

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

COURSE SYLLABUS

Course Title: Life Span Development, PSY 201
Time: MW 9:00-9:50 F (Online)
Course Location: MxCC Main Campus, Snow 509
Semester: Fall 2016
Credit Hours: 3.00
Professor: Nicole Kras, Ph.D.
Department: Social Sciences
Email: nkras@gwcc.commnet.edu

Course Scope

This course will examine human development from conception through death. Theories pertaining to physical, cognitive, and psychosocial development will be explored and applied to the developmental tasks which face the individual throughout the life span. Human Development, as a process of adaptation to the biological, psychological, sociological, and cognitive challenges which are continuously presented to the growing person, will be explored. This is an “L” course. This is a “D” course.

Prerequisite: PSY 111. (Existing course, published September 2013) (Updated November 2014)

Course Objectives

Upon completion of this course, students should be able to:

1. Discuss and compare various theoretical approaches to development;
2. Demonstrate in class discussion and written exercises a general knowledge of the basic concepts of human development;
3. Appreciate the person within the context of his/her psychosocial/cultural/ethnic environment;
4. Understand the aspects of scientific research and how research contributes to our understanding of human development;
5. Apply the knowledge and insights gained from course context to one's personal development.

Core Competencies

The following core academic competencies, as established by Middlesex Community College, are met by taking this course: communication skills; conceptual and critical thinking skills; quantitative reasoning (through the understanding and interpretation of research statistics); technological literacy; information literacy; understanding of diversity; and the recognition of values, ethics, and responsible citizenship.

Text

Feldman, R. *Development Across the Life Span 8th Ed.* Pearson

Course Policies

- Students who talk excessively or otherwise distract others will be asked to leave upon the first incident and without a warning.
- Students are expected to arrive to class on time. Repeatedly coming late to class is disrespectful and disruptive to the class.
- When you e-mail me with questions, please identify yourself clearly and **write in a professional style**. You may send e-mail at any time of day, but please be aware of any schedule restrictions. Course updates and information may also be sent to you by e-mail. You're responsible for checking your e-mail regularly.
- Your cell phone should be on silent or turned off while in the classroom (not on vibrate).
- **Headings** (name, date, and assignment name) should be included on all written assignments that are turned in.
- Computers are to be used for note taking and assignments only.
- When a class is missed, it is the student's responsibility to contact fellow classmates and the professor to catch up with the class.
- Please request permission before bringing guests to class or before recording lectures.
- You'll be asked to work in pairs or small groups at times. Your active involvement in these learning activities is required and appreciated.
- All assignments are due as assigned in class. No late work will be accepted without documentation and prior arrangement with the instructor. Deadlines are an integral part of all professional careers. You must manage your time to complete assignments as scheduled.

Grades

In-class and Online Assignments	75 Points (5 points each)
Prenatal Development and Infancy Test	25 points
Adolescent and Young and Middle Adulthood Test	25 points
Final Exam	50 points
Group Presentation	40 points
Total	points

Class Cancellation Policy

In the event of inclement weather, check information regarding delayed openings & college by checking www.mxcc.comnet.edu or local radio/television stations. In the event that the instructor cannot attend class, an announcement will be posted on Blackboard or send to the class by email.

Tentative Course Schedule

This is a rough schedule of our plan for the semester. It is subject to change, so please pay attention to announcements made in class or over email.

Class	Topic
8/29 (M)	Class Introduction
8/31 (W)	Human Development Activity
9/2 (F)	Introduction Discussion Board Post Human Development Discussion Board Post (five points)
9/7 (W)	Read Chapter One Research Methods and In-Class Review Questions
9/9 (F)	Chapter One Review Quiz Online (five points)
9/12 (M)	Read Chapter Two
9/14 (W)	Group presentation meeting
9/16 (F)	Watch NOVA Video (Life's Greatest Miracle) Video Discussion Board (five points)
9/19 (M)	Read Chapter Three
9/21 (W)	Dear Mary Letter (Five points)
9/23 (F)	Brofenbrenner Reflection (five points)
9/26 (M)	Read Chapters Four and Five
9/28 (W)	Group Presentation Meeting Day
9/30 (F)	Infant Video and Discussion Board Post (five points)
10/3 (M)	Read Chapter Six
10/5 (W)	Infancy Group Presentation
10/7 (F)	Reading to Children Online Activity (five points)
10/10 (M)	Research Methods, Prenatal Development, and Infancy Test (25 points)
10/12 (W)	Education Video and Discussion
10/14 (F)	Ted Talk Video Ted Talk Discussion Board (five points)
10/17 (M)	Read Chapters Seven and Eight
10/19 (W)	Early Childhood Group Presentation

10/21 (F)	Parenting Reflection (five points)
10/24 (M)	Read Chapters Nine and 10
10/26 (W)	Multiple Intelligences Activity
10/28 (F)	The Teenage Brain Video Adolescent Discussion Board (five points)
10/31 (M)	Read Chapters 11 and 12
11/2 (W)	Adolescence: Group Presentation
11/4 (F)	Adolescent Reflection (five points)
11/7 (M)	Read Chapters 13 and 14
11/9 (W)	Young Adulthood: Group Presentation
11/11 (F)	Emerging Adulthood Video Emerging Adulthood: Discussion Board (five points)
11/14 (M)	Read Chapters 15 and 16
11/16 (W)	Middle Adulthood: Group Presentation
11/18 (F)	Bucket List (five points)
11/21 (M)	Test: Adolescence, Young Adulthood, and Middle Adulthood (25 points)
11/28 (M)	Read Chapters 17 and 18
11/30 (W)	Late Adulthood: Group Presentation
12/2 (F)	Watch the Video: Living Old in America Discussion Board (five points)
12/5 (M)	Read Chapter 19
12/7 (W)	Course Wrap-Up Final Exam Review Theorist Reflection (five points)
12/14 (W)	Final Exam (9:00-11:30)

Middlesex Community College Core Competencies

1) Communication Skills: Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

2) Conceptual Skills / Critical Thinking Skills: Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context.

Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

3) Quantitative Reasoning: Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: a) to describe research problems or questions in terms of numerical, symbolic, and visual representation; b) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; c) to communicate and critique quantitative arguments.

4) Technological Literacy: Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5) Information Literacy: Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6) Aesthetic Perspective: The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7) Understanding of Diversity: Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8) Values, ethics, and responsible citizenship: Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service. These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

ADDITIONAL SYLLABUS INFORMATION

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

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NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- ☐ Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|
- ☐ Secondary Title IX Coordinator Ms. Queen Fordham Coordinator of the Meriden Center Welcome Desk qfordham@mxcc.edu; 203-608-3011