

PSY 250 Life-Span Development
Cedar Crest College
Fall 2009, Thursday 7:00-9:30
Room: Curtis Hall 354
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Text: Feldman, R.S. (2008) Development Across the Life Span. Fifth Edition, Upper Saddle River, N.J. Prentice Hall.

Course Description: This course explores human development from conception through the later years and death. Course content will cover normal physical, cognitive and social and emotional development during each stage of life.

Note: It is recommended that you have passed an introductory psychology course before taking this class. For some students, this is not required; however an introductory course allows you to become familiar with psychological theory and terminology.

Objectives for the Course

We will study human development from the prenatal period through old age. This will include how human beings grow physically, cognitively, socially, and emotionally during infancy, childhood, adolescence, and adulthood. In addition, we will examine major psychological theories about human development, such as Piaget and Erikson. You will learn and gain mastery over the basic facts and research findings, terminology and theories important in the various areas of life-span developmental psychology. You will gain a basic understanding of the interaction between genetic and environmental influences on human development. Furthermore, you will gain a basic understanding of family, play, work, and death and dying as they apply to life-span development, and discover ways to apply psychological findings to everyday life. You will explore your own views of human development as they pertain to your own life or the lives of people you know. Hopefully, this class will enable you to relate knowledge about how humans grow and develop to your own careers and personal life.

Requirements for PSY 250 Life-Span Development

Requirements and Expectations:

Attendance is very important. . Attendance reflects your interest and involvement in class. **It is your responsibility to sign the “sign in” sheet each class period. It is your responsibility to ask another student what you have missed in class due to an absence.**

Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets once per week (14 class meetings). As such, you may miss 2 classes without penalty. If you miss 3 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 4 classes, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

In addition, you are expected to have read the assigned chapter "before" class meets (see accompanying calendar). The textbook will introduce you to concepts, principles and methods psychologists have invented to describe and explain human development. As a result, you will enjoy class more and be better prepared to participate in some lively discussions and activities. Your questions and comments are always appreciated, welcome and encouraged!

Assignments and Exams:

1. There will be two multiple choice exams. You will be given an exam along with a scantron form for each exam. You may write on your exam; however you must bring a #2 pencil to use on the scantron form. The scantron grading machine is sensitive to erasures

and if you do not erase completely, the machine will sometimes count the wrong answer. Erasures are the responsibility of the student; zero credit will be given for erasure mistakes. **Please note that any *exam or paper* that is late will result in a lower grade of one half a letter grade per day that it is late.**

2. You are required to do a research paper of any topic of your choice that is of interest to you in a particular developmental age period. This is your opportunity to further examine a topic that you find particularly interesting. **Your topic choice must be approved by me; you can email me or ask me before or after class. Your paper is to be five pages in length. One page will be a discussion on what you have learned in doing this project. I consider this a very important part of your paper! Please use at least three references. Your paper must be in APA format. Please hand in your paper as follows: Title page, body of work, what I have learned, references.**

Grading Policy:

Each exam is worth 100 points. Your paper is worth 100 points. Your percentage score is converted into a point score. Your final course grade will be based on averaging the total points earned from the exams and your paper. The final grade scale is:

A	93.0 – 100 points
A minus	90.0 – 92.9
B plus	86.7 – 89.9
B	83.4 – 86.6
B minus	80.0 – 83.3
C plus	76.7 – 79.9
C	73.0 – 76.6
C minus	70.0 – 72.9
D plus	67.0 – 69.9
D	66.9 – 60.0
F	below 60 %

ADMINISTRATIVE DETAILS:

1. Deadlines are firm. Extensions will be granted only in cases of extenuating circumstances. All work must be completed by the end of the course or the student will receive an “F” for the course.
2. I do not supply lecture notes. If you have to miss class, arrange for someone to take notes for you. I highly recommend attendance, which will aid in comprehending the materials presented in the lectures and in the textbook.

3. Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.
4. Final Grades are final.

Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedures.

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Cheating: Bear in mind that allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses is not acceptable.

Email policy

I will not discuss official business (e.g., coursework, course grades, academic advising, etc.) via email unless you use your Cedar Crest email address. This is mostly for the protection of your privacy. If, for instance, I get an email signed Mary Smith requesting sensitive information about her progress in my class, but it comes from hotgurl46@aol.com, I have no way of knowing whether it really is from Mary Smith or someone else.

Topical Outline

<u>Topic</u>	<u>Assignment</u>
Week 1: 8/28/09 Introduction to the class Discussion of course requirements	N/A
Week 2: 9/3/09 Introduction to Lifespan Dev. Prenatal Development Video: A Baby's World Examine Theoretical Perspectives As they relate to the Life-span Birth and the newborn infant Physical In the infant Video: A Baby's World	Chap.1, 2, 3, 4
Week 3: 9/10/09 Social & Personality & Cognitive Dev. In the infant Beginning of Abstract Thought, Attachment Theory & Play Video: A Baby's World	Chap. 5 & 6
Week 4: 9/17/09 Preschool: Physical, cognitive Social & personality dev. Erikson stages of dev. Piaget Sensorimotor stage Vygotsky's view of cognitive dev. Preoperational Stage	Chap. 7 & 8
Week 5: 10/1/09 Middle Childhood Intellectual Dev. Piaget Concrete Operational Stage Children with Special Needs Kohlberg & Gilligan Moral Dev.	Chap. 9 & 10

Week 6: 10/8/09

Exam 1

Week 7: 10/15/09

Adolescence

Middle School Confessions Video

Identity, Sexuality, Depression,

Substance Abuse

Chapter 11

Week 8: 10/22/09

Adolescence

Physical, Cognitive

Social & Personality Dev.

Puberty, Formal Operations Period

Chapter 12

Week 9: 10/29/09

Early Adulthood

Physical Dev. & Stress

Postformal Thought

College Years & Perry's Intellectual

& Moral Development

Intimacy & Love

Career, Extrinsic & Intrinsic Motivation

Paper Due

Chap. 13 & 14

Week 10: 11/5/09

Middle Adulthood

Physical Changes

Personality Types

Erikson: Generativity vs. Stagnation

Chap. 15 & 16

Midlife Crisis
Empty Nest, Boomerang Children
Sandwich Generation

Week 11: 11/12/09

Late Adulthood

Film: Tuesdays with Morrie

Examine aging, loss, death & dying

Chap. 17 & 18

Week 12: 11/19/09

Life Review, Ageism

Atchley: Retirement Stages

Death & Dying

Elizabeth Kubler-Ross Stages

Extra Credit Due

Chap. 19

Week 13: 11/26/09

No Class

Week 14: 12/3/09

Final Exam