

Middlesex Community College

Spring 2015

Life Span Development F201 - 1301 (3 credits)

Text: *Development Across The Life Span, Feldman, Robert*

Instructor: Dr. Sheila Dupuis, Psy.D., (860) 659-0579

Email: Blackboard internal mail, labeled as “Mail” in the Course Menu. Use sdupuis@mxcc.comnet.edu **only** when you are unable to access Blackboard

Course overview:

This course will examine human development from conception through death. Theories pertaining to physical, cognitive and psychosocial development will be explored and be applied to the developmental tasks which face the individual throughout the life span. Care will be taken to view human development as a process of adaptation to the biological, psychological, sociological, and cognitive challenges which are continuously presented to the growing person. Due to the fact that we explore the individual within the context of ethnic, religious, and cultural diversity, this course qualifies as a “D” course, thereby meeting the graduation requirement.

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.

Course Requirements and Evaluation Methods

Exams: There will be 2 exams: a mid-term and a final

300 points - 30%

Chapter discussions (14 @ 20 points each)

280 points - 28%

Chapter summaries: (7 @ 40 points each)

280 points - 28%

Journal Article Review:

120 points - 12%

SmarterMeasure Test:
Total:

20 points - 2%
1000 points = 100%

Exams: There will be two exams (a mid-term and a final). Each exam will have 50 multiple choice questions. These exams are open book and you are given 5 hours to complete them, although you should only need 2 hours. Once you begin the exam, you need to complete it within 5 hours. Make sure you click on **Save Answer** under **EVERY** question you answer. Each exam is worth 150 points.

Class Discussions: Each week there will be a discussion question (often with multiple questions to address within the question) in the discussion forum. You are required to post your initial response to the question(s) and two (2) additional posts in reply to other student's posts. Your initial response to the class discussion question should be between 300 – 400 words long and is due **midnight, Thursday of the week**. The 2 responses to another student's post should be substantive and approximately 200 – 300 words long. Do more than agree with your classmate; make sure you are adding information to the discussion through your posts. It is **due midnight, Sunday of the week**. Each discussion assignment (which includes your initial response and 2 additional responses) is worth 20 points each.

Chapter Summaries: These are due every other week (beginning week 3) and should be submitted in the Assignment Dropbox by **midnight of the week they are due**. See below for specific due dates. Each chapter summary is worth 40 points.

The purpose of this assignment is to help you better understand basic concepts in psychology. Every other week, you will write a summary for the two chapters assigned during the week. The summary includes what you have learned based on a Learning Outcome, one from each chapter as well as how the learning has related to your personal experience. The Learning Outcomes of a chapter can be found in the beginning of a chapter in the textbook. You will choose one learning outcome in a chapter, answer the questions in well elaborated form and then discuss how the learning relates to your personal experience. The length of the summary is about two pages, 400 -500 words (Time New Roman, 12, double-spaced). Use APA Style Guide for in-text citation and the list of references. Refer to the Chapter Summary Rubrics file in Week 2 Learning Module in Blackboard for how your summary assignment is evaluated.

Journal Article Review

The purpose of this assignment is to provide students with an opportunity to further explore an area in Life Span Development (e.g., research on developing self-esteem in middle childhood). You are expected to choose a research article from a psychology/developmental journal. You can search for a research article via MyCommNet - Library Databases (Under Psychology). Write an overview of the article (in your own words – do not copy and paste the abstract) with the following aspects: a summary of the research findings, *how* the research findings have helped you in chapter reading in this class (how does it related to the chapter on the developmental stage you are researching), and how the article discussions relate to your personal experiences. Use correct grammar, punctuation, and full sentences. The Journal Article Review should be written in about three pages, about 600 -700 words (Time New Roman, 12, double-spaced). Use APA Style Guide for in-text citation and the list of references. Submit your journal article review on the Assignment dropbox labeled as *Journal Article Review* in Course

Menu. This assignment is worth 120 points and is due midnight of Sunday 4/19/15. This assignment is worth 120 points.

SmarterMeasure Assessment

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at <http://mxcc.edu/distance/take-a-smartermeasure-test>. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and weaknesses (yellow or red on the bar chart). Especially, in the weak areas, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Sunday February 1, 2015**. This assignment is worth 20 points.

Course Outline

Weeks	Reading Assignments	Assignments
Week 1, 1/22 – 1/25 - A short week to help you get started.	Preparation and Orientation	Discussions - Introduction post– Due - SmarterMeasure Test – Due 2/1
Week 2, 1/26 – 2/1	Chapter 1 - Introduction to Lifespan Development Chapter 2 - Prenatal Development	Discussion – Chapters 1 & 2
Week 3, 2/2 -2/8	Chapter 3 - Birth & the Newborn Infant	Discussion - Chapter 3 Summary – Chapters 1 & 2 (submit to assignment drop box)
Week 4, 2/9 -2/15	Chapter 4 - Physical Development in Infancy Chapter 5 – Cognitive Development in Infancy	Discussion – Chapters 4 & 5
Week 5, 2/16 – 2/22	Chapter 6 – Social and Personality Development in Infancy	Discussion - Chapter 6 Summary – Chapters 4, 5, 6 (submit to assignment drop box)

