

PSYCHOLOGY 1100—50—Human Development through Lifespan

CRN 44191

Fall Semester 2013

Instructor: Baako Wahabu

Office: Disability Resource Center—NPLAZA Building

Phone: (435) 652-7880

Office Hours: 8—5 M—F.

E-mail: wahabu@dixie.edu

Lecture: Tuesday, 5:15-- 7:45 pm. Building/Room: McDonald 106

Course Description: 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, articles, tests, quizzes, and final exam.

This course satisfies General Education requirements in the social sciences area. 3 lecture hours per week.

Required Text: Belsky, J.(2013). Experiencing the Lifespan. New York: Worth Publishers. ISBN: 1-4641-1009-3

Available at the Dixie State University bookstore and through on-line retailers.

Course Objectives and Learning Outcomes:

Course Objectives	Learning Outcomes
Demonstrate knowledge of the major fields of psychology.	Be able to identify how one concept from each of the following fields contributes to our understanding of developmental psychology: biological, behavioral, cognitive, emotional and social psychology.
Demonstrate knowledge of major theorists in developmental psychology and	Be able to identify the major theorists and the major concepts of each of the following theories: operant conditioning, social learning, psychosocial ego development, cognitive theories,

their theories.	developmental systems theory, and attachment theory.
Demonstrate knowledge of developmental research methodology.	Be able to identify the following research methodologies in developmental psychology and identify the strengths and weaknesses of using each of them: correlational study, experimental study, longitudinal study, and cross-sectional study.
Demonstrate knowledge of major issues and concepts in developmental psychology.	Be able to identify at least 12 of the following: lifespan perspective, nature versus nurture, continuous versus discontinuous development, stability versus change, social, cultural and socioeconomic contexts, cohort, critical periods, brain development, temperament, personality, parenting, pubertal development, emerging adulthood, young-old, and old-old within the context of diversity of human development across gender, race, ethnicity, sexual orientation, disability status and socioeconomic status.
Demonstrate knowledge of empirical findings in developmental psychology.	Be able to identify and distinguish at least 2 major developmental milestones at each of the following stages including consideration of global and cultural issues: prenatal, infancy, toddlerhood, early childhood, middle childhood, adolescence, emerging adulthood, midlife, older adulthood as well as.

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 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 to maximize the learning experience. The provided course calendar indicates when topics will be covered.

Attendance: Class attendance is required to maximize learning experience. Extra credit may be awarded for regular class attendance and active participation in class activities. Absences may result in lost learning opportunities, including possible extra credit opportunities. If you know in advance you will miss a class period, contact the professor before your absence to make arrangement for make-up.

The instructor reserves the right to determine the weight of tardiness or early departure from class as it relates to absences.

If you miss more than three class sessions without professor's approval you will not be eligible for attendance and participation points (50 points).

Examinations: There will be 4 mid-semester exams and one final examination. Mid-semester exams will be administered in the Testing Center (you will be required to present your student ID

to take the exam) between the hours of 9:00 am and 9:00 pm Monday through Friday and 4:00 pm to 9:00 pm Saturday and Sunday over a three-day period. Please see the Testing Center Website for further information and to verify hours of operation. The exams will consist of multiple choice and short answer items from the material presented prior to the examination.

Midterm Exams

	Date(s)	Location	Points
Exam 1:	September 12-14	Testing Center	50 points
Exam 2:	October 3—5	Testing Center	50 points
Exam 3:	October 24—26	Testing Center	50 points
Exam 3:	November 14—16	Testing Center	50 points

Final: Tuesday December 10, 2013 **5:00 – 7:30 pm**

The final exam will be cumulative, covering all of the material presented in the course (text and lectures).

Exams: Exams must be taken on the day(s) they are assigned. If you are involved in other school related programs and cannot take exams on date(s) specified I will follow school policy for making up these exams. Missed quizzes cannot be made up.

Grading Scale:

Quizzes (100 points)

Homework Assignments (150 points)

Midterm exams (4 @ 50 each) (200 points)

Final Exams (100 points)

Attendance/Participation up to (50 points) possible

Total Class Points: 600

You may receive up to 25 extra credit points for taking advantage of extra credit opportunities presented randomly during the course.

Grade

%

Grade

%

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 or below

Late Work.

It should be noted that late work, if it is accepted, will receive a 50% grade reduction from the assigned points. DO NOT wait until the last minute to complete your reports. Allow some extra time for bad printers, dog ate it, etc.

