

Dixie State University
Psychology Program
St. George, Utah

Syllabus

Human Development Through the Lifespan
PSY 1100-03-03S/Credits: 3/CRN 23664/27685
Spring Semester 2015
MWF: 11:00-11:50 AM
Room: HCC 477

Spring 2015: January 12-May 08, 2015
DATES FOR THIS CLASS: January 12-April 29, 2015
Final Exam: May 04, 2015: 10:00 AM-12:00 PM
Final Grades Due: May 12, 2015, 5:00 PM
Students' Final Grades Available After May, 12

Instructor: James Cantrell, MA, ABD, Adjunct

Office: McDonald 201

Office Hours: MWF 1-2 PM

Psychology Program Office: McDonald Building, "Fishbowl" (walk-up the stairs to the 2nd floor, make a U-turn, and walk to the glass office directly in front of you).

Mailbox: Psychology Program Office

Phone: 435-652-7815; **Fax:** 435-656-4032

Email: Send all emails to me at the following address only: jcantrell@dixie.edu. This is the easiest way to contact me. Include the all of the following information: In the Subject Line enter PSYCH 1010 MWF, your name, class time, campus location, and date. This way I will know exactly who is contacting me. I do not want to confuse you with another student in this class or other classes or at other campuses where I teach. Make the contents of your email very specific. I will respond as soon possible (usually, within 24 hours). If I do not, send me second email and add an "URGENT" Psych 1100 in front of the original Subject Line. You can check for my response frequently as I am online several times a day. Additionally, if you send me an email with a Subject Line that is "empty" or "blank," or says, "No Subject," or "Hello," I will delete it immediately: they tend to be spam or contain viruses. Also, I do not and will not respond to "Hey" or Jim, or Dr. Cantrell (I do not have a Ph.D.). My name is Cantrell, Mr. Cantrell, or Professor Cantrell. (I do not use CANVAS or dmail for messages and/or emails.)

You are required by DSU to frequently check your Dmail (student email) account. You will find important class and college information on Dmail, including DSU bills, financial aid/scholarship notices, class cancellations, important dates and deadlines, and other information critical to your success at DSU. To access your Dmail account, go to go.dixie.edu/dmail and follow the directions.

Syllabus: The syllabus contains the requirements and guidelines for this course like attendance and exams; classroom expectations and conduct; discussions, readings, and written assignments. Keep this syllabus: Read and understand it and if you have questions, contact me via email, or talk with me face-to-face.

If you are concerned about how to obtain the grade you would like, first, read the syllabus, and second, complete the required work ethically, honestly, legally, and according to the class policies in the syllabus and DSU policies and procedures. Your final grade will not be given to you; it will be the grade you have earned through your work in the class. If you want to earn an "A" then I expect you to do "A" quality work. You will not earn a passing grade for sub-standard work.

I will ask a lot of questions during the semester and will expect you to participate to the best of your ability in each class session. In other words, I will not do all of the talking. I expect you to take the initiative to

read the material before each class and make comments and observations during the discussions as we cover the content as various subjects arise. This includes developing your own ideas, theories, hypotheses, predictions, and possible outcomes regarding the content and concepts of psychology and related areas, and to convey your positive and/or negative experiences, attitudes, feelings, beliefs/values, and philosophies of life when opportunities develop. Your comments need to be constructive, well thought-out and considerate, and not just “knee-jerk” or ideological responses. This means that critical thinking and examining alternatives answers or solutions are a major part of this class. I also expect you question me, the authors of the text and their conclusions, as well as yourselves, and each other regarding the psychological, social, cultural, behavioral, cognitive, and biological contexts we will explore this semester. Your responses in this class need to well thought-out and considerate and not just “knee-jerk” or ideological comments

Do not take anything for granted in this class or think that the answer to a child rearing/discipline situation, marriage rite/obligation, specific social problem, work ethic, educational concept, therapeutic issue, thinking/cognitive process, or behavioral theory has a single, right, or absolute answer associated with just one variable. The answers in psychology are much like the research in cultural anthropology, sociology, social problems, social work, abnormal psychology, substance abuse, marriage and family relationships, and other behavioral sciences in which a variety of ambiguous, murky, and gray variables are at play all at the same time. In order to understand the concepts and practices of psychology, the cultural and ethnic contexts/variables, behavioral/emotional issues, medical/biological issues, as well as one’s values, beliefs, ideals, ideas, interpretations of life experiences, philosophy of life, education, job or career, home life and so on, may need to be sorted and clarified with the knowledge that a variety of solutions or realities may apply for any given situation, but may not be what you think, or believe, or what you are used to hearing. In other words, multiple realities for any given situation exist and need to be taken into account when dealing with situations like the above. For example, do not assume that if you see a man and women riding in a F350 Ford Super Duty Turbo truck on the freeway and she is driving, that she has the power in the relationship. In other words, drop the stereotypical response and examine this situation and context and discuss a variety of other possible reasons why she is driving.