Week 6, 2/23 – 3/1	Chapter 7 – Physical & Cognitive Development in Preschool Years Chapter 8 – Social and Personality Development in Preschool Years	Discussion – Chapters 7 & 8
Week 7, 3/2 – 3/8	Chapter 9 – Physical & Cognitive Development Middle Childhood	Discussion - Chapter 9 Summary – Chapters 7, 8 & 9 (submit to assignment drop box)
Week 8, 3/9 – 3/15 Spring Break: 3/16 – 3/22	Chapter 10 – Social & Personality Development Middle Childhood	Discussion – Chapters 10 Start thinking about Journal Article Review assignment. Locate an article of your interest from Library Databases - Psychology Section
Week 9, 3/23 – 3/29	Chapter 11 – Physical & Cognitive Development Adolescence Chapter 12 – Social and Personality Development Adolescence	Discussion - Chapters 11 & 12 Summary – Chapters 10, 11 & 12 (submit to assignment drop box)
Week 10, 3/30 – 4/5	Chapter 13 – Physical & Cognitive Development Early Adulthood	Discussion – Chapter 13 Midterm Exam – Chapters 1 – 12 Pregnancy - Adolescence Midterm Exam will be available Wednesday and due Sunday,
Week 11, 4/6 – 4/12	Chapter 14 – Social & Personality Development Early Adulthood	Discussion - Chapter 14 Summary – Chapters 13 & 14 (submit to assignment drop box)

Week 12, 4/13 – 4/19	Chapter 15 – Physical & Cognitive Development Middle Adulthood Chapter 16 – Social & Personality Development Middle Adulthood	Discussion – Chapters 15 & 16 Journal Article Review Due – Assignment drop box Tuesday, 4/14/15 (4:30pm) is the last day to officially withdraw from this course. After this time/date, your grade stays as it is.
Week 13, 4/20 – 4/26	Chapter 17 – Physical & Cognitive Development Late Adulthood	Discussion – Chapter 17 Summary – Chapters 15, 16 & 17 (submit to assignment drop box)
Week 14, 4/27 – 5/3	Chapter 18 – Social & Personality Development Late Adulthood	Discussion - Chapter 18
Week 15, 5/4 – 5/10	Chapter 19 – Death & Dying	Discussion - Chapter 19 Summary – Chapters 18 & 19 (submit to assignment drop box)
Week 16, 5/11 – 5/18	Wrap- up and prepare for the Final Exam. Final Grade will be available in Student Self-Service via MyCommNet	Review Chapters 13 – 19 for final. Final Exam -Chapters 13 - 19 Early Adulthood - Death Final Exam will be available Wednesday, and due on Sunday,

Learning Outcomes: Upon completion of each chapter the students' performance will be satisfactory when they are able to:

Chapter One: Introduction to Lifespan Development

Understand what is life span development

Understand how research is conducted in the study of development

Understand ethical issues related to research

Chapter Two: The Start of Life: Prenatal Development

Understand genetic development

Understand how the environment and genetics work together

Understand the threats to fetal environment

Chapter Three: Birth and the Newborn Infant

Understand normal process of labor

Understand birth complications

Understand postpartum depression

Chapter Four: Physical Development in Infancy

Understand the human body and nervous system development

Understand the developmental tasks an infant must accomplish in this period

Understand the role of nutrition in physical development

Chapter Five: Cognitive Development in Infancy

Understand Piaget's theory of cognitive development

Understand how infants process information

Understand language development

Chapter Six: Social and Personality Development in Infancy

Understand infants experience of emotion

Understand attachment theory and how it affects future social competence

Understand role others play in social development

Chapter Seven: Physical and Cognitive Development in the Preschool Years

Understand overall health during the preschool years

Understand how preschool children's brains and physical skills develop

Understand educational programs available for preschool children

Chapter Eight: Social and Personality Development in the Preschool Years

Understand development of concept of self

Understand social relationships and types of play

Understand how children develop aggression and a moral sense

Chapter Nine: Physical and Cognitive Development in Middle Childhood

Understand physical growth at this stage

Understand special needs that may appear during this stage

Understand trends in schooling today

Chapter Ten: Social and Personality Development in Middle Childhood

Understand the ways children view themselves at this age

Understand relationship and friendships of middle childhood

Understand how gender and ethnicity affect children

Chapter Eleven: Physical and Cognitive Development in Adolescence

Understand physical changes at this stage

Understand consequences of early/late maturation

Understand cognitive development at this stage

Understand factors affecting school performance at this stage

Chapter Twelve: Social and Personality Development in Adolescence

Understand development of self-concept, self-esteem and identity

Understand relationships with family and peers

Understand what it means to be popular and unpopular

Chapter Thirteen: Physical and Cognitive Development in Early Adulthood

Understand physical changes at this stage and risks facing young adults

Understand cognitive growth of early adulthood

Explore who attends college and the changing college population

Chapter Fourteen: Social and Personality Development in Early Adulthood

Understand how young adults form relationships and how they choose spouses

Understand how raising children affect relationships

Understand the elements and consequences of prejudice and discrimination

Explore why people work and how they choose careers

Chapter Fifteen: Physical and Cognitive Development in Middle Adulthood

Understand physical changes at this stage

Understand overall health and disease risk

Understand how aging affects memory

Chapter Sixteen: Social and Personality Development in Middle Adulthood

Explore typical patterns of marriage and divorce

Understand family violence and how it impacts families

Understand work and career in middle adulthood

Chapter Seventeen: Physical and Cognitive Development in Late Adulthood

Understand what it's like to grow old in the U.S. today

Understand general state of health of older people

Understand cognitive functioning at this stage

Chapter Eighteen: Social and Personality Development in Late Adulthood

Understand the ways personality develops at this stage

Understand retirement

Understand relationships and loss in later adulthood

Chapter Nineteen: Death and Dying

Understand how death affects people at different stages of life

Understand way people face their own death

Understand how survivors react and cope with death

Withdrawal Policy

“You may withdraw from this class any time before the end of the 11th week* of the semester. *For this semester, the last day to withdraw is April 15, 2013.* A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.”

ADA Accommodations 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 Honesty Statement:

“At Middlesex Community-Technical 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 ideas as your own, either intentionally or unintentionally." (Board of Trustees' Policy 5.2.1)"

Accommodation Statement:

"If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s)."