

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

COURSE SYLLABUS

Course Title: Life Span Development, PSY 201
Time: Online
Semester: Spring 2018
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 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

- 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.

- **Headings** (name, date, and assignment name) should be included on all written assignments that are turned in.
- 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

Discussion Boards	10 points each
Weekly Written Assignments	10 points each
Research Methods Review Quiz	10 points
Prenatal Development and Infancy Test	25 points
Early and Middle Childhood Test	25 points
Adolescent and Young and Middle Adulthood Test	25 points
Final Exam	50 points
Group Presentation	40 points

Class Cancellation Policy

In the event of inclement weather, check information regarding delayed openings & college by checking www.mxcc.commnet.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
Week One	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • What is lifespan development? <p>Readings:</p> <p>Please read and take notes on the following assigned chapter.</p> <ul style="list-style-type: none"> • Chapter One <p>Lecture: Review the Chapter One Slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduction Discussion Board Posts • Human Development Discussion Board Posts
Week Two	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Prenatal Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Understand the aspects of scientific research and how research contributes to our understanding of human development • Apply the knowledge and insights gained from course context to one's personal development. <p>Readings:</p> <p>Please read and take notes on the following assigned chapter.</p> <ul style="list-style-type: none"> • Chapter Two <p>Lecture: Review the Chapter Two Slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Research Methods Review Quiz • Bronfenbrenner Reflection
Week Three	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Birth and the Newborn Infant

	<p>Outcomes:</p> <ul style="list-style-type: none"> • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development; <p>Readings:</p> <p>Please read and take notes on the following assigned chapter.</p> <ul style="list-style-type: none"> • Chapter Three <p>Lecture: Review the Chapter Three Slides</p> <p>Video: Life’s Greatest Miracle</p> <p>Activities:</p> <ul style="list-style-type: none"> • Life’s Greatest Miracle Discussion Board • Dear Mary Letter
<p>Week Four</p>	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Infant Development <p>Outcomes: Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development.</p> <p>Readings:</p> <p>Please read and take notes on the following assigned chapters</p> <ul style="list-style-type: none"> • Chapter Four • Chapter Five <p>Lecture: Review the Chapter Four and Five Slides</p> <p>Video:</p> <ul style="list-style-type: none"> • Watch “Supporting Physical Development in Infants and Toddlers • Watch “The Growth of Knowledge” <p>Activities:</p> <ul style="list-style-type: none"> • Infant Video and Discussion Board Post
<p>Week Five</p>	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Infant Development <p>Outcomes:</p>

	<ul style="list-style-type: none"> • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development. • Discuss and compare various theoretical approaches to development <p>Readings:</p> <p>Please read and take notes on the following assigned chapter:</p> <ul style="list-style-type: none"> • Chapter Six <p>Lecture: Review the Chapter Six slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Test #1 • Submit your presentation topic to the Presentation Discussion Board
Week Six	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Early Childhood Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development. • Discuss and compare various theoretical approaches to development <p>Readings:</p> <p>Please read and take notes on the following assigned chapter:</p> <ul style="list-style-type: none"> • Chapter Seven <p>Lecture: Review the Chapter Seven slides</p> <p>Videos:</p> <ul style="list-style-type: none"> • “Inside Montessori Schools” • “Why Waldorf?” <p>Activities:</p> <ul style="list-style-type: none"> • Reading to Children Discussion Board
Week Seven	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Early and Middle Childhood Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development. • Discuss and compare various theoretical approaches to development

	<p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapter Eight and Chapter Nine <p>Lecture: Review the Chapter Eight and Chapter Nine slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Ted Talk Discussion Board • Parenting Styles Reflection
Week Eight	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Middle Childhood Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Appreciate the person within the context of his/her psychosocial/cultural/ethnic environment <p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapter 10 <p>Lecture: Review the Chapter Ten slides</p> <p>Videos:</p> <ul style="list-style-type: none"> • Multiple Intelligences • Nature Deficit Disorder <p>Activities:</p> <ul style="list-style-type: none"> • Test #2 • Work on Presentation
Week Nine	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Adolescent Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Appreciate the person within the context of his/her psychosocial/cultural/ethnic environment • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development

	<p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapter 11 <p>Lecture: Review the Chapter 11 slides</p> <p>Videos:</p> <ul style="list-style-type: none"> • Crash Course Adolescence <p>Activities:</p> <ul style="list-style-type: none"> • Adolescence Reflection • Work on Presentation
Week Ten	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Adolescent Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Appreciate the person within the context of his/her psychosocial/cultural/ethnic environment • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development <p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapter 12 <p>Lecture: Review the Chapter 12 slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • “The Teenage Brain” Discussion Board
Week 11	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Early Adult Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Appreciate the person within the context of his/her psychosocial/cultural/ethnic environment • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development <p>Readings:</p>

	<p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapters 13 and 14 <p>Lecture: Review the Chapter 13 and 14 slides</p> <p>Video: “More Women Going Childless”</p> <p>Activities:</p> <ul style="list-style-type: none"> • Emerging Adulthood: Discussion Board
<p>Week 12</p>	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Middle Adult Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Appreciate the person within the context of his/her psychosocial/cultural/ethnic environment • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development • Apply the knowledge and insights gained from course context to one’s personal development. <p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapter 15 and 16 <p>Lecture: Review the Chapter 15 and 16 slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Bucket List • Test #3
<p>Week 13</p>	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Older Adult Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Discuss and compare various theoretical approaches to development; • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development <p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p>

	<ul style="list-style-type: none"> • Chapters 17 and 18 <p>Lecture: Review the Chapter 17 and 18 slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Living Old in America Discussion Board
Week 14	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Older Adult Development <p>Outcomes:</p> <ul style="list-style-type: none"> • Discuss and compare various theoretical approaches to development; • Demonstrate class discussion and written exercises a general knowledge of the basic concepts of human development <p>Readings:</p> <p>Please read and take notes on the following assigned chapters:</p> <ul style="list-style-type: none"> • Chapter 19 <p>Lecture: Review the Chapter 19 slides</p> <p>Activities:</p> <ul style="list-style-type: none"> • Theorist Reflection • Work on Presentation
Week 15	<p>Topics covered this week include:</p> <ul style="list-style-type: none"> • Course Review <p>Lecture: Review the Chapter slides as needed</p> <p>Activities:</p> <ul style="list-style-type: none"> • Final Exam

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