Your roles in this class are to attend each class session; do the readings prior to class; participate in the group discussions and exercises; learn/over-learn the material as you prepare for exams (memorizing is wasted effort), and for real life; and form and attend a regular study group (see below).

Remember, in this class, you are a student, not a customer. If you want to be a customer, buy school supplies from the bookstore, candy at a vending machine, lunch at the Red Rock Cafe, or a ticket for a sports event. As a student in this class, you will not even be given the lowest passing grade, much less an “A” or “B” or “C” just because you registered for the class, paid tuition, bought/rented your books, or attended class regularly or not. You will earn your grade in this class, which means you will work for it.

Textbook Required: Belsky, J. (2013). *Experiencing the Lifespan* (3ed.). New York: Worth Publishers. ISBN-13: 798 1 4292 9922. Check with the DSU Bookstore or the publisher for various costs/formats like new, used, online, rental.

Lab Fees: None

Prerequisites: There are no formal course prerequisites for this class. If you have successfully completed General Psychology and/or Introduction to Sociology, and/or Sociology of the Family, and/or Cultural Anthropology, you should be familiar with many of the concepts in this course. In addition, college level writing skills are required for the extended extra credit voluntary essay responses.

Course Description: PSY 1100. Human Development theThrough Lifespan.

Fulfills General Education Social and Behavioral Sciences requirement and is an approved Global & Cultural Perspectives course. For all students who are interested in knowing how and why people change through the course of a lifetime. Covers biological, cognitive, and social changes from prenatal development to late adulthood. Studies scientific methods of collecting and interpreting data, analyzes developmental events from various perspectives, and focuses on applying this knowledge to one's own development. Utilizes textbook reading, tests, quizzes, and journal writing.

General Education Requirement: This is a General Education class for Social and Behavioral Sciences. It also fulfills a Global and Cultural Perspectives requirement.

Social Science Program Objectives: As an outcome of completing courses in the Social Science Program, students should achieve all of the following:

1. Demonstrate an ability to examine human behavior as a way of understanding the human condition.
2. Demonstrate the ability to identify the major ideas and theories of psychology, as well as people, and events that are generally thought to be the context of the subject.
3. Develop points of view based on legitimate data from social scientific knowledge.
4. Exhibit elements of critical thinking and scientific methodology in examining human behavior.

Course Objectives and 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 the course, students should be able to demonstrate knowledge of:

1. the major fields of psychology
2. major theorists in developmental psychology and their theories
3. developmental research methodology
4. major issues and concepts in developmental psychology
5. empirical findings in developmental psychology

Additional Course Requirements: Complete a Critical Life Events paper (see below).

Attendance: I do not take attendance and whether you attend class is totally your decision. If you think you can show up only for exams and pass the class, then do it. (I do not give exam reviews and all four exams will be closed-book, closed-note, individual not corporate. I do not offer extra credit for attendance or participation and do not provide extra credit projects or papers to bring up end of semester grades. I do offer optional extra credit extended essays on exams and do not use a curve.) This class is not just about theory: It is about the real world of psychology (and related issues) and what “makes” people live, eat, breath, have children, fall in love, get married, become depressed, attempt or complete suicide, murder, grieve, manipulate and con others, and believe in all the things in which they believe and behave in the ways they do. In this class, I will frequently transition from theory-to-real-world-applications and back to theory or the other way around.

Students are responsible for all assigned readings and classroom information/activities (whether present or not). There is no excuse for missed class material. Students are expected complete all assigned readings and homework before each class. While in class, if you are engaged in any activities that are not related to the class content while in session, such as working on assignments for other classes, playing computer games or surfing the Web, reading the newspaper, having side-conversations, not paying attention, attempting to sleep (I will wake you), or writing emails to friends or others, I consider those activities to be rude and unacceptable behavior, and poor planning. If these examples represent how you behave in class, then leave now, withdraw, and sign-up for another class.

