

Lifespan Development
PSY 1100, sections 02 (CRN 20337) & 04 (CRN 23665)
Spring 2012

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Office: 204A McDonald
Office Hours: 10:30-11:30 MWF, 3-4 TR

Lecture/Discussion: section 02: Tues/Thurs 10:30am to 11:45am in MacDonald 103
section 04: Tues/Thurs 1:00pm to 2:15pm in MacDonald 105

Required Materials:

i-clicker: an electronic response device needed for class participation

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

Overview & Course Description: Welcome to Lifespan Development. This course is for all students who are interested in knowing how and why people change through the course of a lifetime. We will cover biological, cognitive, and social-emotional changes from prenatal development to late adulthood. We will study scientific methods of collecting and interpreting data, analyze developmental events from various perspectives, and focus on applying this knowledge to our own development. We will utilize textbook reading, tests, quizzes, and journal writing in studying the material.

This course satisfies general education requirements in the social sciences area. 3 lecture hours per week.

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 activities and 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. Students are also expected to coordinate small group work effectively. Students can expect that I will come to class very well prepared and that I will do my very best to conduct the class so that it is interesting, informative, and respectful.

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. See Dixie State College of Utah, Policies and Procedures Manual, section 5-23 on ATTENDANCE for further details.

Class Courtesy, Respectful Behavior & Responsibility: We will have a class discussion on the first day about our responsibilities to each other in this learning environment. We will generate expectations for behavior during class that will help us create a positive, responsible, and respectful learning environment. Classroom rudeness will NOT be tolerated under any circumstances and may result in immediate expulsion from the class meeting and/or the course at the professor's discretion. Rudeness can include (but is not limited to): COMPUTER USAGE, LAUGHING, NOTE PASSING, PASSIVELY SITTING, SLEEPING, TALKING, AND TEXTING.

Learning Objectives & 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
- major theorists in developmental psychology and their theories
- developmental research methodology
- major issues and concepts in developmental psychology
- empirical findings in developmental psychology

Journals, Questions & Exams:

There will be Journal entry assignments occasionally throughout the semester, daily *i*-clicker questions, 4 Midterm Exams (drop the lowest score), and one Final Exam.

- *Journal entries* will be due as assigned (typically on Tuesdays). **ALL ASSIGNMENTS MUST BE TURNED IN ON TIME TO RECEIVE CREDIT.** No late assignments can be turned in without a valid excuse cleared by the professor.
- *Daily i-clicker questions* will be a part of each class period. Questions are available in PowerPoint slide and Word doc forms on Blackboard before class.
- *Midterm Exams* will be administered in the Testing Center over a three-day period between 9:00am and 9:00pm Monday through Friday and 4:00pm to 9:00pm Saturday and Sunday. Your lowest midterm exam grade will be dropped from the calculation of your final grade. The exams will consist of multiple choice items from the material presented prior to the examination. See the schedule for the Midterm Exam dates.
- The *Final Exam* will be cumulative and will be administered in class on: Thursday, May 3rd, 9:30-11:30am for the 10:30am class (section 02) and Thursday, May 3rd, 12:30-2:30pm for the 1pm class (section 04). **No early or makeup tests will be permitted for any of the exams without a valid, documented excuse.**

➤ **You must take each Exam**

- Each Midterm Exam will be given at the Testing Center on computer. All you need to take with you is your **STUDENT ID**. If you do not bring your student ID to the testing center, you will not be allowed to take the quiz. Do not bring any other material (e.g., no books or papers).

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

- You will have a window of 3 days to go to the testing center to complete each exam (check the testing center website listed above for hours). Once you start the exam you will have 1 hour to complete it.
- I typically give credit for questions that are answered incorrectly by seventy percent of the class or more.

Note: Valid excuses are documented excuses that make it clear that it was not possible to come to class (e.g. medical note of serious illness, car repair receipt on the day of class, etc.).

Earning Points:

- A. Daily i-clicker questions: earned by accurately answering questions via your i-clicker in each class session. Each day is worth 4 points. You must get 60% of the questions right to earn full credit (40-59% = 3 points, 20-39% = 2 points, <20% = 1 point for attending). So with 25 class days (28 days, drop 3), this totals 100 points.
- B. Journal Entries: earned by writing reaction journal entries that reflect an in-depth reading of assigned material. Each entry is worth 10 points. With 5 entries this totals 50 points.
- C. Midterm Exams: Taken at the Testing Center. Each Midterm is worth 100 points (4 exams, drop the lowest score) for a total of 300 points.
- D. Comprehensive Final Exam: Taken in class. The final is worth 150 points.

