

Middlesex Community College
Student Course Outline
Life Span Development

Course #: 2044 Psy F201

Semester: Summer 2018

Meeting Time/Location: On-Line

Semester Hours: 3

Instructor: Christopher Arnold M. A.

Work: Albert J. Solnit Children's Center 860-704-4230

Office Hours: By appointment

Email: Use Blackboard Email

carnold@mxcc.commnet.edu if system fails or emergency

This outline is offered as a guide to the semester and is subject to change at the instructor's discretion.

Course Description:

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 lifespan. 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.

Textbook:

Development Across the Life Span. 8th edition,
Author: Robert Feldman

Course Objectives:

By the end of the course, students should be able to:

- 1. discuss various theoretical approaches to development*
- 2. demonstrate a general knowledge of human development*
- 3. appreciate the person within the context of his/her psychosocial/cultural/ethnic environment.*
- 4. understand aspects of scientific research, and how this contributes to understanding human development.*
- 5. apply knowledge acquired to one's personal development.*

Disability:

If you have a hidden or visible disability that may require classroom or test taking modifications, please inform me as soon as possible. Students with physical or learning disabilities who may require accommodations are encouraged to contact the counseling office.

Instructors Message:

My goal is for students to learn and comprehend the material presented to them. Any difficulty a student may encounter should be discussed with the instructor to determine the best plan for achievement.

Academic Ethics:

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 found 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 ideas or phrase(s) and presenting those ideas as your own, either intentionally or unintentionally. The use of Website or library materials without proper citation is a form of academic dishonesty and will not be tolerated. Students found guilty of academic dishonesty will receive a "Failing" grade in the course.

If one cannot state a matter clearly enough so that even an intelligent twelve-year-old can understand it, one should remain within the cloistered walls of the university and laboratory until one has a better grasp of one's subject.

--Margaret Mead

Grading/Evaluation:

Classroom Observation or Individual Interview and Reaction paper,

Due 6/29/18: 25%

Each student has the choice to either observe children in the classroom setting or interview an individual who is fourteen or older and then write a paper discussing how their interviewee's reflect the developmental issues we are exploring in the course.

If you chose to do classroom observation, you may observe infants, toddlers or young children in a childcare setting or older children in a school classroom setting. You will observe 2 of the 3 domains of development, psychosocial, cognitive and or physical

development and then reflect in your paper how the children reflect the development theories presented in the course.

If you chose to interview an individual, the individual must be either an adolescent 14-19 years old, a young adult, 20-40 years old, or a middle aged 41-65 yrs. old. Your interview will include questions which reflect the developmental milestones and issues of the chosen age period. Your paper will include the questions/answers and discussion of how the person you chose to interview reflects the theories presented in class or that you've researched.

Your reaction paper must reference at least 3 theorist's and related theory's mentioned in the text, and should be at least five pages but no more than seven pages. Be sure to proof your final product prior to submitting.

Weekly Discussion Board Participation 20% Each week you will be assigned 2 discussion questions that require your response. You must respond to at least two other student postings in order to receive full credit. You will be graded on how completely you answer the assigned discussion question and by the quality of your responses to the other postings. Your use of critical thinking skills, conducting research on the discussion question and applying knowledge from your readings will be assessed. The weekly discussion assignments are worth 15 points each.

Part I. Points for the Answers to the Questions (12 Points)

| Discussion Grading Rubric | Points |
|--|---------------|
| Provided complete details & explanations in an organized manner using complete sentences for the Discussion Question addressed in the discussion assignment. Complied with all Discussion Board requirements per syllabus. | 12 |
| Provided details & explanations in an organized manner using complete sentences for the Discussion Question. Complied with most weekly requirements per syllabus. | 8 |
| Details & explanations were very limited but writing was organized for some of the discussion question. Did not comply fully | 4 |

| | |
|--|---|
| with Discussion Board requirements per syllabus | |
| Details & explanations were very limited with no organization. Did not comply with discussion board requirements per syllabus. | 1 |

Part II. Points for the Responses to Others

3 Points: Responded to at least two messages with explanations.

1 Points: Responded to at least two messages without explanations.

0 Points: Does not respond to any one.

Developmental Autobiography:

The developmental autobiography will be the result of your collection of anecdotal information from the milestones of your physical, psychosocial, and cognitive development from conception through your current phase of development. Components of normal development for each phase of development will be applied through your own recollection and the stories you gather from significant others in your life who have been part of your growth and development.

Due: 6/30/18, midnight: 25%

Exam #1, posted 6/15/18, 12:01 am
and due 6/15/18, 11:59pm: 15%

Exam # 2, posted 6/29/18, 12:01am and due 6/29/18, 11:59pm: 15%

Submit exams in Assignment Drop box.

Grading Scale:

| | | | | | |
|----|---------|--------|---------|---------|---------|
| | | | | | |
| | A | 100-93 | A- | 92.9-90 | |
| B+ | 89.9-87 | B | 86.9-83 | B- | 82.9-80 |
| C+ | 79.9-77 | C | 76.9-73 | C- | 72.9-70 |
| D+ | 69.9-67 | D | 66.9-63 | D- | 62.9-60 |
| F | <60 | UF | | | |

Students who enroll in a course, do not officially withdraw, fail to participate in course activities through the end of the term, and who have insufficient gradeable work during the course, should now be given a final grade of “UF” – “unearned F.” The same is true for students who enroll in a course, never attend, and never officially withdraw.

Topical Outline

Due dates for the discussion question student responses are listed below the chapter title as well as due dates for discussion responses to other postings by other students.

| | | | |
|-----------|--------|----------|--|
| Chapter 1 | Week 1 | 5/29-6/2 | An Introduction to Life-Span Development |
| Chapter 2 | | | The Start of Life: Prenatal Development |
| Chapter 3 | | | Birth and the Newborn Infant |

| | | | |
|------------|--------|-----------|---|
| Chapter 4 | | | Infancy – Physical Development |
| | | | 6/1- due date for student response -6/2 due date for discussion comments |
| Chapter 5 | Week 2 | 6/3-6/9 | Infancy – Cognitive Development |
| Chapter 6 | | | Infancy – Social and Personality Development |
| Chapter 7 | | | Preschool Years – Physical , Cognitive Development |
| Chapter 8 | | | Preschool Years – Social and Personality |
| | | | 6/8 due date for student response -6/9 due date for discussion comments |
| Chapter 9 | Week 3 | 6/10-6/16 | Middle Childhood – Physical, Cognitive Develop. |
| Chapter 10 | | | Middle Childhood Years – Social and Personality |
| Chapter 11 | | | Adolescence – Physical, Cognitive Development |
| Chapter 12 | | | Adolescence – Social and Personality |
| | | | 6/15 due date for student response -6/16 due date for discussion comments |
| Chapter 13 | Week 4 | 6/17-6/23 | Early Adulthood – Physical, Cognitive Development |
| Chapter 14 | | | Early Adulthood – Social, Personality Development |
| Chapter 15 | | | Middle Adulthood – Physical, Cognitive Development |
| Chapter 16 | | | Middle Adulthood – Social, Personality Development |
| | | | 6/22 due date for student response -6/23 due date for discussion comments |
| Chapter 17 | Week 5 | 6/24-6/29 | Late Adulthood – Physical, Cognitive Development |
| Chapter 18 | | | Late Adulthood – Social and Personality Development |
| Chapter 19 | | | Death and Dying |
| | | | 6/28 due date for student response -6/29 due date for discussion comments |

