

PSYC240 Lifespan Development

Spring 2012

Section 01 2:10 – 3:25 TR

Robinson Hall, Room 318

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Office: Robinson Hall, Room 305 Phone: 570-484-2433

Note: If you come to my office and I'm not there, please look at the sign on my door.

Office Hours: Monday/Wednesday 2:30 – 4:00
Tuesday/Thursday 9:30 – 10:30 *and by appointment!*

Textbook

1. Santrock, J. W. (2012). Essentials of Lifespan Development. (2nd edition). Boston: McGraw Hill. (Required)
2. Bound note packet available at bookstore for a small fee. (Required)

Course Overview

In this course we will explore basic principles of human development throughout the entire lifespan, from conception through death. We will discuss major theories and foundations of human development and the major people associated with them. We will also examine physical, cognitive, social and personality development at different ages. Finally, we will consider the ways in which the major domains and external influences interact to guide development. The knowledge you gain from this course will provide you with some tools required to better understand people of all ages.

| Course Learning Outcomes (Objectives) | Program Student Learning Outcomes | University-level Student Learning Outcomes |
|--|---|---|
| Upon successful completion of this course, students will be able to: | | |
| 1. To demonstrate theoretical and empirical knowledge about how people grow, think, learn, and interact with others throughout the lifespan. | Knowledge Base of Psychology | Knowledge: Social Sciences |
| 2. To demonstrate knowledge of change and continuity in development and the impact that people, contexts, and experiences have on development. | Knowledge Base of Psychology | Knowledge: Social Sciences |
| 3. To relate principles of human development to hypothetical and real life knowledge and experiences. | Knowledge Base of Psychology; Application of Psychology; Personal Development | Knowledge: Social Sciences; Interpersonal |
| 4. To critically evaluate research and issues in developmental psychology. | Knowledge Base of Psychology; Critical Thinking Skills in Psychology | Knowledge: Social Sciences; Critical Thinking |
| 5. To identify methods by | Knowledge Base of | Knowledge: Social Sciences |

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| which knowledge about development is gained. | Psychology; Research Methods in Psychology | |
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Americans with Disabilities

No qualified disabled student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular or other post-secondary program or activity offered or sponsored by this University.

Disability Services for Students Office

The Office for Disability Services assists with a variety of academic needs. The office also assists students with reasonable accommodations. Students with learning, visual, hearing, and mobility impairments and other disabilities have used the office for the following: course selection, registration assistance, counseling, liaison with state rehabilitation agencies, obtaining books on tape, note taker and reader service, test accommodations, and advocacy.

Students in need of disability services are urged to make their needs known early as some services require considerable advance planning and coordination. Contact Dr. Rey Junco at 570-484-2926 if you have any questions.

Emergencies

If you are experiencing an EMERGENCY situation at any time 24 hours a day:

Call Public Safety 570-484-2278 or Call 711 from any campus phone or 911 from any off-campus phone.

Course requirements

1. Class attendance/participation:

Attendance and promptness are expected and, by university policy, required. Although I will not take daily attendance, and do not have a specific attendance policy, you will not do very well in this class if you do not show up. If you must miss class, you are responsible for the material you missed (please do not copy notes during class time). I will not give you the missed information (but I will help you understand it) so make some friends today! I make every effort to begin class on time and I expect the same from you. Please enter the room quietly if you must be late. If you must leave early, please notify me in advance and sit near the door to minimize disruption.

You are expected to participate in class and group discussions. Participation includes making comments, asking questions, requesting clarification, and sharing relevant personal experiences as necessary. Participation can include occasional one-on-one time with me (e.g., during office hours).

2. Assignments:

- *Writing Assignment*

You must choose one topic from **8 of the 17** chapters to write about. The purpose of these writing assignments is to give you the opportunity to think more deeply about specific topics. Doing so will also aid in cementing your understanding of the material. Assignments will be turned in online only. See the separate assignment sheet for more information.

- *Interview with a Living Person*

You will have the opportunity to apply the knowledge you gain from this course to your understanding of another person at any point in the lifespan. Start thinking now about who you want to learn more about in an interview. Please avoid interviewing someone you already know a lot about (e.g., your best friend). Keep in mind that you will have to read textbook material before conducting the interview – but you can read ahead! This paper will be due at the end of the semester and is worth **50 points**. See the separate assignment sheet for more information.

3. Exams:

There will be a total of *five* exams, including one scheduled during the final exam period. Exams will consist of multiple-choice and short answer questions. Exam material will be drawn primarily from the textbook and lecture; however, there may also be questions on videos shown in class.

Missed Exam Policy:

- If you know in advance that you will miss an exam, you must notify me at least 7 days before the exam and make arrangements to take an early exam.
- If you unintentionally miss an exam, you must contact me within 48 hours of the start of the exam. If you have a documented excused absence (e.g., funeral, illness accompanied by a visit to the infirmary or doctor), you will be permitted to make up the exam within 7 days after the original exam date.
- If you miss an exam without notifying me, or with an unexcused absence (e.g., oversleeping, illness without seeing a doctor), you will be required to take the make-up exam immediately following the final exam. Only one make-up exam will be permitted.
- If you miss the final exam, you must contact me within 12 hours after the start time of the exam. If I do not hear from you within 12 hours, you will not be permitted to make up the exam.

4. Classroom Behavior:

Students and faculty share responsibility for maintaining an appropriate learning environment in the classroom. Civility and respect create a safe and productive atmosphere in which students can achieve. Disruptive behavior hinders the educational process and is unacceptable at Lock Haven University of Pennsylvania.

