CR COLLEGE OF THE REDWOODS

Syllabus for Life-span Development

Course Information

Semester & Year: Fall 2020
Course ID & Section #: PSYCH-11-K0029
Instructor's name: Kaliym Butler
Day/Time of required meetings: Online via Zoom every 4th Week, not mandatory, but encouraged.
Location: Online
Number of proctored exams: 0
Course units: 3
Texts: REQUIRED Newman, B. M., & Newman, P. R. (2017). Development through life: A psychosocial approach. Pennsylvania: Wadsworth Publishers, Cengage Learning. ISBN: 978-1337098144 (13th edition preferred, 12-11th edition acceptable)
RECOMMENDED American Psychological Association. (2019). Publication manual of the American Psychological Association. Washington DC: American Psychological Association. ISBN: 978-1433832161 (7th edition preferred, 6th edition acceptable).

Instructor Contact Information

Office location or *Online: Online
Office hours: Accessible at any time via phone and email. Option to message via Canvas. Zoom meeting by appointment.
Phone number: 707/298-8458
Email address: kaliym-butler@redwoods.edu

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

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.

Prerequisites/co-requisites/ recommended preparation

None

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.
College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations,

please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1ˢᵗ floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

Course Expectations:

Grading: You can earn a total of 450 points throughout the semester. Points will be divided as follows:

Assignment	Points Possible
Class Discussions	150
Quizzes	150
Midterm	75
Final	75
Total Points Possible	**450**
*Extra Credit Opportunities may be Available Throughout the Semester	

Final Grading Scale:

Percentage	Approximate Point Range	Letter Grade
90-100%	405-450	A
80-89%	360-404	B
70-79%	315-359	C
60-69%	270-314	D
Below 60%	0-267	F

Class Discussions (100 points): Over the course of the semester there will be a discussion posted to the pertaining weeks module. There may be one or two questions for you to choose from, you will only be required to answer one question prompt. You may be required to answer multiple questions to a single prompt. You will receive up to a maximum of 10 points for postings and responses to other student postings. This is an important and required part of the class. The discussion forum is accessed in Modules at the class website.

Chapter Quizzes (150 points): Each chapter has a quiz consisting of 10 multiple-choice items based on the week's lecture/discussions, lecture videos, and text readings. Quizzes will be made available at the beginning of the week and will close at the end of the week. Refer to the assignment for that week in-case you are unsure of beginning and due dates for quizzes. Each quiz will have 2 attempts allowed; your highest score will be the one that is calculated into your final grade. You need to ensure that you complete the quizzes before their due date as the will NOT be reopened except for the most extreme of circumstances (this does not include vacation or forgetfulness).

Exams (100 points each): You will only have 2 exams this semester, a midterm and a final. The final exam will NOT be cumulative and only consist of course material after the midterm. These exams will NOT be proctored or timed. You will only have one attempt per exam, please make sure you are in a quiet and comfortable area before you begin. You need to ensure that you complete both of the exams before their due date as the will NOT be reopened except for the most extreme of circumstances (this does not include vacation or forgetfulness).

Course Schedule:

DATES (Week Start Date)	TOPIC	READING	ACTIVITY/ASSESSMENT/ ASSIGNMENT DUE
Week One: The Development Through Life Perspective			
8/22/2020	Assumptions of the Text, A Psychosocial Approach: The interaction of the Biological, Psychological, and Societal Systems, The Life Span	Chapter One	Introductions, Case Study: Rose, Quiz 1, First Zoom Meeting
Week Two: Major Theories for Understanding Human Development			
8/30/2020	What is a Theory?, The Theory of Evolution, Psychoanalytical Theory, Cognitive Development Theories, Theories of Learning, Cultural Theory, Social Role Theory, Systems Theory	Chapter Two	Discussion Questions, Quiz 2
Week Three: Psychosocial Theory			
9/6/2020	The Rationale for Emphasizing Psychosocial Theory, Basic Concepts of Psychosocial Theory, Evolution of Psychosocial Theory	Chapter Three	Discussion Questions, Quiz 3
Week Four: The Period of Pregnancy and Prenatal Development			
9/13/2020	Genetics and Development, Normal Fetal Development, The Birth Process, The mother, the Fetus, and the Psychosocial Environment, The Cultural Context of Pregnancy and Childbirth, Abortion	Chapter Four	Discussion Questions, Quiz 4
Week Five: Infancy (First 24 Months)			
9/20/2020	Newborns, Applying Theory and Research to Life: Very Small Babies, Developmental Tasks, The Psychosocial Crisis: Trust vs. Mistrust, The Central Process for Resolving the Crisis, The Prime Adaptive Ego Quality, and the Core Pathology	Chapter Five	Discussion Questions, Quiz 5, Zoom Meeting
Week Six: Toddlerhood (Ages 2 To 4 Years)			

