CR COLLEGE OF THE REDWOODS

Syllabus for Lifespan Development

Course Information

Semester & Year: Spring 2024

Course ID & Section #:

Psych-11 E6007

Instructor's name:

Jeff Frederick (he/him)

Day/Time of required meetings:

Tuesday and Thursday, 11:30 a.m. - 1:00 p.m.

Location: Humanities   Room: HU-207

Course units: 3

Instructor Contact Information

Office zoom link: 847 6359 4664 Pass code: 954697

Office hours: Tuesdays and Thursdays 1:00 – 1:50 or by appointment.

Email address: jeffrey-frederick@redwoods.edu or jlf485@humboldt.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

Required Materials

Textbook title: LIFESPAN DEVELOPMENT A Psychological Perspective Second Edition

Authors: Lally, M., & Valentine-French, S. (2017).

Download, view, and access this open education text (for free) here:

Free Text

Other course media and resources will be provided.

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.

Prerequisites/co-requisites/ recommended preparation

Advisory: [ENGL1A - College Composition](#)

Proficiency in college level reading and writing is advised for students attempting this course.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs](#) [for Students (DSPS)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library

- Klamath-Trinity: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

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
- Online Tutoring Resources

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care
When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit TimelyCARE here

Mental Health Counseling
Students should text, email, or fax Shawna Bell directly for scheduling and/or services.
Contact info
Text: 707-496-2856
Email: shawnabmft@gmail.com
Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central
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 Wellness Central.

Counseling

Counseling & Advising can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

The Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services

and information [here.](#)

Contact info
Phone: 707-476-4153
Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services (EOPS)Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

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.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

Every assignment will be accompanied by a clear grading rubric. This course will use a standard 100% grading calculation (e.g. there are no weighted or curved grades). All assignments are due by the due date (though you may complete assignments early). Late work will not receive full credit unless arrangements have been made at least three (3) days prior or if there is a legitimate, documented emergency.

Your grade will be determined by your participation in discussions, class contributions (clear

rubrics provided), writing assignments, and quiz/exam scores (there are extra credit opportunities).

Assessment	Point Value
Attend/participate (10 pts per week)	120
Chapter quiz (20 pts each)	140
Mid Term	100
Annotated Bibliography	50
Paper outline	50
Paper	150
Presentation (group of 2-4 or not)	50
Final	150
Extra credit	?

Total: 810 = A

Grading Scale

A 100% - 90%   B 89% - 80%   C 79% - 70% D 69% - 60% F below 60%   NP below 70%

*All written work needs to be turned in on the due date. 1 percent will be deducted for everyday that an assignment is late. No late assignments will be accepted after 5/10/24.

Class Schedule (subject to change):

Class will begin on Tuesday, January 16th and end on Thursday, May 2nd; we will meet every Tuesday and Thursday unless there is a holiday or as otherwise noted.

Dates	Topic	Read/View/Review	Assignment
One: 1/16 – 1/18	Course overview (canvas) Introduction to Lifespan Development	Chapter 1 Syllabus	Chapter 1 quiz
Two:1/23 – 1/25	Heredity, Prenatal Development, and Birth	Chapter 2 (quiz) Pop-science article & journal article provided by instructor	Chapter 2 quiz

Week	Topic	Reading	Assignment
Three: 1/30-2/1	Infancy and Toddlerhood	Chapter 3 Annotated bibliography Chapter 4	Chapter 3 quiz **Paper topic due**
Four: 2/6-2/8	Early Childhood		Chapter 4 quiz
Five: 2/13 – 2/15	Middle and Late Childhood	Chapter 5	Chapter 5 quiz
Six: 2/20 – 2/22	Adolescence	Chapter 6	
Seven: 2/27 – 2/29	Adolescence	Chapter 6	Chapter 6 quiz
Eight: 3/5 – 3/7	Midterm Review	Midterm	
Nine: 3/12 – 3/14 **SPRING BREAK**	**SPRING BREAK**	**SPRING BREAK**	**SPRING BREAK** Chapter 7 quiz
Ten: 3/19 – 3/21	Emerging and Early Adulthood	Chapter 7	**Annotated bibliography due**
Eleven: 3/26 – 3/28	Middle Adulthood	Chapter 8	
Twelve: 4/2 – 4/4	Middle Adulthood	Chapter 8	Chapter 8 quiz Chapter 9 quiz
Thirteen: 4/9 – 4/11	Late Adulthood	Chapter 9	**Paper outline due**
Fourteen: 4/16-4/18	Death and Dying	Chapter 10	Chapter 10 quiz
Fifteen: 4/23 – 4/25	Presentations	Presentations	Presentations
Sixteen: 4/30 – 5/2	**Final review**	Final review	**Paper due**

FINAL EXAM: May 7, 2024 ,   10:45 a.m. – 12:45 p.m.

