

INSTRUCTOR:

DANNELLE LARSEN-RIFE, PH.D.

CONTACT INFORMATION:

Phone: (435)652-7823

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Office Hours: M, W, F 1:00 to 2:00 pm, T and Th 2:30 to 3:30 pm, or by appointment

REQUIRED TEXT:

Belsky, J. (2010). *Experiencing the Lifespan* (2nd Edition). New York: Worth Publishers. ISBN: 1-4292-1950-5. Available at the Dixie State College bookstore and through on-line retailers. iClicker is also strongly recommended for in-class review and anonymous class participation.

IMPORTANT DATES

Classwork starts	Jan 10
Last day to add without a signature	Jan 12
Drop/Audit fee begins (\$10 per class)	Jan 18
\$50 Late registration/Payment fee	Jan 25
Last day to apply for graduation	Jan 31
Last day for a Refund, Pell Grant census, Last day to drop without receiving a "W" grade	Feb 1
Courses dropped for nonpayment	Feb 2
Last day to ADD classes	Feb 4
Last day to DROP/AUDIT classes	Mar 4
Last day for complete withdrawal	Apr 1
Classwork ends	Apr 28
Final Exams	Apr 29—5

Lifespan Development

PSY 1100, CRN 23664

SPRING 2011

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

Lecture: Monday, Wednesday and Friday 11:00 am to 11:50 pm, McDonald 106

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 material will be covered; however, please allow for some flexibility in the schedule.

There is no attendance policy for this course, other than for administrative purposes. However, absences may result in lost learning opportunities, including possible extra credit opportunities.

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 oral activities.

“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



Toddlerhood

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.



Childhood

Examinations



Early childhood

There will be 4 midsemester exams and one final examination. Your lowest midsemester exam grade will be dropped from the calculation of your final grade. Midsemester 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. **No early or makeup exams will be permitted for any of the exams under any circumstance.**

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

Exam Schedule:

	<u>Date</u>	<u>Points</u>
• <u>Exam 1</u>	January 26 - 28	100
• <u>Exam 2</u>	February 16 - 18	100
• <u>Exam 3</u>	March 23 - 25	100
• <u>Exam 4</u>	April 25 - 27	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 Monday, May 2, 2011, from 10:00 am to 12:00 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. Grade Points

Grade Points

A 372—400

A- 360—371

B+ 348—359

B 332—347

B- 320—331

C+ 308—319

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
10 Jan 2011	Course introduction
12 Jan 2011	Chapter 1: The People and the field
14 Jan 2011	Chapter 1: Theories
17 Jan 2011	Martin Luther King, Jr. Day
19 Jan 2011	Chapter 1: Research methods
21 Jan 2011	Chapter 2: Prenatal development
24 Jan 2011	Chapter 2: Birth and the newborn
26 Jan 2011	Chapter 2: Birth and the newborn
<u>28 Jan 2011</u>	<u>Exam 1</u>
31 Jan 2011	Chapter 3: The newborn
2 Feb 2011	Chapter 3: Sensory and motor development
4 Feb 2011	Chapter 3: Cognitive development
7 Feb 2011	Chapter 4: Attachment
9 Feb 2011	Chapter 4: Attachment
11 Feb 2011	Chapter 4: Settings for development
14 Feb 2011	Chapter 5: Physical and cognitive development in childhood
16 Feb 2011	Chapter 5: Cognitive development
<u>18 Feb 2011</u>	<u>Exam 2</u>
21 Feb 2011	President's Day
23 Feb 2011	Chapter 6: Personality and prosocial behavior
25 Feb 2011	Chapter 6: Aggression
28 Feb 2011	Chapter 6: Relationships
2 Mar 2011	Chapter 7: Home
4 Mar 2011	Chapter 7: School
7 Mar 2011	Chapter 8: Puberty
9 Mar 2011	Chapter 8: Sexuality
11 Mar 2011	Chapter 8: Sexuality
14 –18 Mar 2011	Spring Break
21 Mar 2011	Chapter 9: Cognitive development in adolescence
23 Mar 2011	Chapter 9: Teenage relationships
<u>25 Mar 2011</u>	<u>Exam 3</u>
28 Mar 2011	Chapter 10: Emerging adulthood, identity development and career
30 Mar 2011	Chapter 10: Love
1 Apr 2011	Chapter 10: Love
4 Apr 2011	Chapter 11: Marriage
6 Apr 2011	Chapter 11: Parenthood
8 Apr 2011	Chapter 11: Work
11 Apr 2011	Chapter 12: Midlife
13 Apr 2011	Chapter 12: Midlife roles and issue
15 Apr 2011	Chapter 13: Cognitive and socioemotional development in later life
18 Apr 2011	Chapter 13: Later-life transitions; Chapter 14: Physical changes in old age

Date	Course Topic/Assignment
20 Apr 2011	Chapter 14: Physical changes in old age
22 Apr 2011	Chapter 15: Death and dying
25 Apr 2011	Chapter 15: Death and dying
27 Apr 2011	Exam 4
2 May 2011	Final exam 10:00 am to 12:00 pm in class

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

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 (DRC) Coordinator, Baako Wabahu, for eligibility determination

Midlife

within the first two weeks of the beginning of classes. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located on the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

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.

“Age is an issue of mind over matter. If you don't mind, it doesn't matter.”

Mark Twain

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

You are required to check your dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, and notices of cancelled classes, reminder of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to

www.dixie.edu and select “Dmail” from the left column. To locate your dmail

username and password, go to www.dixie.edu, and click on “Log in to student services” (upper right corner).



John Bowlby