

**Lifespan Development**  
**PSY 1100, sections 02 (CRN 20337) & 04 (CRN 23665)**  
**Spring 2014**

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**Office:** 204A McDonald  
**Office Hours:** 11:00-11:50 MWF, 2:15-3:05 TR

**Lecture/Discussion:** section 02: Tues/Thurs 10:30am to 11:45am in MacDonald 103

**Required Materials:**

***i*-clicker:** an electronic response device needed for class participation

**Text:** Belsky, J. (2013). *Experiencing the Lifespan*. New York: Worth Publishers.  
ISBN: 1-4292-9922-3

**Overview & Course Description:** Welcome to Lifespan Development. This course is for all students who are interested in knowing how and why people change through the course of a lifetime. We will cover biological, cognitive, and social-emotional changes from prenatal development to late adulthood. We will study scientific methods of collecting and interpreting data, analyze developmental events from various perspectives, and focus on applying this knowledge to our own development. We will utilize textbook reading, tests, quizzes, and journal writing in studying the material. This course satisfies general education requirements in the social sciences and GLOCUP areas. 3 lecture hours per week.

**Philosophy/Expectations:** This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class. Students are also expected to coordinate small group work effectively. Students can expect that I will come to class very well prepared and that I will do my very best to conduct the class so that it is interesting, informative, and respectful.

**Attendance and Participation:** With so much of the work for this course done in class, it is vital that you attend every class period. Class starts on the hour. Students who are late to class will not be able to earn full participation points for the day. Any student that is more than 5 minutes late will be considered absent for the class day – *do not come in to the class past this point*. You will earn points by answering *i*-clicker questions and demonstrating in discussions that you have done the reading and any other preparation assignments for the day. See Dixie State College of Utah, Policies and Procedures Manual, section **5-23** on ATTENDANCE for further details.

**Class Courtesy, Respectful Behavior & Responsibility:** We will have a class discussion on the first day about our responsibilities to each other in this learning environment. We will generate expectations for behavior during class that will help us create a positive, responsible, and respectful learning environment. Classroom rudeness will NOT be tolerated under any circumstances and may result in a warning or immediate expulsion from the class meeting and/or the course at the professor's discretion. Rudeness can include (but is not limited to): COMPUTER or PHONE USAGE, LAUGHING, NOTE PASSING, PASSIVELY SITTING, SLEEPING, and TALKING OUT OF TURN.

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

**Learning Objectives & Outcomes:** The primary objective of this course is to provide an overview of human development across the lifespan as well as developmental research methodology. By the end of this course, students should be able to demonstrate knowledge of:

- the major fields of psychology
- major theorists in developmental psychology and their theories
- developmental research methodology
- major issues and concepts in developmental psychology
- empirical findings in developmental psychology

By the end of this course, students should also be able to demonstrate personal and sociocultural understanding of major theories and empirical findings in developmental psychology.

#### **Journals, Questions & Exams:**

There will be Journal entry assignments throughout the semester, daily *i*-clicker questions, 3 Midterm Exams (drop the lowest score), and one Final Exam.

- *Journal entries* are due roughly once per three weeks (typically on Tuesdays). **ALL ASSIGNMENTS MUST BE TURNED IN ON TIME TO RECEIVE CREDIT.** No late assignments can be turned in without a valid excuse cleared by the professor.
- *Daily i-clicker questions* will be a part of each class period.
- *Midterm Exams* will be administered in the Testing Center. Your lowest midterm exam grade will be dropped from the calculation of your final grade. The exams will consist of multiple choice items from the material presented prior to the examination. See the schedule for the Midterm Exam dates.
- The *Final Exam* will be cumulative and will be administered in class on: Thursday, May 1<sup>st</sup>, 9:30-11:30am. **No early or makeup tests will be permitted for any of the exams without a valid, documented excuse.**

- **You must take each Exam**
  - Make-up exams will only be given with a valid, documented excuse.
  - Each Midterm Exam will be given at the Testing Center on computer. All you need to take with you is your **STUDENT ID**. If you do not bring your student ID to the testing center, you will not be allowed to take the quiz. Do not bring any other material (e.g., no books or papers). Testing Center: <http://new.dixie.edu/testing>
  - You will have 2 days to go to the testing center to complete each exam (check the testing center website for hours). Once you start the exam you will have 1 hour to complete it.
- I typically give credit for questions that are answered incorrectly by seventy percent of the class or more.
- At no time during the course will grades be curved. Your point totals determine your grade, not how other people perform.

*Note: Valid excuses are documented excuses that make it clear that it was not possible to come to class (e.g. medical note of serious illness, car repair receipt on the day of class, etc.).*

### Earning Points:

- A. Daily i-clicker questions: earned by accurately answering questions via your i-clicker in each class session. Each day is worth 4 points. You must get at least 75% of the questions right to earn full credit (65-74% = 3 points, 50-64% = 2 points, <50% = 1 point for attending). So with 25 class days (28 days, drop 3), this totals 100 points.
- B. Journal Entries: earned by writing reaction journal entries that reflect thoughtful readings of assigned material. Each entry is worth 10 points. With 5 entries this totals 50 points.
- C. Midterm Exams: Taken at the Testing Center. Each Midterm is worth 100 points for a total of 200 points.
- D. Comprehensive Final Exam: Taken in class. The final is worth 150 points.