I will begin class on time and I expect all students to be on time. I will not repeat or backtrack for late students. I expect all students to remain in class for the allotted time of each class session and not to cut-out early to go to your next class because is across campus, finish homework for other classes, or meet friends, or just because I am boring (or offensive). If you are bored in class, get involved in the discussions and voice your ideas, values, questions, philosophies, and experiences regarding psychology and its related subjects, whether positive or negative.

For absences due to DSU related functions see: <http://www.dixie.edu/humanres/policy/sec5/523.html>.

Class Discussions: The purpose of class discussions is not to have other class members make you believe what they believe, or for you to convert others to your ideas and beliefs, or for you to have the same beliefs that everyone else has regarding various areas of psychology and life. The concept associated with class discussions is vigorous debate and for you to understand that the other class members’ points of view may

not only be different, but just as valid as yours. In other words, class discussions are designed to expand your base of awareness of others' ideas, concepts, values, experiences, or expectations (whether different, similar or the same as yours and other class members) about class content, no matter what your social practices, or cultural background, or beliefs and life philosophies.

If you have a difficult time speaking-up in class, take a risk and participate; the time goes by much faster. It could be interesting and enjoyable for you and the rest of the class. If you find me boring because I talk too much, participate in the class discussions. If I talk too fast, which I have a tendency to do, tell me to "slow down," literally. I am an intense person, especially at the beginning of the semester, but do not let that intensity intimidate you. Yes, in this class, we will have lot of fun and enjoy ourselves.

All discussions and exchanges will be conducted in an academic, respectful, and non-threatening manner (see Disruptive Behavior below). In addition, I will not tolerate profanity, name calling, accusations, threats, rudeness, intimidation, any form of manipulation, coercion, and other forms disrespect (implied or explicit, subtle or blatant) in an attempt to have others agree with your point of view. If these types of issues/activities arise in our discussions, I will remove the individual from the class permanently on the **first** incident and drop that person from the class with no second chances. Also, I will notify my Department Chair (and cc the Dean) in writing about the situation. (For your responsibilities as a student, see the DSU Student Rights and Responsibilities.)

In our class discussions, you speak for yourself, not others. Use "I" statements about what you believe, think, doubt, and so on. Do not use the generalized "you" or "they" because those types of statements avoid personal responsibility and assume that others have the same types of sentiments as you. Additionally, do not attempt to dominate the class discussions. I will stop you if you do.

Disruptive Behavior: Faculty members at DSU have the right to manage the classroom environment to ensure a safe and effective learning environment. Toward this end, teachers (or university security) may remove disruptive students from individual classrooms/activities if the students refuse to end their inappropriate behaviors. If a student's behavior continues to disrupt class activities, the faculty member may drop the student from the course. (See DSU Policies on Disruptive Behavior online.)

Minimum Course Requirements: To obtain a passing grade in this course, students must acquire 280/400 points (a grade of "C-"/70 percent average) for all graded work. Students who achieve this minimum standard of competence will demonstrate a minimal understanding of the theoretical, methodological, substantive, and applied course content in psychology.

Method of Instruction: Will include lecture, visual aids, class discussion, individual and group experiential activities, group participation, and a student centered format. In addition, video and audiotapes, and guest speakers may be utilized.

Late Assignments, Activities, Lectures: I will not accept any late assignments, re-do in-class activities, lectures, or early, late, make-up exams because you are not present, which means you will earn a ZERO.

Exams: All of my exams are closed-book, closed-note, and individual, not corporate. **I will not offer early, late, or make-up exams for any reason.** There will be **three** exams for this class. Each of the **four** exams is divided into two portions: 1. multiple choice (40 questions: 2.5 points each for a total of 100 possible points); and 2. voluntary extra credit extended essay questions (complete **no** more than 5 questions: 3 points each for a total of 15 possible points). I will grade **only** the **first** 5 essays in your Blue Book Essay Book and discard anything beyond (see below.) Extra credit essays will come from the class discussions, activities, and text. You can buy the Scantron sheets and Blue Book Essay Books (all 8.5x11 or all 5x7) at the DSU Bookstore.

