

Lifespan Development

PSY 1100

SUMMER 2010

INSTRUCTOR:

DANNELLE LARSEN-RIFE, PH.D.

CONTACT INFORMATION:

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Office Hours: Via email, telephone, or as arranged

REQUIRED TEXT:

Belsky, J. (2007). *Experiencing the Lifespan*. New York: Worth Publishers. ISBN: 0-7167-5130-5 Available at the Dixie State College bookstore and through on-line retailers.

IMPORTANT DATES

Classwork starts	June 1
Last day to add without a signature	June 2
\$25 Late registration/Payment fee	June 8
Last day for a Refund	June 9
Last day to drop without receiving a "W" grade	
Last day to ADD classes	June 14
Last day to DROP/AUDIT classes	July 2
Independence Day (observed)	July 5
Last day for complete withdrawal	July 9
Classwork Ends Final Exams	July 23

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, tests, quizzes, and may include journal writing. This course satisfies general education requirements in the social sciences area. 3 lecture hours per week.



Human embryo 6 weeks

Philosophy/Expectations

This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for on-line discussion. Students are expected to read assigned text prior to discussion and be prepared to participate in discussion to maximize the learning experience. The provided course calendar indicates when topics will be covered; however, please allow for some flexibility in the schedule.

Social Science Program Objectives



Infancy

As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral or written reports.

3. Develop a perceptual frame of reference based on social scientific knowledge. Measured by the presence

of an attitudinal frame of reference which would be expressed in written or oral activities.

4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or

“Babies control and bring up their families as much as they are controlled by them; in fact the family brings up the baby by being brought up by them”

Erik H. Erikson

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 this course, students should be able to:

- Demonstrate knowledge of the major fields of psychology.
- Demonstrate knowledge of major theorists in developmental psychology and their theories.
- Demonstrate knowledge of developmental research methodology.
- Demonstrate knowledge of major issues and

concepts in developmental psychology.

- Demonstrate knowledge of empirical findings in developmental psychology.



Toddlerhood



Childhood

Examinations



Early childhood

tion of your final grade. All exams will take place through BlackBoard Vista starting at 6:00 am the

The exams will consist of multiple choice, true/false and matching items from the material presented prior to the examination.

Exam Schedule:

There will be 4 mid-semester exams and one final examination. Your lowest mid-semester exam grade will be dropped from the calcula-

first day and ending at 11:59 pm the last day of the scheduled exam. No early or make-up exams will be permitted for any of the exams under any circumstance.

	<u>Date</u>	<u>Points</u>
• <u>Exam 1</u>	June 11-13	100
• <u>Exam 2</u>	June 25-27	100
• <u>Exam 3</u>	July 9-11	100
• <u>Exam 4</u>	July 21-23	100

Final Exam

The final exam will be cumulative, covering all of the material presented in the course (text and all presentation materials, including videos) and will

also include multiple choice, true/false and matching items.

The final exam cannot be dropped.

The final exam will take place on July 23, 2010 between the hours of 6:00 am and 11:59 pm.

*“The propensity to make strong emotional bonds to particular individuals [is] a basic component of human Nature”
John Bowlby*

Grading

The midterms and final examination are each worth one-quarter of your total grade (400 points total).

You may receive up to 25 extra credit points (for a maximum total of 400 points for the course) for taking advantage of extra credit opportunities presented ran-

domly during the course.

<u>Grade</u>	<u>Points</u>
A	372—400
A-	360—371
B+	348—359
B	332—347
B-	320—331
C+	308—319