The definition of disruptive behavior is at the reasonable discretion of the faculty member teaching the class, and determination of whether a specific behavior is disruptive resides within the authority of the faculty member. Examples of disruptive behavior include, but are not limited to, the following:

- a) Showing disrespect for and displaying poor manners toward any faculty member or other students [*Poor manners include doing other schoolwork, looking out the window, sleeping, eating stinky or loud food, and leaving garbage behind.*]
- b) Disruptive or inappropriate use of technology and electronic devices in the classroom, such as cell phones, computers, pagers, and MP3 players. [*NO TEXTING!*]
- c) Persistent speaking without being recognized or interrupting other speakers [*Do not talk to your neighbor during class. You think you are quiet enough, but you are probably not.*]
- d) Persistently entering class late or leaving early without an excuse or the faculty member's permission [*Sometimes you have to be late – please use your judgment as to when you should enter the classroom. Please do not pack up to leave until I give you a signal.*]
- e) Threats, harassment, or personal insults of any kind directed toward any faculty member and other students [*Our campus values diversity of all kinds – please help make our community a pleasant one for all.*]

Faculty have the discretion to impose sanctions for disruptive behavior in their classrooms. Some of the sanctions may include a formal apology, dismissal from the class in which the disruptive behavior occurs, or referral to Student Affairs for resolution of the situation, which could result in dismissal from the University.

5. Academic honesty:

A portion of LHUP's Academic Honesty Policy is provided below. Academic dishonesty will result in an automatic *zero* for the assignment or exam. If you have questions, please see me.

Preamble

Lock Haven University endeavors to promote an appreciation of the values of fairness and intellectual honesty and to establish a climate of academic freedom within which students learn. Any breach of trust may undermine academic freedom and diminish the integrity of the University's mission. The University has established means of discouraging academic dishonesty and has established procedures to protect every student's right to fair treatment and due process.

Instructors share the expectation that students demonstrate their mastery of subject matter in an honorable and straightforward manner. Violations of ethical norms are very serious.

Policy

Lock Haven University forbids academic dishonesty. Students who commit acts of academic dishonesty shall be subject to the sanctions outlined below. This policy applies to all students registered at Lock Haven University during or after their enrollment. Students may contest only (1) whether or not academic dishonesty has occurred or (2) whether a penalty was given capriciously.

For more information, please see your student handbook or go to

<http://www.lhup.edu/student-handbook/Student%20Handbook%2011%20-%2012.pdf>.

Daily Schedule (Note: This schedule is subject to minor alterations as necessary)

| <u>Date</u> | <u>Topic</u> | <u>Assignment</u> |
|-------------------------------|---|--|
| January 24 Jan 26 | Introduction to course, syllabus, and each other <i>Chapter 1: Introduction</i> | |
| Jan 31 Feb 2 | <i>Chapter 1 cont.</i> <i>Chapter 2: Biological Beginnings</i> | 1/31: Syllabus quiz/homework |
| Feb 7 Feb 9 | <i>Chapter 2, cont.</i> EXAM 1 (Chapters 1 – 2) | 2/7: Ch. 1 writing |
| Feb 14 Feb 16 | <i>Chapter 3: Physical & Cognitive Dev't in Infancy</i> | 2/16: Ch. 2 writing |
| Feb 21 Feb 23 | <i>Chapter 4: Socioemotional Dev't in Infancy</i> | 2/21: Ch. 3 writing |
| Feb 28 March 1 | <i>Chapter 5: Physical & Cognitive Dev't in Early Childhood</i> <i>Chapter 6: Socioemotional Dev't in Early Childhood</i> | 2/28: Ch. 4 writing |
| Mar 6 | EXAM 2 (Chapters 3 – 6) | |
| Mar 8 | <i>Chapter 7: Physical & Cognitive Dev't in Middle/Late Childhood</i> | 3/8: Ch. 5 writing |
| March 12-16 | <i>Spring Break ☀</i> | |
| Mar 20 Mar 22 | <i>Chapter 8: Socioemotional Dev't in Middle/Late Childhood</i> <i>Chapter 8, cont.</i> | 3/20: Ch. 6 writing 3/22: Ch. 7 writing |
| Mar 27 Mar 29 | <i>Chapter 9: Physical & Cognitive Dev't in Adolescence</i> <i>Chapter 10: Socioemotional Dev't in Adolescence</i> | 3/29: Ch. 8 writing |
| April 3 | EXAM 3 (Chapters 7 – 10) | |
| Apr 5 | <i>Chapter 11: Physical & Cognitive Dev't in Early Adulthood</i> | 4/5: Ch. 9 writing |
| Apr 10 Apr 12 | <i>Chapter 12: Socioemotional Dev't in Early Adulthood</i> <i>Chapter 13: Physical & Cognitive Dev't in Middle Adulthood</i> | 4/10: Ch. 10 writing 4/12: Ch. 11 writing |
| Apr 17 Apr 19 | <i>Chapter 14: Socioemotional Dev't in Middle Adulthood</i> EXAM 4 (Chapters 11 – 14) | 4/17: Ch. 12 writing |
| Apr 24 Apr 26 | <i>Chapter 15: Physical & Cognitive Dev't in Late Adulthood</i> <i>Chapter 16: Socioemotional Dev't in Late Adulthood</i> | 4/24: Ch. 13 writing 4/26: Ch. 14 writing |
| May 1 May 3 | <i>Chapter 17: Death, Dying, and Grieving</i> | 5/1: Interview due 5/3: Ch. 15 writing |
| May 8 (Mon.) May 9 (Tues.) | | 5/8: Ch. 16 writing 5/9: Ch. 17 writing |
| May 10 (Wed.) | FINAL EXAM, 10:00 – 11:50 (Chapters 15 – 17) | |