Each exam will cover material from the respective chapters (see Course Outline) as well as any in-class activities/discussions. Do not write on the exams. The following is **identifying information** required for

the answer sheets and essay books: First and last names, **Psychology 1100**, class time/days, exam and chapter numbers, and exam date. **If you do not have all of the information, I will not grade your exam.**

Students who have documented disabilities and whose testing conditions and accommodations are designated by the Disability Resource Center will have the same dates for testing as the rest of the class.

Testing Center Exam Format: Exams 1-2 will be one hour in duration at the **Testing Center (TC)** and Exam 3 (the final) will be two hours and be taken in the regular classroom. The exams in the TC will be available from the opening of business Thursdays thru the closing of business Fridays as designated in the Course Outline. **There will be no Friday classes during each of the two-day exam windows.** Check for hours of operation and the specifics as to when you can actually take the tests. You will need to show your DSU Student ID card to take the exams. Either you show for an exam on one those two test days or you earn ZERO Points: NO EXCUSES. The final will be conducted in the classroom (see the Course Outline): Either you show for the Final at the appointed time/place (you earn Zero points: NO EXCUSES).

1. **Multiple Choice:** The exam items will be taken from the text and classroom discussions and activities. The items will consist of a variety of formats including factual, conceptual/theoretical, applied, and critical thinking. The multiple choice portion of each exam will be completed on Scantron bubble sheets which you will purchase at the bookstore. There are 40 multiple choice questions per exam.

You will use only a #2 lead pencil for the Scantron bubble sheets. If you use a pen on the answer sheets, the Scantron reader will read them as a ZERO, and the score will stand as is. In other words, I will not re-grade these pen-marked answer sheets by hand.

2. **Extra Credit Essays:** All essay questions are located on the last page or two of each exam. There will be 8-12 (or more) essay questions in each exam. Each essay answer will be hand-written/hand-printed in class. I will not announce the questions prior to the exam. You will use one new Blue Book Essay Book per exam. (Essay answers completed on anything other than **Blue Book Essay Books** will be assigned a **ZERO.**) I encourage all students to complete as many of the 5 allowable essay questions as possible. If you choose not to write any essays, do hand-in a Blue Book.

Write the number of your first essay question (with the same number that corresponds to the essay question on the exam) on the first ruled line at the top of the page to the left of the margin, starting with the first page on the inside of the front cover. If an essay number and answer do not correspond, or there is no essay number, you will earn ZERO points for that essay. Do not rephrase or write the essay questions before you start your answers, (it is a waste time and space). Essay answers do not answers have to be written in serial order. Write your answers within the margins (left to right) in your normal hand writing (or printing). Do not write larger than normal, space your words farther apart than normal, or skip lines to take up more space on the page. Essay answers will be **at least** $\frac{3}{4}$ of page in length in the 8.5x11 essay books and 1 full page in the 5x7 essay books. After you have completed a single answer, turn the page and repeat the above procedure on the next right-side-facing page, not on the back of the essay page you have just completed. Make sure you follow the directions for each question. These are extended essay answers: Write in full sentences and complete paragraphs. **Essay answers can be written in pen (only black or blue ink, they are easier to read) or #2 pencil.**

No Extra Credit Projects and Papers: Other than the extended exam essays (and the CLE presentations), there are no extra credit projects, papers, or points during the semester (see Attendance). Do not ask for extra credit because your are transferring to another school next semester and you have to have "X" grade in this class or you will not be admitted; or you have to maintain "X" GPA or you will lose your scholarship; or your parents will be angry with you; or you are on probation and you will be kicked-out of school next semester if you do not bring your grade for this class up; or that you will have to pay back the cost of this class to your company if your do not get "X" grade; or you have to have "X" grade for some type of certification; or your have to have "X" grade in this class for your major or you will have to take it again or switch majors; or for any other reason. Do not ask, I will say, "NO." Read the syllabus.

If you are **concerned about your low grade performance at any time during the semester or especially toward end of it, you can alleviate that by a number of the following: finding a psychology class tutor through the Akin Tutoring Center (contact Rowena Thiess, 435-879-4733)**; attending class; getting involved in class discussions; reading the assignments; learning not memorizing the material; taking notes in class and reviewing them frequently in conjunction with the chapter readings; comparing your notes with other class members' notes; starting or consistently being part of a study group; finding different/more effective learning styles; or coming to talk with me. In talking with me about your grades and study habits, I will suggest the above strategies, and maybe a few others. Ultimately, your grades are your responsibility.