9/27/2020	Developmental Tasks, The Psychosocial Crisis: Autonomy vs. Sham and Doubt, The Central Process: Imitation, The Impact of Poverty on Psychosocial Development in Toddlerhood	Chapter Six	Discussion Questions, Quiz 6
Week Seven: Early School Age (4 To 6 Years)			
10/4/2020	Developmental Tasks, The Psychosocial Crisis: Initiative vs. Guilt, The Central Process: Identification, The Prime Adaptive Ego Quality, and the Core Pathology, School Readiness	Chapter Seven	Discussion Questions, Quiz 7,
Week Eight: Middle Childhood (6 To 12 Years)			
10/11/2020	Developmental Tasks, The Psychosocial Crisis: Identity vs. Inferiority, The Central Process: Education, The Prime Adaptive Ego Quality, and the Core Pathology, Violence in the Lives of Children	Chapter 8	Quiz 8, Midterm Chapters 1-7
Week Nine: Early Adolescence (12 To 18 Years)			
10/18/2020	Developmental Tasks, The Psychosocial Crisis: Group Identity vs. Alienation, The Central Process: Peer Pressure, Adolescent Alcohol and Drug Use	Chapter Nine	Discussion Questions, Quiz 9, Zoom Meeting
Week Ten: Later Adolescence (18 To 24 Years)			
10/25/2019	Developmental Tasks, Gender Identity, Internalized Morality, Career Choice, The Psychosocial Crisis: Individual Identity vs. Identity Confusion, Dropping Out of College	Chapter Ten	Discussion Questions, Quiz 10
Week Eleven: Early Adulthood (24 To 34 Years)			
11/1/2020	Expanding Theoretical Views of Adult Development, Developmental Tasks, The Psychosocial Crisis: Mutuality Among Peers, Divorce	Chapter Eleven	Discussion Questions, Quiz 11
Week Twelve: Middle Adulthood (34 To 60 Years			
11/8/2020	Developmental Tasks, The Psychosocial Crisis: Generativity vs Stagnation, The Central Process: Person-Environment Interaction and Creativity, Discrimination in the Workplace	Chapter Twelve	Discussion Questions, Quiz 12, Zoom Meeting
Week Thirteen: Later Adulthood (60 To 75 Years)			
11/15/2020	Developmental Tasks, The Psychosocial Crisis: Integrity vs Despair, The Central Process: Introspection, The Prime Adaptive Ego Quality, and the Core Pathology, Retirement	Chapter Thirteen	Discussion Questions, Quiz 13
Week Fourteen: Fall Break			
11/22/2020	No Course Scheduling, Fall Break, Enjoy Your Vacation!	None	None
Week Fifteen: Elderhoods (75 Until Death)			
11/29/2020	The Longevity Revolution, Developmental Tasks, The Psychosocial Crisis: Immortality vs Extinction, The Central Process: Social Support, Meeting the Needs of the Frail Elderly	Chapter Fourteen	Discussion Questions, Quiz 14
Week Sixteen: Understanding Death, Dying, and Bereavement			

12/6/2020	Mortality and Psychosocial Development, Definitions of Death, The Process of Dying, Death-Related Rituals, Bereavement and Grief, Psychosocial Growth Through Bereavement	Chapter Fifteen	Discussion Questions, Quiz 15, Zoom Meeting
Week Seventeen: Final Exams			
12/13/20	Take this time to study and prepare for the final.		Final Exam

Admissions deadlines & enrollment policies

Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*
- *Last day for student-initiated W (no refund): 10/30/20*
- *Last day for faculty-initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

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.

Academic dishonesty

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. 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 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, the student 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. 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.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update form.

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
Log into Canvas at https://redwoods.instructure.com
Password is your 8 digit birth date
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas Help for students: https://www.redwoods.edu/online/Help-Student
Canvas online orientation workshop: https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website.

Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:
- 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 campus authorities.

Del Norte Campus Emergency Procedures

Please review the Crescent City campus emergency map for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the Redwoods Public Safety Page.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students, and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
   a. Dial 911, to notify local agency support such as law enforcement or fire services.
   b. If safe to do so, notify key administrators, departments, and personnel.
   c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
   d. Contact Jolene Gates 530-625-4821 to notify of situation.
   e. Contact Hoopa Tribal Education Administration office   530-625-4413
   f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
   a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
   b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
   c. Close all window curtains.
   d. Get all inside to safe location Kitchen area is best internal location.
   e. If a police officer or higher official arrives, they will assume command.
   f. Wait until notice of all is clear before unlocking doors.
   g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
   h. Do not leave site unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:
- [CR-Online](#) (Comprehensive information for online students)

- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center

Special programs are also available for eligible students include

- Extended Opportunity Programs & Services (EOPS) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821