Lectures:

All lectures will follow the content as indicated in the proposed reading schedule. Lectures will consist of PowerPoint presentations, watching video and discussions, questions and answers. For you to benefit from this course, it is IMPERATIVE that you read the assigned chapters PRIOR to class. Approximately six pop quizzes will be administered during the course.

It is also assumed by the instructor that your reading ability is at the collegiate level. The instructor will NOT lecture by covering each page in the text. That is the student's job. However, several aspects from each chapter will usually be discussed. You are encouraged to ask questions, for that is how we learn.

Note:

The study of human behavior includes subject areas, which may be considered controversial and may antagonize your personal value system. The responsibility of the instructor will be to present these areas with factual, balanced objectivity and respect, yet still carefully addressing the controversial nature of the issues. It is recognized that the instructor will present biases and perceptions, despite attempts to be objective. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking. It is the responsibility of the student to recognize divergence of thought as a healthy condition of inquiry and to not necessarily accept different perceptions as reality.

Academic Honesty: As stated in the DSC Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)" including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Disruptive Behavior Policy: If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

Verbal warning that your behavior is negatively affecting the class

Written warning that you are negatively affecting the class

Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

Policy for Absences Related to College Functions: For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student's grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor

Disability Statement

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. **Phone # 435-652-7516**

Additional Student Support Resources:

Library: For information concerning the library and hours of operation go to <http://library.dixie.edu/>.

Computer Lab: The Computer Lab is located in the Smith Computer Center. For more information go to <http://new.dixie.edu/cit/cis/>.

Writing Center: The Writing Center is located on the fourth floor of the HCC building if you need assistance with a written assignment in any class. For more information go to http://new.dixie.edu/english/dsc_writing_center.php.

Testing Center: The Testing Center is located on the First floor of the Career/Financial Aid Building. For more information go to <http://new.dixie.edu/testing/>.

Tutoring Center: The Tutoring Center is located on the first floor of the Browning Learning Resource Center. For more information go to <http://dsc.dixie.edu/tutoring/index.htm>

Projected Course Calendar

Date	Topic/Assignment
August 20	Syllabus/Course Introduction
August 27	The People and the Field
September 3	Prenatal Development, Pregnancy, and Birth
September 10	Infancy: Physical and Cognitive Development
Sept 12-14	Test 1 Opens
September 17	Infancy: Socioemotional Development
September 24	Childhood: Physical and Cognitive Development
October 1	Childhood: Socioemotional Development
October 3--5	Test 2 Opens
October 8	Settings for Development: Home and School
October 15	Adolescence: Physical Development
October 22	Adolescence: Cognitive and Socioemotional Development
October 24--26	Test 3 Opens
October 29	Constructing an Adult Life
November 5	Relationships and Roles
November 12	Midlife
November 14-16	Test 4 Opens
November 19	Later Life: Cognitive and Socioemotional Development
November 26	Physical Challenges of Old Age
December 3	Death and Dying
December 10	Final Exam

Important Dates

- Aug 19 Classwork Starts
- Aug 22 Last Day to Waitlist
- Aug 23 Last Day to Add Without Signature
- Aug 28 Drop/Audit Fee Begins (\$10 per class)
- Aug 28 Residency Application Deadline
- Sep 2 Labor Day
- Sep 3 \$50 Late Registration/Payment Fee
- Sep 9 Pell Grant Census
- Sep 9 Last Day for Refund
- Sep 9 Last Day to drop without receiving a "W" grade
- Sep 10 Courses dropped for non-payment
- Sep 13 Last Day to Add/Audit
- Oct 1 Associate's degree Graduation Deadline - Fall 2013
- Oct 9 Mid-Term Grades Due
- Oct 10-11 Semester Break
- Oct 14 Last Day to Drop Individual Class
- Oct 21 Spring and Summer 2014 class schedules available online
- Nov 1 Bachelor's degree Graduation Deadline - Spring 2014
- Nov 8 Last Day for Complete Withdrawal
- Nov 11 Spring Registration open to Seniors (90+ credits)
- Nov 12 Career Day
- Nov 12 Spring Registration open to Juniors (60+ credits)
- Nov 13 Spring Registration open to Sophomores (30+ credits)
- Nov 14 Spring Registration Open to All Students
- Nov 27-29 Thanksgiving Break
- Dec 6 Classwork Ends
- Dec 9-13 Final Exams