You need to be concerned about your grade in this class from day 1, find out what your cumulative class grade is as soon as I hand-back each scored exam, record each one on the grade sheet this syllabus, and not wait until the last couple of weeks before the semester ends before you note your grade related problems.

3. **Item Analysis**: An item analysis (completed by the Scantron reader) informs me which exam questions I may discard from the exam. Due to the item analysis, **I do not use a curve**. Discarded questions will help raise raw exam scores. For example, if questions 3, 6, 14, 22, 40 are discarded and a student missed all but number 40, each of the 4 discarded questions will retain their original point values (2.5 points) and 10 points will be added back to the raw score. A student who has #40 correct will not get another 2.5 points, because he/she already has the points for that question. In order to determine which questions to eliminate, I will check the top and bottom quarters of the scores to see if at least one-half of those students in each category missed the same questions, and I may or may not eliminate them. Do not "bank on" a conversion factor for extra points. If a student earns 94 points or more, a conversion factor is not statistically justified.

4. **After-Exam Review**: I will return all exams within a week of the exam date. I will return all three components of the exam (providing you did the essays) to you with a preliminary score that is not recorded in my grade book. If I have added scores incorrectly, I will change it before the class is dismissed. The exam scoring shown in the right hand margin of the Scantron answer sheet: Multiple Choice (**MC**) raw score in red; Conversion Factor (**CF**) points added to the raw score; and Extra Credit Essay (**ESS**) points will be to the added for a total score, and circled. I will enter exam final scores in the grade book after you have returned all of your exam components to me: Scored Scantron answer sheet, the essay book (if you did the essays), and the exam. If you retain any portion of the exam (above), you will receive ZERO points.

Additional Course Requirements: The Critical Life Event paper will be handed-in at the beginning of class on the due date. Make two copies, one for me on the due date and one that you will keep and use when you present it to the class. If you do not have your completed paper, printed, and ready to hand-in at the beginning of class, it will be late and I will not accept it for any reason.

Critical Life Event: This paper is due on **Feb 25, 2015**: 100 total points possible with **20 points extra credit for an oral presentation no longer than 8 minutes**. Tell us about your Critical Life Event, do not read it to us. You can choose one Critical Life Event, or a series of events, or ongoing events like graduating high school, applying for job, choosing a realistic career, getting married or divorced, having a child or losing one to death or your only child just started his/her higher education at a university across the country, or a change in your philosophy of life. You are to discuss how this event(s) occurred, changed your life, has taken you in the direction you are currently pursuing, and how you have responded to this life change(s)? Also, discuss the positive and negative aspects and where you think/feel you would be right now without this change, and how this new life style contradicts the myth of what you were taught life was supposed to be like.

The purpose of this paper is understand that all of us (faculty, students, nurses, patients, parents, children, friends, relatives, and so on) have various Critical Life Events that affect us and have taken us the directions we are now going, whether we like it or not. Some of the directions are by personal choice or control and others by external forces in our lives over which we may have little or no control. If for instance, you become a nurse, you will be listening to patients' Critical Life Event(s) on a regular basis, how it occurred, its effects on them, and how they are dealing with the changes. The oral presentations of class members' Critical Life Events will give all students a sample of what it may be like as a degreed, licensed and/or certified mental health or medical

professional, teacher, or any number of professionals who have some understanding of what people go through in their lives. The idea is when you hear another person's Critical Life Event(s) in a real setting, you will be able to respond appropriately, and (hopefully) not be overwhelmed by it. Additionally, this point may sound trite, if you think your life is bad, listen and understand other peoples' Critical Life Event(s), and maybe your life will not be so terrible.

Written Assignment: Expectations and Formats: The text of this paper is to be 4 ½ to 5 type written, computer generated, printed pages on standard 8 1/2" x 11" white, 20# bond paper. I will not accept a hand-written paper for any reason. The cover sheet/title page is not included in the 4 ½ to 5 pages of double-spaced text. All sheets will have 1" inch margins on all four sides. (See example below for cover sheet/title page, as well as first and subsequent text pages.