Grade Points

C	292—307
C-	280—291
D+	268—279
D	252—267
D-	240—251
F	239 or less



Adolescence

Projected Course Calendar

Date	Course Topic/Assignment
1 June 2010	Begin Module 1: Introduction; respond to questions under “We Are All Developing;” Text pp. 1 – 12
2 June 2010	Text pp. 12—24
3 June 2010	Text pp. 24—39; watch parts 1—3 of Life’s Greatest Miracle
4 June 2010	Text pp. 39—59; watch parts 4—8 of Life’s Greatest Miracle
7 June 2010	Text pp. 59—80; watch a minimum of 3 videos from Births
8 June 2010	Text pp. 80—100; listen to Baby Cries; watch States of Arousal; watch Visual Cliff; (Optional: watch Male Circumcision)
9 June 2010	Text pp. 100—115; watch Gesturing; watch Harlow and 3 Strange Situations
10 June 2010	Text pp. 115—133; participate in discussion on Attachment
<u>11 June 2010</u>	<u>Exam 1 open at 6:00 am and closes 13 June 2010 at 11:59 pm</u>
14 June 2010	Text pp. 138—154; watch Piaget’s Conservation tasks
15 June 2010	Text pp. 154—168; do Star Task; watch Theory of Mind
16 June 2010	Text 172—183; read Not in Praise of Praise and participate in Praise discussion
17 June 2010	Text pp. 184—200
18 June 2010	Text pp. 204—217; review HOME; participate in discussion on Parenting
21 June 2010	Text pp. 218—233; participate in discussion regarding examples of intelligence
22 June 2010	Text pp. 238—253; participate in survey and discussion regarding puberty
23 June 2010	Text pp. 253—259; watch Dying to be Thin
24 June 2010	Text pp. 259—265; read Sexuality and The Virginity Industry and participate in discussion
<u>25 June 2010</u>	<u>Exam 2 open at 6:00 am and closes 27 June 2010 at 11:59 pm</u>
28 June 2010	Text pp. 268—281
29 June 2010	Text pp. 281—297; respond to questions under “Looking Back”
30 June 2010	Text pp. 301—318; participate in discussion on your current stage
1 July 2010	Text pp. 318—329
2 July 2010	Text pp. 334—348; see John Gottman
6 July 2010	Text pp. 349—361; watch Thinking About Retirement
7 July 2010	Text pp. 365—374
8 July 2010	Text pp. 374—391
<u>9 July 2010</u>	<u>Exam 3 open at 6:00 am and closes on 11 July 2010 at 11:59 pm</u>
12 July 2010	Text pp. 397—410
13 July 2010	Text pp. 410—420
14 July 2010	Text pp. 422—431
15 July 2010	Text pp. 431—449; watch Empathy Suit
16 July 2010	Text pp. 452—462
19 July 2010	Text pp. 462—471; watch The Suicide Tourist
20 July 2010	Text pp. 471—474;
<u>21 July 2010</u>	<u>Exam 4 open at 6:00 am and closes 23 June 2010 at 11:59 pm</u>
22 July 2010	watch The Last Lecture; Review
<u>23 July 2010</u>	<u>Final exam open at 6:00 am and closes at 11:59 pm</u>

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.



Emerging adulthood

Disruptive Behavior Policy



Adulthood

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.

Student Support Services

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center **within the first two weeks** of the beginning of classes. Students are to contact the center on the main cam-



Midlife

pus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The office is located in the **Student Services Center, Room #201 of the Edith Whitehead Building.**

Policies for Absences Due to College Related 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 and will be required to negotiate any scheduled work ahead of time with the instructor.

Campus 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 first floor of the Browning Learning

Resource Center 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>.



Old age

DMail

We wanted to notify you that we have transitioned your email account on rebelmail.dixie.edu to dmail.dixie.edu. This new system, powered by Google, will provide Gmail to our school, as well as a suite of other Google products that will enable our organization to better communicate, share, and collaborate.

What do I need to do? Nothing. Your old email address will continue to work, but all messages will be delivered to your NEW dmail account at <http://dmail.dixie.edu>. You will still have access to your old messages and address book on the rebelmail server at <http://rebelmail.dixie.edu>.

What will I get?

Gigabytes of email storage. No more worries about having to delete mail.

Instant messaging from right within your mailbox & free PC-to-PC voice calls.



John Bowlby

Google Calendar to schedule meetings, create events, and share calendars with others.

Google Docs to create and share documents, spreadsheets and presentations online.

Your own personalized Start Page, where you can access all these services.

Access to your information from anywhere with an internet connection. You can also access your email with a mobile device.

We hope you enjoy your new Google Apps email account!