

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

Department	:	Psychology & Sociology
Course Title	:	Lifespan Growth and Developmt
Section Name	:	PSYC_2314_WB_WB9
Start Date	:	08/27/2012
End Date	:	12/13/2012
Modality	:	WEB
Credits	:	3

Instructor Information

Name	:	Kelie Jones
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Course Description

Presents the developmental stages of prenatal; birth; infancy; early, middle, and late childhood; adolescence; young, middle, and late adulthood; and end of life issues. Focuses on the influence of, and interaction between, biological/genetic factors(nature) and environmental/learned factors (nurture). Studies cognitive, physical, socioemotional, and psychological development at all stages. Requires six hours of observation of a preschool child and a written case study. Also requires a special written project involving interaction with an adolescent or adult. (ICOs 1, 2,3) Prerequisite: None, yet it is strongly recommended that student has completed PSYC2301 successfully.

Course Objectives

- Discuss the life-span perspective of development
- Identify the most important developmental processes and periods
- Describe three key developmental issues.
- Describe theories of life-span development.
- Explain how research on life-span development is conducted

- Discuss research challenges in life-span development
 - Discuss the evolutionary perspective on development
 - Describe what genes are and how they influence human development
 - Characterize some of the ways that heredity and environment interact to produce individual differences in development
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- Describe prenatal development.
 - Discuss the birth process and the postpartum period
 - Discuss physical growth and development in infancy
 - Describe infants' motor development
 - Explain sensory and perceptual development in infancy
 - Summarize the cognitive processes in Piaget's theory and the stage of sensorimotor development
 - Describe how infants learn, remember, and conceptualize
 - Explain language development in infancy
 - Discuss emotional and personality development in infancy
 - Describe how attachment develops in infancy
 - Explain how social contexts influence the infant's development
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- Identify physical changes in early childhood
 - Describe three views of the cognitive changes that occur in early childhood
 - Summarize how language develops in early childhood
 - Evaluate different approaches to early childhood education
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- Discuss emotional and personality development in early childhood
 - Explain how families can influence young children's development

- Describe the role of peers, play, and television in young children's development
- Describe physical changes and health in middle and late childhood
- Identify different types of disabilities that affect children, and describe issues in educating children with disabilities
- Explain cognitive changes in middle and late childhood
- Discuss language development in middle and late childhood
- Discuss emotional and personality development in middle and late childhood
- Describe parent-child issues and societal changes in families
- Identify changes in peer relationships in middle and late childhood
- Characterize contemporary approaches to student learning and sociocultural aspects of schooling and achievement
- Discuss the nature of adolescence
- Identify adolescent problems related to health, substance use, and eating disorders
- Explain cognitive changes in adolescence
- Summarize some key aspects of how schools influence adolescent development
- Discuss changes in the self and emotional development during adolescence
- Describe changes that take place in adolescents' relationships with their parents
- Characterize the changes that occur in peer relations during adolescence
- Explain how culture influences adolescent development
- Identify adolescent problems in socioemotional development and strategies for helping adolescents with problems
- Describe the transition from adolescence to adulthood

- Identify the changes in physical development in young adults
 - Discuss sexuality in young adults
 - Characterize cognitive changes in early adulthood
 - Explain the key dimensions of careers and work in early adulthood
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- Describe stability and change in temperament and attachment from childhood to adulthood
 - Identify some key aspects of attraction, love, and close relationships
 - Characterize adult lifestyles
 - Discuss the challenges in marriage, parenting and divorce
 - Summarize the roles of gender and communication in relationships
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- Explain how midlife is changing, and define middle adulthood
 - Discuss physical changes in middle adulthood
 - Identify cognitive changes in middle adulthood
 - Characterize career development, work, and leisure in middle adulthood
 - Explain the roles of religion and meaning in life during middle adulthood
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- Describe personality theories and development in middle adulthood
 - Discuss stability and change in development during middle adulthood, including longitudinal studies
 - Identify some important aspects of close relationships in middle adulthood
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- Characterize longevity, the biological aspects of aging, and physical development.
 - Describe how a person's brain and body change in late adulthood

- Identify health problems in older adults and how they can be treated
 - Describe the cognitive functioning of older adults
 - Discuss aging and adaptations to work and retirement
 - Describe mental health problems in older adults
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- Discuss four theories of socioemotional development and aging
 - Describe links between personality and mortality, and identify changes in the self and society in late adulthood
 - Characterize the families and social relationships of aging adults
 - Summarize how ethnicity, gender, and culture are linked with aging
 - Explain how to age successfully
 - Evaluate issues in determining death and decisions regarding life, death, and health care
 - Describe the roles of sociohistorical and cultural contexts in understanding death
 - Explain the psychological aspects involved in facing one's own death and the contexts in which people die
 - Identify ways to cope with the death of another person