This paper will be evaluated on the above and following criteria:

1. Completeness and appropriateness of the assignment, content, punctuality (50 points);
2. Title/author information for the cover sheet and text sheets; successive page numbers, 1" margins on all four sides of all sheets, title of paper (20 points);
3. Page lengths, stapled upper left corner, printed only on one side, text and paragraph spacing (double spacing); I will not accept or grade papers that are in any folders, plastic covered pages or folders, paper clipped papers, dog eared, loose leaf pages, rubber banded, pieces of string or bows, or have coffee or other types of stains on them (10 points);
4. Use black, 12-point Times New Roman Font only (10 points); and
5. Editing and re-writing, correct punctuation, spelling, grammar, organization and logical flow, and academic honesty (10 points).

This is not a research paper, so no citations or references. But, you do have to do a great deal of looking at yourself and taking responsibility for your life. Last, edit/use discretion in conveying your Critical Life Event as far as what you write and say to the class.

Cover Sheet/Title Page: The Critical Life Event paper will have a cover sheet. The cover sheet will contain only the following information and formats: page number (flush right, first line), then about 12 lines below the center the name of the assignment and title.

Then about 20 lines below the title, center your name, college, campus, class number and section, days of class and time, my name, and date (see example below).

See page example of page 2 and subsequent pages, and continue text.

Term Project:
Critical Life Event

Jeannie Jones
Human Development Through the Lifespan
PSY 1100-03
Spring Semester 2015
MWF: 11:00-11:50 AM
Room: HCC 477
Professor Cantrell
Date

Begin writing your critical life event...

Continue your paper...until you finish.

Writing Skills: Edit your papers several times before turning them in for a grade. If your papers are so poorly written that I find more than 2 or 3 mechanical errors and typos on a page, I will stop reading, and assign a ZERO immediately. You will not have a second chance to rewrite it and hand it. I expect to read your papers in about 10-15 minutes. I will not accept penciled corrections on your paper or Sticky-Notes with explanations. If you have writing problems, find a Trusted Friend who can offer suggestions on how to rework (do not have the Trusted Friend rewrite) your paper and/or go to the Writing Center for help.

Traditional versus Non-traditional Students: Many older (non-traditional) students have a lot of apprehension about returning to formal education beyond high school after a number of years in the real world. This is especially true for students who have been out of school whether 3 to 10 or 25 or 30 years. One of their fears is that they will not be able to compete with recent high school graduates or students who have been enrolled a semester or more. In truth, non-traditional students do very well in my classes.

Inclement Weather: If in your judgment, it is too dangerous to come to class due to weather conditions like deep snow, blizzard, sleet, hail, floods, heavy rains, sand storms, extreme heat, send me an email and do not risk your life for a class. If the University calls a weather day, all scheduled class activities will be moved to the next class meeting.

Study Groups: I highly suggest that all students establish, maintain and regularly attend a study group. It should have at least 3-6 permanent members. All group members should immediately exchange contact information so they can resolve immediate problems that they cannot solve alone.

Academic Integrity: Cheating and plagiarism of any form will not be tolerated. See student responsibilities for academic integrity: Section 5.5.33, DSU policy: <http://www.dixie.edu/humanres/policy/sec5/533.html>
All work that you will do in this class will be your own work, except the assigned group activities/projects.

Academic Honesty and Cheating Policy: You may not cheat! As stated in the DSC Student Handbook:

34.1 **Cheating:** Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie State College may discipline students proven guilty of academic dishonesty by:

34.1.1 Giving a failing grade on the specific assignment where dishonesty has occurred,

34.1.2 Failing the student in the entire course,

34.1.3 Immediately dismissing and removing the student from the course, and/or

34.1.4 Referring the student to the Student Affairs committee which may reprimand, place on probation, suspend, and/or expel the student.

All violations of academic integrity (academic integrity/honesty and cheating) will be reported to the Chair of the Department of Psychology and/or the Academic Dean. Additionally, I will notify the Chair of the Psychology Program, the Dean, and do what I can to have you dismissed from your program, and expelled from the University, permanently.