ASSIGNMENTS:

Attend/participate:

Decisions are made by those who show up. Therefore, you will receive 5 points for every class you attend and participate in. Attendance may be taken in the traditional way or there may be an activity we do that shows you attended. If you miss more than two unexcused lectures your grade will be directly affected.

Chapter Quizzes:

There will be a quiz posted to Canvas for each chapter of the book. Questions will be from the chapter and the corresponding lecture power point and will be multiple choice. You will have two attempts for each quiz. The quizzes will be worth 20 points and you will be able to miss two without hurting your final grade.

Mid-Term March 7th:

There will be one midterm exam the eighth week of class. It will contain multiple choice, short answer and essay questions and will be worth 100 points. The midterm will cover all chapters, lecture power points and activities we have covered up to that point and is open note and open book.

Annotated Bibliography due by: March 19th

Guidelines (a template will be available on canvas)

- You are going to investigate research about the topic you chose for this Annotated Bibliography.
- One article is provided for you, chosen because it gives you background information on the topic.
- You will then find two additional academic research articles that dive deeper into a specific hypothesis, theory or focus within the topic you chose.
    - For example, you can focus on a specific hypothesis or theory that helps to explain developmental disabilities or cultures affect on development from a psychological perspective.
    - Or you can choose a focus within the topic you chose, health disparity from socioeconomic status, happiness levels compared to number of close friends, adoption based on differences in personality traits, rise in self-critical comments with increase in social media use, etc.
- It is suggested to use the College of the Redwoods library LibGuides for your research: https://redwoods.libguides.com/how-to-research
- **You will provide an APA 7th edition style reference and (at least) one-page paraphrased summary per article for your annotated bibliography. Go here for guide:**
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Grading

- This assignment is worth 50 points.
  - (3) References/APA format = 5 points each
  - (3) Paraphrased summaries = 10 points each
  - Title page = 5 points

Paper Outline due by: April 11th

Guidelines (a template will be available on canvas)

- This will be a simple outline to help you organize your paper. There will be a reference page on the template where you are encouraged to start working on them, this will not be required for this assignment but will be on the final paper.
- You will be outlining your introduction, the body of your paper and the conclusion.

Grading

- This assignment is worth 50 points.
  - Introduction = 15 points
  - Body = 20 points
  - Conclusion = 15 points

Paper Due by: Friday May 7th

Guidelines (a template will be available on canvas)

- You will be completing a student paper formatted in APA 7th edition style.
- The paper will be on the topic you chose that you did your annotated bibliography and paper outline on.
- You will be able to talk about the area generally or get more specific on any topic in that area.
- You will be using research and theories to discuss the topic you chose.

Grading

- This assignment is worth 150 points.
  - APA formatting including citations and reference page = 30 points.
  - Content – student needs to adequately explain the topic and research used and be able to analyze and synthesize the research in the writing = 80 points
  - Credibility of sources = 15 points
  - Organization of information = 15 points
  - Spelling and grammar = 10 points

Presentation due by: Thursday May 2nd

Guidelines

- Every student will give a 5-minute presentation during the last week of class, on one of the topics covered.

- Students can do the presentation in groups of up to 4 or by themselves. In groups each student will need to present for 5-minutes.
- Research, history and current information or therapies used that relate to the topic will be discussed in your presentations.

Grading

- This assignment is worth 50 points.
  - The presentation needs to be more than 4 but less than 6 minutes = 10 points.
  - Show understanding of the topic and ability to effectively communicate the information = 30 points.
  - Relate presentation to classmates = 10 points.

FINAL EXAM: May 7, 2024 ,   10:45 a.m. – 12:45 p.m.

The final for this class will use the same format as the mid-term. The content will be mostly what has been covered after the mid-term with a small amount from before the mid-term. The final is worth 150 points of your grade.

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)

May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

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.

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. For this class, please see the specific assignment instructions for guidance on how and when generative AI tools may be used appropriately as we're working on and learning from a particular assignment. Also, please keep in mind that you are responsible for anything you submit; please carefully review all AI-generated outputs, screening them for accuracy, bias, appropriateness, and fidelity to your perspective.

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.

Canvas Information

Log into Canvas at [My CR Portal](#)
For help logging in to Canvas, visit [My CR Portal](#).
For help with Canvas once you're logged in, click on the Help icon on the left menu.
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: [Canvas Student Orientation Course (instructure.com)](#)

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. This does not change your legal name in our records. See the [Student Information Update form](#).

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](#) 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.](#)
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.
To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

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 [CR Police Department- Public Safety](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate
2. Dial 911, to notify local agency support such as law enforcement or fire

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
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

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.](#)

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, KlamathTrinity 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.
In the event of an emergency, communication shall be the responsibility of the district employees on scene:
1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes

Final note:

Wow, that is a lot of information. I want to congratulate those of you who have read the whole syllabus. As a reward if you have read this far than you will know that those who come to office hours during the first four weeks of class will receive 10 extra credit points. I will do my best to be here for all students and I am open to talk about whatever they may need help with.