Questions will be randomly drawn from a large item pool. 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 highest score recorded in the gradebook. *The lowest quiz score will be dropped for your final grade.*

**Exams:** 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 (185 points/40%):** Written assignments include 9 chapter summaries, reflections/notes on 5 chapters, a short answer assignment, 2 application papers, and an analysis paper. You will submit the bibliography to your analysis paper in advance. You may optionally submit a healthy living plan at the end of the term based on class content, this is an extra-credit assignment. Late paper grades will drop 20% immediately after the due date and an additional 20% per day after that. The extra credit assignment may not be submitted late for credit.

### **How Emotions Are Made Chapter Summaries**

You will summarize each of the Chapters 1-9 of the book How Emotions Are Made in a minimum of 3 sentences. Add additional (optional) sentences that are questions about what you have read, or observations that you wish to include in your final paper. Your last paper for this class is an analytical discussion of the classical view of emotions versus a constructed view of emotions. The purpose of these summaries is to provide you with notes that will assist you in writing your final paper, so if you have additional observations about the chapter it will assist you.

The five points are awarded based on the accuracy of the summary. In other words, did you get the main point or points from the chapter? The summary you write should be long enough to convey your summary of the chapter, and a minimum of three sentences. Your grammar and spelling must be adequate to convey your points.

- **Summarize** the main point or points of the chapter
- (Optional, but recommended) Include questions or observations or notes that could become themes in your final paper
- **Use** correct grammar, spelling, punctuation, and complete sentences
- **Meet** the 3-sentence minimum length

### **Emotion Researchers and Theories of Emotions Assignment**

You will complete a short assignment to help prepare you to write the Emotions paper. The assignment is worth 10 points and is a mix of short answer and mini-essay questions.

You only get one attempt at this assignment, but it is open-note and open-book. It has no time limit other than the due date/time.

### **Babies and Toddlers Reflections**

You will write a total of five reflections after reading the first five chapters of Human Development: A Cultural Approach. These reflections will prepare you for the Babies and Toddlers Application Paper, the help highly the concepts of classical emotions for your Emotions Paper and provide you with a start on taking notes for exams. These reflections are worth up to five points each.

#### **Your notes should include:**

- Your thoughts for the application paper. In your notes, include page numbers of items that you found interesting for your later convenience when writing your paper (2 points).
- The page numbers for any mention of emotion and emotional development to assist you later for your Emotions Paper (1 point-- this may not apply in every chapter, in which case this point will be an additional point awarded for general notes).
- General notes on the chapter to assist you in studying for exams. Exam content will largely be taken from the text (2 points).

### **Babies and Toddlers Application Paper**

Pick a scenario:

- I want children (now or eventually).
- I currently have babies and/or toddlers.
- I might decide later to have children.
- I don't want children, but will be working with babies or toddlers either in a volunteer (perhaps with relatives) or professional capacity.

After choosing a scenario, what have you learned from the chapters that you will apply to these situations?

Some topics to consider include (but are not limited to):

- Fertility and conception
- Immunization and nutrition for babies and mothers
- National and cultural factors (would you prefer to have children in another country? If so, why?)
- Sleeping arrangements
- Knowledge of development



Write at least 450 words total, and demonstrate that you have thought about the information from the text. You may include information we discussed in-class, but be sure that the majority of the content of your paper is on material mentioned in the text. Include page numbers for at least two of your points.

**Rubric:**

- Information from the text related to personal experience or imagined future experience (10 points)
- More than 50% of the content of the paper is related to points from the text, other context may come in-class discussions and other class material (10 points)
- A mention of two items in the chapter by page number--if you are using a previous edition of the book, state the edition (2 points)
- 450 minimum word count met (4 points)
- Correct spelling and grammar, comprehensible organization (2 points)

**Emerging Adulthood Experiences Paper**

Choose three points from chapter 9 and relate them to your experiences as an emerging adult (current or past). Please choose two points related to the topics listed below, and at least one other point related to a chapter learning objective. Write at least 450 words total on these three points. You may devote most of your writing to one point and just a few sentences to the two other points, or you may divide your writing more equally between the points. You may, for example, write largely about your current goals or career aspirations if you have been trying to decide which goal to pursue, and just briefly touch on two other points related to the learning outcomes from the chapter. Either way, demonstrate to me that you have thought about points from the chapter. This paper is worth 20 points.