Summary of Points Possible

i-clicker questions are worth 4 points each, times 25 days is	100 points
Journal Entries are worth 10 points each, times 5 entries is	50 points
Midterms are worth 100 points each, times 3 Midterms is	300 points
<u>Final Exam is worth 150 points</u>	<u>150 points</u>
TOTAL:	600 points

Grading Policy

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

e-mail: You *are required to frequently check your Dmail account*. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders 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).

Tentative Schedule

Week 1: January 9th thru 13th

Introductions & Overview of the Course

The People and the Field: Chapter 1

Week 2: January 17th thru 20th

The People and the Field: Chapter 1

Prenatal Development, Pregnancy & Birth: Chapter 2

Week 3: January 23rd thru 27th

Prenatal Development, Pregnancy & Birth: Chapter 2

Infancy: Physical and Cognitive Development: Chapter 3

Week 4: January 30th thru February 3rd

Review for Exam 1

Infancy: Physical and Cognitive Development: Chapter 3

Infancy: Socioemotional Development: Chapter 4

Exam 1 at Testing Center February 1-3

Week 5: February 6th thru 10th

Infancy: Socioemotional Development: Chapter 4

Physical and Cognitive Development (Childhood): Chapter 5

Week 6: February 13th thru 17th

Physical and Cognitive Development (Childhood): Chapter 5

Socioemotional Development (Childhood): Chapter 6

Week 7: February 21st thru 24th

Socioemotional Development (Childhood): Chapter 6

Review for Exam 2

Exam 2 at Testing Center February 25-28

Week 8: February 27th thru March 2nd

Settings for Development: Home and School: Chapter 7

Week 9: March 5th thru 9th

Physical Development (Adolescence): Chapter 8

Spring Break: March 12th thru 16th

Week 10: March 19th thru 23rd

Review for Exam 3

Cognitive and Socioemotional Development (Adolescence): Chapter 9

Exam 3 in Testing Center March 21-23

Week 11: March 26th thru 30th
Constructing an Adult Life: Chapter 10

Week 12: April 2nd thru 6th
Relationships and Roles: Chapter 11

Week 13: April 9th thru 13th
Midlife: Chapter 12
Review for Exam 4

Week 14: April 16th thru 20th
Later Life: Cognitive and Socioemotional Development: Chapter 13
The Physical Challenges of Old Age: Chapter 14
Exam 4 in Testing Center April 16-18

Week 15: April 23rd thru 26th
The Physical Challenges of Old Age: Chapter 14
Death and Dying: Chapter 15
Review for Final Exam

Final Exams: Thursday May 3rd
10:30am Class: 9:30-11:30am
1pm Class: 12:30-2:30pm

DISCLAIMER

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

OTHER IMPORTANT DATES/DEADLINES

Jan 9	Class-work Begins
Jan 11	Last Day to Add Without Signature
Jan 16	Martin Luther King, Jr. Day
Jan 17	Drop fee begins (\$10 per class)
Jan 30	Graduation Application Deadline
Jan 31	Last Day for Refund, Last day to drop without receiving a "W" grade
Feb 3	Last Day to ADD Classes
Feb 20	Presidents' Day
March 2	Last Day to DROP/AUDIT Classes
March 12-16	Semester Break
April 6	Last Day for Complete Withdrawal
April 16	Registration open to Seniors (90+ credits)
April 17	Registration open to Juniors (60+ credits)
April 18	Registration open to Sophomores (30+ credits)
April 19	Open Registration
April 26	Class-work Ends
April 27-May 3	Final Exams

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

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:

- Giving a failing grade on the specific assignment where dishonesty occurred,
 - Failing the student in the entire course,
 - Immediately dismissing and removing the student from the course, and/or
 - Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.
- Students guilty of cheating/plagiarism will be dealt with according to college policy as found at <http://www.dixie.edu/humanres/policy/sec3/334.html>.

Disruptive Behavior: Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.

Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)