

Lifespan Development

PSY 1100, sections (CRNs): 01(20337) & 04 (23665)

Class Days: TR 10:30-11:45 (01) & TR 1:00-2:15 (04)

SPRING 2011

INSTRUCTOR:

MICHAEL RAHILLY, PH.D.

CONTACT

INFORMATION:

Phone: (435) 652-7892

e-mail: mrahilly@dixie.edu

Office Hours: M, W, F 10:00 to 11:00 am,
T, R 3:00 to 4:00 pm, or by appointment.

REQUIRED TEXT:

Belsky, J. (2009). *Experiencing the Lifespan*.
New York: Worth Publishers.
ISBN: 1-4292-1950-5

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

IMPORTANT DATES

Classwork starts	Jan 10
Last day to add without a signature	Jan 12
Drop 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	Feb 1
Last day to drop without receiving a "W" grade	Feb 4
Last day to ADD classes	Feb 4
Last day to DROP/AUDIT classes	Mar 4
Last day for complete withdrawal Research Day	Apr 1
Classwork Ends	Apr 28
Final Exams	Apr 29, May 2-5

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 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 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, there will be some flexibility in the schedule.

Attendance and participation in class is a substantial part of graded material. In addition, absences may result in lost learning opportunities, including possible schedule changes and 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.



Early Childhood

Journaling & Quizzes



Childhood

There will be Journal entry assignments (10 pts each) throughout the semester, 5 quizzes (50 pts each), one midterm exam, and one final examination. *Journal entries* are due once per week. *Quizzes* will be

administered in the Testing Center (you will be required to present your student ID) over a three-day period between 9:00am and 9:00pm Monday through Friday and 4:00pm to 9:00pm Saturday and Sunday over a three-day period. Please see the Testing Center website for further information. Your lowest quiz grade will be dropped from the calculation of your final grade. **No early or makeup tests will be permitted for**

any of the quizzes or exams under any circumstance.

The quizzes and exams will consist of multiple choice items from the material presented prior to the examination.

Quiz Dates:

- Quiz 1 January 28 – Feb 1
- Quiz 2 February 11-14
- Quiz 3 March 21-23
- Quiz 4 April 4-6
- Quiz 5 April 18-20

Exams

The two exams—Midterm and Final Exam—will cover all material in the class up to that point (text and all presentation materials, including videos).

The *Midterm* exam will be taken at the Testing Center and the *Final* exam will be in class. The Midterm and Final Exams are each worth 150 points.

The exams cannot be dropped.

Schedule:

- **Midterm March 4-8**
- **Final May 5**
 - 10:30 class: 9:30-11:30
 - 1:00 class: 12:30-2:30

“The propensity to make strong emotional bonds to particular individuals [is] a basic component of human nature”

~ John Bowlby

Grading

Participation, journal entries, quiz and exam scores make up the entirety of graded material.

You may receive up to 40 extra credit points for taking advantage of extra credit opportunities presented randomly during the course.

Grade	Percent	Grade	Percent
A	93—100	C	73—76
A-	90—92	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 less



Adolescence

Projected Course Calendar

Date	Reading Assignment: Course Topic
Tue, Jan 11th	Course introduction
Thu, Jan 13th	Chapter 1 (pp 1-19): The People and the Field
Tue, Jan 18th	Chapter 1 (pp 19-32): The Field & Research Methods
Thu, Jan 20th	Chapter 2 (pp 34-52): Pregnancy and Prenatal development
Tue, Jan 25th	Chapter 2 (pp 52-69): Prenatal Development, Birth and the Newborn
Thu, Jan 27th	Chapter 3 (pp 74-92): Infant States & Physical Development
Tue, Feb 1st	Chapter 3 (pp 92-106): Infant Physical & Cognitive development
Thu, Feb 3rd	Chapter 4 (pp 109-120): Infant Attachment
Tue, Feb 8th	Chapter 4 (pp 120-133): Settings for development & Toddlerhood
Thu, Feb 10th	Chapter 5 (pp 137-152): Physical & Cognitive Development in Childhood
Tue, Feb 15th	Chapter 5 (pp 152-168): Cognitive Development in Childhood
Thu, Feb 17th	Chapter 6 (pp 171-185): Personality in Childhood
Tue, Feb 22nd	Chapter 6 (pp 185-198): Relationships in Childhood
Thu, Feb 24th	Chapter 7 (pp 201-214): Home
Tue, Mar 1st	Chapter 7 (pp 214-231): School
Thu, Mar 3rd	<u>Review for Midterm Exam</u>
Fri, Mar 4th	<u>Midterm Exam Opens</u>
Tue, Mar 8th	Chapter 8 (pp 235-248): Puberty <u>*Midterm Exam Closes at 8pm*</u>
Thu, Mar 10th	Chapter 8 (pp 248-261): Body Image & Sexuality
Mar 14-18	<u>Spring Break</u>
Tue, Mar 22nd	Chapter 9 (pp 263-276): Cognitive and Socioemotional Development in Adolescence
Thu, Mar 24th	Chapter 9 (pp 276-291): Socioemotional Development & Teenage Relationships
Tue, Mar 29th	Chapter 10 (pp 295-313): Emerging Adulthood, Identity Development and Career
Thu, Mar 31st	Chapter 10 (pp 313-325): Love in Emerging Adulthood
Tue, Apr 5th	Chapter 11 (pp 327-342): Marriage & Parenthood
Thu, Apr 7th	Chapter 11 (pp 342-356): Parenthood and work
Tue, Apr 12th	Chapter 12 (pp 359-378): The Self & Cognition in Midlife
Thu, Apr 14th	Chapter 12 (pp 378-387): Midlife Roles & Issues
Tue, Apr 19th	Chapter 13 (pp 391-406): Cognition and Personality Development in Later Life
Thu, Apr 21st	Chapter 13 (pp 406-418): Later Life Transitions
Tue, Apr 26th	Chapter 14: Physical changes in old age
Thu, Apr 28th	Chapter 15: Death and Dying
<u>5 May 2010</u>	<u>(10:30 class, section 01) Final exam 9:30 to 11:30 am in class</u>
<u>5 May 2010</u>	<u>(1:00 class, section 04) Final exam 12:30 to 2:30 pm in class</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

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or



Midlife

auxiliary aids to be successful in this class will need to contact the Disability Resource Center (DRC) Coordinator, Baako Wahabu, for eligibility determination

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/>.

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.

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

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 (not Blackboard e-mail)

You are required to check your dmail account. Important class and college information will be sent to your dmail account, including DSC bills,

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John Bowlby

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).