**Selected Topics:**

- The four revolutions that contributed to the rise of emerging adulthood, and the five developmental features distinctive to emerging adulthood.
- College students' sleep patterns and the main elements of sleep hygiene.
- Young drivers having the highest rates of crashes, and the most effective approach to reducing those rates.
- The protective factors associated with resilience and emerging adulthood as a critical period for resilience.
- Tertiary education systems and college experiences in developed countries, and the various long-term benefits of tertiary education.
- The potential advantages and disadvantages of online learning in delivering tertiary education.
- Emerging adults at the forefront of political movements, and their involvement in conventional politics.

- Romantic relationships and sexual behavior change during emerging adulthood.

**Rubric:**

- Topics connected to 3 of the Chapter Learning Objectives related to personal experience (10 points)
- Two of the 3 Learning Objectives related to personal experiences are connected to those in the list above (2 points)
- 450 minimum word count met (4 points)
- A mention of something in the chapter by page number-- if you are using a previous edition of the book, state the edition (1 point)
- Correct spelling and grammar, comprehensible organization (3 points)

**Theories of Emotion Analysis Paper (Emotions Paper)**

This paper is worth 60 points. For this paper:

- Identify and React analytically to the first 9 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. You must present reasoning to support your position (30 points)
- Relate and apply topic to your own personal experience (5 points)
- Include citations from both of the required texts for this class, plus at least one scholarly source, and use APA format (6 points)
- Use correct grammar, spelling, punctuation, complete sentences (4 points)
- Meet the 1200-word minimum length (excluding bibliography) (10 points)
- Use correct grammar, spelling, punctuation, complete sentences (5 points)

**Healthy Living Plan (Extra Credit)**

This paper is worth up to 40 points. Throughout this class we have covered information on what is important to be physically, cognitively, and psychologically healthy and long-lived. For this paper:

- Apply the information that you have learned in this class to create a healthy living plan for yourself. At minimum, include exercise, sleep, diet, and social support. What is your plan for continuing your education? Include when you plan to start each change, a timeline for implementing the changes, and your plan for overcoming any obstacles that you foresee (30 points)
- Include the source of your information. Which of our texts did you take the information that you are applying? If it was from a lecture, what was the topic? (5 points)
- Use good organization, spelling, punctuation, and complete sentences (5 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. See <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.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500.

We touch on sensitive topics in this course. In this course you are required to “demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community.” By this I especially mean that you are not permitted to make misogynist, racist, or hateful comments pertaining to the sexual orientation, identity, or other group status. If you disrupt the educational process in my classes in this or other ways I will ask you to leave the class session. I value the educational process for my students, and If I must ask you to leave a class session for disruptive behavior or comments I will report you and you will not be welcome back in my class.

Also, while I do not strictly prohibit profanity in my classroom, I do ask that you avoid swearing. Some students are distracted by profanity. We have limited class time together I would prefer that we stay focused in this classroom.

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 Canvas.

1. **Canvas Messages or Canvas Module questions to the instructor** - I usually check my messages daily, but this may not be the case on weekends and breaks from the term.
2. **Instructor Email** - You can also reach me at my work email address. [Katheryn-schopp@redwoods.edu](mailto:Katheryn-schopp@redwoods.edu) . I will also be checking my email regularly during the term, but expect longer response times on weekends and holidays/term breaks.
3. **Office Hours** – Please **do** utilize my office hours listed at the top of this syllabus. I find that some communications that take quite a bit of time through electronic means can be handled much more efficiently in person. Also, note that my office hours may occasionally be shifted to another day of the week. I will notify you in advance if this is the case.

***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.*