Required Readings/Materials

a) You must purchase the following **required** readings/materials:

LIFESMART, FIORE, MCGraw Hill, 2011

Course key for book site access

THUMB/FLASH DRIVE WITH MINIMUM 2GB memory/storage

Course Requirements (Lectures, Assignments and Assessments)

1. **Complete observation and case study of an individual preschool child**

2. Complete Special project involving interaction with an adolescent and adult
3. Utilization internet resources and *Blackboard Academic Suite™*
4. Complete tests and assignments/projects online unless otherwise indicated by instructor
5. All work submitted on line must be in rtf (rich text format) or THERE WILL BE a 10 POINT DEDUCTION
6. All work must be typed and saved on thumb drive.
7. Check blackboard and email every 24-36 hours
8. Read all assigned chapters of the text book
9. Activate, check and use Odessa College email account every 24-36 hours.
10. Complete all assignments and tests as per instructions given by instructor. If instructions are not understood, student must contact instructor 2 days before the due date of said assignment and or test.

Summary of Assignments & Activities

*NOTE: The assignments and activities can change. Please check this syllabus on a regular basis for any updates.

Item(Name)	Type	Description
<i>Week 1 Learning Module1 Welcome</i>	<i>Test</i>	<i>Syllabus test</i>
Week 2-3 Learning Module 2	<i>Online assignment and tests</i>	<i>Pretest</i>
<i>Chapter 1 Introduction</i>	Tour of OC children's center/ selection	McGraw Hill assignment
Chapter 2 Theories of development	<i>Begin observation of child</i>	<i>Test covering chapter 1</i>
		Pre test
		McGraw Hill assignment
		Test covering chapter 2
Weeks 4-5 Learning Module 3	Tests and pretests	Pretest
Chapter 3 and chapter 4	CMc grow hill assignments	Online assignment/ Mc grow hill assignments
	continue working on case study	Tests covering chapters 3-4

Weeks 6-7 Learning Module 4 Chapter 5 and chapter 6	Online assignment online class (chapter 5) Continue working on case study (chapter 6)	/test/pretest Mc graw hill assignment/test Case study
Week 8 Learning Module 5 Chapter 7	case study due assignment online Mc graw hill assignments / test online	Case study due 5pm Test pretest assignment online/ Mc graw hill assignments
Weeks 10-12 Learning Module 6 Chapter 8 chapter 9 chapter 10	Test online pretest Online assignment/ Mc graw hill assignments Movie review for chapter 10	Test and pretest Movie review for chapter 10 Mc graw hill assignments
Week 13-14 Learning Module 7 Chapters 11 and 12	Pre tests Teen and older adult interview project	Pre tests Mc graw hill assignments
Week 15	Comprehensive final online	Comprehensive final online

GRADING POLICY

Students will receive grades on submitted assignments within 7-14 days of the submission unless other wise notified. Late work will not be accepted unless there is a documented medical excuse for the student or for an individual the student is responsible for. There may be times during the semester when extra credit may be earned. Step by step procedures on how to figure your grade as well as test and assignment schedule contained in the course calendar will be provided to each student. It may vary from semester to semester.

Grades
90-100%= A
89-89%= B
70-79%= C
60-69%= D
59% and below = F

Incomplete Policy: A grade of “Incomplete” may be given only if (1) the student has passed all work completed, and (2) he/she has completed a minimum of 75% of the required coursework. A grade of “I” will only be assigned when the conditions for completions have been discussed and agreed upon, and signed by the instructor and the student.

Academic Ethics: Your work is expected to be your own. Plagiarism and or collusion will not be tolerated. Please use proper citation when need. If unethical behavior is detected, all parties involved will be denied points for that project or exam. The questioned material and a report of the ethics violation will be submitted to the department chair for further action as deemed necessary

Note to students: Keep track of all deadlines. The instructor will help you as much as possible to successfully complete this course, however, if you believe that you will not be able to stay in this course or if you fall to far behind in the course work, it is your responsibility to officially drop this course. If you do not, you will receive a F.

Need a degree plan? Think you are ready to graduate? Confused by all of the degree choices? We are here to help. Kelie Jones (kjones@odessa.edu)

Special Needs: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library): The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

Student success center: Need a tutor? Need help with study skills? Contact the Student Success Center at 432-335-MORE (6673) <http://www.odessa.edu/dept/ssc/>

Student E-mail: Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All correspondence will be submitted using your Odessa College email.**

Technical Support: For Blackboard username and password help and for help accessing your online course availability abd student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. _____

Important School Policies: For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