DSU Need To Know Dates for Spring 2015:

Jan 12	Classwork Starts
Jan 15	Last Day for Waitlist
Jan 16	Last Day to Add Without Signature
Jan 19	Martin Luther King Jr. Day
Jan 22	Drop/Audit Fee Begins (\$10 per class)
Jan 22	Residency Application Deadline
Jan 27	\$50 Late Registration/Payment Fee
Feb 2	Spring 2015 Associate's degree Graduation Application Deadline
Feb 2	Pell Grant Census
Feb 2	Last Day for Refund
Feb 2	Last Day to drop without receiving a "W" grade
Feb 4	Courses dropped for non-payment
Feb 6	Last Day to Add/Audit
Feb 16	President's Day
Mar 2	Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2	Mid-Term Grades Due
Mar 6	Last Day to Drop Individual Class
Mar 9-13	Spring Break
Mar 23	Fall Class schedule available online
Mar 23	Summer Registration open to Seniors (90+ credits)
Mar 24	Summer Registration open to Juniors (60+ credits)
Mar 25	Summer Registration open to Sophomores (30+ credits)
Mar 26	Summer Registration open to all students
Apr 1	Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10	Last Day for Complete Withdrawal
Apr 13	Fall Registration open to Seniors (90+ credits)
Apr 14	Fall Registration open to Juniors (60+ credits)
Apr 15	Fall Registration open to Sophomores (30+ credits)
Apr 16	Fall Registration open to all students
Apr 29	Classwork Ends
Apr 30	Reading Day
May 1	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2015
May 4-7	Final Exams
May 8	Commencement

Campus Resource Email Address Information:

Library: library.dixie.edu/

IT Student Help Desk: <http://dixie.edu/helpdesk>

Writing Center: http://new.dixie.edu/english/dsc_writing_center.php

Testing Center: <http://new.dixie.edu/testing/>

Tutoring Center: <http://dsc.dixie.edu/tutoring/index.htm>

Bookstore: <http://bookstore.dixie.edu>

Disability Resource Center: <http://www.dixie.edu/drcenter>

[Computer Lab](#) (located at the [Smith Computer Center](#) and the [Library](#))

DSU Syllabi Elements: <http://new.dixie.edu/reg/faculty/?page=Syllabus>

Disabilities Statement: If you have a disability (which is documented) or think you have a disability (that you think can be documented) and may impair your ability to successfully complete this course, please contact the Disability Resource Center (DRC) 435-652-7516 to determine whether you qualify for reasonable academic accommodations. This must be accomplished within two weeks after the first day of class and renewed each semester. Students who have been evaluated by the DRC and have a disability will receive assistance from the DRC in obtaining reasonable accommodations from faculty members.

Children in Class: Young children will not be allowed to attend this class.

Cell Phones, Handhelds, and Computers: Absolutely no electronic devices will be allowed to be turned on in the classroom. All cell phones and other types of electronic devices must be powered-off before class starts (unless otherwise directed). Although, students may use their computers (and other electronic note taking equipment) if they have purchased or rented (the required electronic text) and have installed the program. Additionally, during class, these electronic devices will not be used to go online, play games, do homework for this or another class, write emails and so on. If I find that anyone violates this policy, I will shut down **all** of the electronic devices (including electronic texts) for the rest of the semester with no second chances, which means you will be taking notes by-hand. Alternately, there may be times when I ask students with electronic equipment to access online information, share it so we can discuss it in class. When we are finished with that online information, the students will return their equipment to an off line status. No recordings of any type will be allowed in this class.

STUDENT GRADE SHEET

PSY 1100-03/CRN: 23664
MWF 11-1150 AM
Room: HCC 477

Spring Semester 2015
Dixie State University
Cantrell

Name: _____

Items: Percent of Total Grade	Total Points Accumulated	÷	Total Points Possible:	=	Approx Percent	=	Current Grade
Exam #1: (25.0%)	_____		100		_____		_____
Exam #2: (25.0%)	_____		100		_____		_____
Final #3: (25.0%)	_____		100		_____		_____
CLEvent: (25.0%)	_____		<u>100</u>		_____		_____
Total Points:	_____		400		_____		_____

Total End of Course Grade
Structure:

- A = 400 - 381 points
- A- = 380 - 360 points
- B+ = 359 - 346 points

Grade Structure for All
100 Point Activities:

- A = 100 - 95 points
- A- = 94 - 90 points
- B+ = 89 - 87 points

B = 345 - 333 points
 B- = 332 - 320 points
 C+ = 319 - 307 points
 C = 306 - 293 points
 C- = 292 - 280 points
 D+ = 279 - 266 points
 D = 265 - 253 points
 D- = 252 - 230 points
 F = 229 - and below