### Grading Policy

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

**e-mail:** You *are required to frequently check your Dmail account and Canvas messages.*

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

## Tentative Schedule

### **Week 1: January 6<sup>th</sup> thru 10<sup>th</sup>**

Introductions & Overview of the Course

The People and the Field: Chapter 1

### **Week 2: January 13<sup>th</sup> thru 17<sup>th</sup>**

**Journal Entry 1 due Thursday, Jan. 16<sup>th</sup> by 11:59pm**

The People and the Field: Chapter 1

Prenatal Development, Pregnancy & Birth: Chapter 2

### **Week 3: January 21<sup>st</sup> thru 24<sup>th</sup>**

*Martin Luther King, Jr. Holiday on Monday, the 20<sup>th</sup>*

Prenatal Development, Pregnancy & Birth: Chapter 2

### **Week 4: January 27<sup>th</sup> thru 31<sup>st</sup>**

Infancy: Physical and Cognitive Development: Chapter 3

### **Week 5: February 3<sup>rd</sup> thru 7<sup>th</sup>**

**Exam 1 at Testing Center Feb. 3<sup>rd</sup> & 4<sup>th</sup>**

Infancy: Socioemotional Development: Chapter 4

### **Week 6: February 10<sup>th</sup> thru 14<sup>th</sup>**

Physical and Cognitive Development (Childhood): Chapter 5

**Journal Entry 2 due Monday, Feb. 11<sup>th</sup>**

### **Week 7: February 18<sup>th</sup> thru 21<sup>st</sup>**

*Presidents' Day Holiday on Monday, the 17<sup>th</sup>*

Socioemotional Development (Childhood): Chapter 6

### **Week 8: February 24<sup>th</sup> thru 28<sup>th</sup>**

Settings for Development: Home and School: Chapter 7

Physical Development (Adolescence): Chapter 8

### **Week 9: March 3<sup>rd</sup> thru 7<sup>th</sup>**

**Exam 2 at Testing Center March 3<sup>rd</sup> & 4<sup>th</sup>**

Physical Development (Adolescence): Chapter 8

Cognitive and Socioemotional Development (Adolescence): Chapter 9

**Journal Entry 3 due Wednesday, March 5<sup>th</sup>**

*Spring Break: March 10<sup>th</sup> thru 14<sup>th</sup>*

**Week 10: March 17<sup>th</sup> thru 21<sup>st</sup>**

Cognitive and Socioemotional Development (Adolescence): Chapter 9  
Constructing an Adult Life: Chapter 10

**Week 11: March 24<sup>th</sup> thru 28<sup>th</sup>**

Constructing an Adult Life: Chapter 10  
Relationships and Roles: Chapter 11

**Week 12: March 31<sup>st</sup> thru April 4<sup>th</sup>**

Relationships and Roles: Chapter 11  
**Exam 3 in Testing Center April 3<sup>rd</sup> & 4<sup>th</sup>**  
Midlife: Chapter 12

**Week 13: April 7<sup>th</sup> thru 11<sup>th</sup>**

**Journal Entry 4 due Monday, April 7<sup>th</sup>**  
Midlife: Chapter 12  
Later Life: Cognitive and Socioemotional Development: Chapter 13

**Week 14: April 14<sup>th</sup> thru 18<sup>th</sup>**

The Physical Challenges of Old Age: Chapter 14

**Week 15: April 21<sup>st</sup> thru 23<sup>rd</sup>**

Death and Dying: Chapter 15  
**Journal Entry 5 due Monday, April 21<sup>st</sup>**

**Final Exam: Thursday May 1<sup>st</sup> in class 9:30-11:30am**

**OTHER IMPORTANT DATES/DEADLINES**

Jan 6	Class-work Begins
Jan 10	Last Day to Add Without Signature
Jan 20	Martin Luther King, Jr. Day
Jan 15	Drop fee begins (\$10 per class)
Jan 31	Graduation Application Deadline
Jan 27	Last Day for Refund, Last day to drop without receiving a "W" grade
Jan 31	Last Day to ADD/AUDIT Classes
Feb 17	Presidents' Day
Feb 28	Last Day to DROP Classes
March 10-14	Semester Break
March 28	Last Day for Complete Withdrawal
April 7	Registration open to Seniors (90+ credits)
April 8	Registration open to Juniors (60+ credits)
April 9	Registration open to Sophomores (30+ credits)
April 10	Open Registration
April 23	Class-work Ends

## **DISCLAIMER**

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

Disability Accommodations: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

College resources: Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

If you need to use a computer to do schoolwork on campus, go to the Smith Computer Center or in the Dixie College library on the second, mezzanine, or third floors of the HCC.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2<sup>nd</sup>, and 3<sup>rd</sup> floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at:

<http://www.dixie.edu/humanres/policy/sec5/523.html>

Academic integrity: I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the

answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains. I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the Student Code and forfeited your integrity, whether or not you are caught. You will pay the price, sooner or later. (See "Student Code" <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

**Student Appeals:** Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)