

COURSE SYLLABUS

Social & Sciences	3313	PSY* F201: Life Span Development
Department	Course No.	Course Title
3	N/A	N/A
Credit Hrs.	# lecture hrs./week	# lab hrs./week
Prepared by	Ronald Brone, Ph.D.	Fall 2017
	Faculty Member	Date
Course prerequisites:	PSY F111 – General Psychology I	

Course Location (building/room number): On-line

Meeting time (days/hours): N/A

SCOPE OF COURSE:

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.

TEXTBOOK:

Feldman, R. S. (2017). **Development Across the Life Span**, Pearson Education. ISBN: 9780134225890

Office Location (building/room number):	Middletown Campus, Snow Hall, Room 508	Office Hours:	By appointment
Office Telephone:	(cell) 860 685-1407	Office e-mail:	RBrone@mxcc. commnet.edu

EVALUATION (EXAMS, PAPERS, ATTENDANCE AND PERCENTAGES TOWARDS FINAL GRADES):

There will be 3 tests weighed at 20% each, 4 essays worth 4% each, and 8 discussion questions worth 3% each. If you do not take a test or turn in an assignment within the specified timeframe, at least 10% will be deducted if you do not have a doctor's excuse or some other unforeseeable circumstance, since it is not fair to the rest of the class that anyone has extra time to prepare. The longer it takes for you to make up the test or turn in the essay, the greater the reduction in grade.

Final grades will be determined as follows:

A	92 - 100%
A-	89 - 91.99%
B+	86 - 88.99%
B	83 - 85.99%
B-	80 - 82.99%
C+	77 - 79.99%
C	74 - 76.99%
C-	71 - 73.99%
D+	68 - 70.99%
D	65 - 67.99%
D-	62 - 64.699%
F	<62

UNIT OUTLINES/UNIT OBJECTIVES/EXPECTED OUTCOMES/ASSESSMENT MEASURES:

This course will discuss physical, cognitive, social and personality development from conception through old age. Key developmental tasks, such as establishing relationships, forming a stable sense of self, responding to environmental and physical changes, developing goals and achieving a sense of happiness and fulfillment will be explored. The ongoing issue of the relative importance of nature versus nurture in determining who we are will run throughout the course. Key theories on human development will be compared and contrasted. Students will gain an appreciation for the complexity of human development – the variables that make each of us so unique, yet draw us together. Student learning will be assessed through 3 exams, 4 essays and 8 discussion questions. Students' grades will be a reflection of their achievement of these objectives.

EXAMINATIONS

Each of the 3 exams will be multiple choice. The material covered in the exams will be drawn from the textbook, on line notes and PowerPoint presentations.

ESSAYS

Students will be required to write 4 essays on topics presented in the text and in on line material. The essays will require the student to expand on, and demonstrate a thorough understanding of, the topic presented. Students will not be required to conduct any additional research to write the essays. Each essay is worth 4% of the final class grade. Late essays will be accepted but will be marked down due to lateness.

DISCUSSIONS

You will be required, by midnight on the Sunday the discussion is due, to have posted your own original comment on the topic and to have commented on the responses of at least 2 of your classmates. In order to receive full credit, your original comment must address the discussion topic in a manner that draws on the information presented in the book, PowerPoint presentations, films posted and/or personal experiences. Your comment and your feedback to your peers must be well thought out and fully explained. Simple one-line responses will not earn full credit – you must show an understanding of and thoughtful response to the topic. Discussions will be graded on a 5-point scale. You will receive 3 points for providing a thoughtful response to the discussion topic, and 1 point each for commenting on the responses of 2 of your peers.

TUTORING

We have a Learning Center (343-5858) on campus that provides free tutoring. I am also available for tutoring (by appointment). You may call me on my cell (860-685-1407).

WEEKLY ASSIGNMENTS

NOTE: We cannot cover all of the chapters in the book, so I will be skipping around somewhat to cover the areas I believe are most important/relevant/interesting.

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignment</u>
Aug 29	Introduction to Life Span Development	Chapter 1
Sep 3	The Start of Life – Prenatal Development DISCUSSION 1 DUE!	Chapter 2
Sep 10	Birth and the Newborn Infant DISCUSSION 2 DUE!	Chapter 3
Sep 17	Physical Development in Infancy ESSAY 1 DUE!	Chapter 4
Sep 24	EXAM 1 – CHAPTERS 1-4	
Oct 1	Cognitive Development in Infancy DISCUSSION 3 DUE!	Chapter 5
Oct 8	Social and Personality Development in Infancy ESSAY 2 DUE!	Chapter 6

Oct 15	Social and Personality Development in the Preschool Years DISCUSSION 4 DUE!	Chapter 8
Oct 22	Social and Personality Development in Adolescence DISCUSSION 5 DUE!	Chapter 12
Oct 29	EXAM 2 – CHAPTERS 5, 6, 8 & 12	
Nov 5	Social and Personality Development in Early Adulthood ESSAY 3 DUE!	Chapter 14
Nov 12	Social and Personality Development in Middle Adulthood DISCUSSION 6 DUE!	Chapter 16
Nov 19	Physical and Cognitive Development in Late Adulthood DISCUSSION 7 DUE!	Chapter 17
Nov 26	Social and Personality Development in Late Adulthood DISCUSSION 8 DUE!	Chapter 18
Dec 3	Death and Dying ESSAY 4 DUE!	Chapter 19
Dec 10	EXAM 3 – CHAPTERS 14, 16, 17, 18 & 19	

ADA ACCOMMODATION STATEMENT:

“Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.”

ACADEMIC ETHICS AND CLASSROOM BEHAVIOR:

“At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.”(Board of Trustees’ Policy 5.2.1)

DIVERSITY

This class will cover some aspects of diversity and how it impacts our understanding of human behavior. It will point out that understanding and appreciating cultural-based differences between people enhances our abilities to get along with others and eventually work productively in a human services occupation. We will discuss such topics as the relative contribution of genetics versus experience in determining human behavior, the influence of culture in shaping one’s experiences, and the importance of appreciating cultural influences in our understanding of normal versus abnormal behavior. The goal is to reinforce critical thinking skills when dealing with diversity.

MxCC CORE COMPETENCIES – This class will include each of these 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 and to use 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.

This course includes reading material and essay assignments.

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.

This course studies various ways of assessing and understanding human behavior across the life span. Critical thinking about complex and at times opposing viewpoints on the determinants of human behavior will be required.

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: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

This course will address the understanding of data related to the evaluation of various theories of human development.

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.

As this is an on line class, technological literacy is essential.

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.

This course will require students to use information and think critically, particularly in addressing essay and discussion topics.

6. **AESTHETIC PERSPECTIVES:** 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 (building, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as symmetry of an equation or the balanced physical structures 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.

This course looks at diversity as it pertains to the varied behaviors displayed across cultures throughout the life span.

8. **VALUE, 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 community, social, civic, or cultural service.

This course will especially look at ethics in research and in the understanding of the diversity of human behavior.