B = 86 - 84 points
 B- = 83 - 80 points
 C+ = 79 - 77 points
 C = 76 - 74 points
 C- = 73 - 70 points
 D+ = 69 - 67 points
 D = 66 - 64 points
 D- = 63 - 60 points
 F = 59 - and below

Your Running Grade Computation: Write the total number of points earned in the blank under "Total Points Accumulated" for an item(s) that has been returned after grading. Then, divide the total accumulated/earned points by the "Total Points Possible" for an approximate percent at that time. Then, convert this "Approximate Percent" into a "Current Grade" for the item(s). The "Current Grade" is based on a 10 percent gradient (see above). For more than one score, add the all earned points together and repeat the same as above.

Syllabus and Course Outline Disclaimer: All syllabus policies, exams, activities, assignments, and due dates will be as indicated, unless otherwise modified ahead of time by the faculty member.

COURSE OUTLINE

PSY 1100-03: Lifespan Development: MWF 11-1150 AM: Spring 2015/Cantrell

Date	Topic
1. Jan 12 M	Syllabus, Introduction
2. Jan 14 W	Chapter 1: Researchers
3. Jan 16 F	Chapter 1: Researchers
4. Jan 19 M	Martin Luther King Day: No Class
5. Jan 21 W	Chapter 1: Researchers
6. Jan 23 F	Chapter 2: Prenatal Development
7. Jan 26 M	Chapter 2: Prenatal Development
8. Jan 28 W	Chapter 2: Prenatal Development
9. Jan 30 F	Chapter 3: Infancy: Physical/Cognitive
10. Feb 02 M	Chapter 3: Infancy: Physical/Cognitive
11. Feb 04 W	Chapter 3: Infancy: Physical/Cognitive
12. Feb 06 F	Chapter 4: Infancy: Socioemotional
13. Feb 09 M	Chapter 4: Infancy: Socioemotional
14. Feb 11 W	Chapter 4: Infancy: Socioemotional
15. Feb 13 F	Exam #1: Chapters 1-4
16. Feb 16 M	Presidents' Day: No Class
17. Feb 18 W	Chapter 5: Childhood: Phys/Cognitive
18. Feb 20 F	Chapter 5: Childhood: Phys/Cognitive
19. Feb 23 M	Chapter 5: Childhood: Phys/Cognitive
20. Feb 25 W	CLE
21. Feb 27 F	CLE
22. Mar 02 M	CLE
23. Mar 04 W	Chapter 6: Childhood: Socioemotional
24. Mar 06 F	Chapter 6: Childhood: Socioemotional
25. Mar 09-13 M-F	Spring Break: No Classes
26. Mar 16 M	Chapter 7: Childhood: Home, School
27. Mar 18 W	Chapter 7: Childhood: Home, School
28. Mar 20 F	Chapters 7-8: Childhood: Home, School; Adolescent Physical
29. Mar 23 M	Chapter 8: Adolescent Physical
30. Mar 25 W	Chapter 8: Adolescent Physical
31. Mar 27 F	Chapter 9: Cognitive/Socioeconomic
32. Mar 30 M	Chapter 9: Cognitive/Socioeconomic
33. Apr 01 W	Chapter 9: Cognitive/Socioeconomic
34. Apr 03 F	Exam #2: Chapters 5-9
35. Apr 06 M	Chapter 10: Constructing Adulthood

36. Apr 08 W	Chapter 10: Constructing Adulthood
37. Apr 10 F	Chapter 11: Relationship, Roles
38. Apr 13 M	Chapter 11: Relationship, Roles
39. Apr 15 W	Chapter 12: Midlife
40. Apr 17 F	Chapter 12: Midlife
41. Apr 20 M	Chapter 13: Later Life
42. Apr 22 W	Chapter 13: Life Life
43. Apr 24 F	Chapter 15: Death & Dying
44. Apr 27 M	Chapter 15: Death & Dying
<u>44. Apr 29 W</u>	<u>Chapter 15: Last Day of Class</u>
<u>45. Apr 30 R</u>	<u>Reading/Study Day: No Class</u>
<u>46. May 04 M</u>	<u>Final Exam #3: Chapters 10-13, 15: 10:00 AM -12:00 PM</u>
<u>47. May 08 F</u>	<u>Commencement</u>