

Middlesex Community College–Meriden Campus
Student Course Outline
Life Span Development

Course #: 3312 Psy F201

Semester: Fall 2017

Meeting Time/Location: On-Line

Semester Hours: 3

Instructor: Christopher Arnold M. A.

Work: Albert J. Solnit Children's Center 860-704-4230

Office Hours: By appointment

Email: Use Blackboard Email

carnold@mxcc.commnet.edu if system fails or emergency

This outline is offered as a guide to the semester and is subject to change at the instructor's discretion.

Course Description:

This course will examine human development from conception through death. Theories pertaining to physical, cognitive and psychosocial development will be explored and applied to the developmental tasks which face the individual throughout the lifespan. Care will be taken to view human development as a process of adaptation to the biological, psychological, sociological and cognitive challenges which are continuously presented to the growing person. Due to the fact that we explore the individual within the context of ethnic, religious and cultural diversity, this course qualifies as a "D" course, thereby meeting the graduation requirement.

Textbook:

Development Across the Life Span. 8th edition,

Author: Robert Feldman

Course Objectives:

By the end of the course, students should be able to:

1. discuss various theoretical approaches to development
2. demonstrate a general knowledge of human development
3. appreciate the person within the context of his/her psychosocial/cultural/ethnic environment.
4. understand aspects of scientific research, and how this contributes to understanding human development.
5. apply knowledge acquired to one's personal development.

Disability:

If you have a hidden or visible disability that may require classroom or test taking modifications, please inform me as soon as possible. Students with physical or learning disabilities who may require accommodations are encouraged to contact the counseling office.

Instructors Message:

My goal is for students to learn and comprehend the material presented to them. Any difficulty a student may encounter should be discussed with the instructor to determine the best plan for achievement.

Academic Ethics:

At Middlesex Community College, we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy found in Section 5.2.1 of the board of trustees' Policy manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's ideas or phrase(s) and presenting those ideas as your own, either intentionally or unintentionally. The use of Website or library materials without proper citation is a form of academic dishonesty and will not be tolerated. Students found guilty of academic dishonesty will receive a "Failing" grade in the course.

If one cannot state a matter clearly enough so that even an intelligent twelve-year-old can understand it, one should remain within the cloistered walls of the university and laboratory until one has a better grasp of one's subject.

--Margaret Mead

Grading Scale:

	A	100-93	A-	92.9-90	
B+	89.9-87	B	86.9-83	B-	82.9-80
C+	79.9-77	C	76.9-73	C-	72.9-70
D+	69.9-67	D	66.9-63	D-	62.9-60
F	<60	UF			

Students who enroll in a course, do not officially withdraw, fail to participate in course activities through the end of the term, and who have insufficient gradable work during the course, should now be given a final grade of "UF" – "unearned F." The same is true for students who enroll in a course, never attend, and never officially withdraw.

Grading/Evaluation:

Classroom Observation or Individual Interview and Reaction paper,

Due 12/15/17: 25%

Each student has the choice to either observe children in the classroom setting or interview an individual who is fourteen or older and then write a paper discussing how their interviewee's reflect the developmental issues we are exploring in the course.

If you chose to do classroom observation, you may observe infants, toddlers or young children in a childcare setting or older children in a school classroom setting. You will observe 2 of the 3 domains of development, psychosocial, cognitive and or physical development and then reflect in your paper how the children reflect the development theories presented in the course.

If you chose to interview an individual, the individual must be either an adolescent 14-19 years old, a young adult, 20-40 years old, or a middle aged 41-65 yrs. old. Your interview will include questions which reflect the developmental milestones and issues of the chosen age period. Your paper will include the questions/answers and discussion of how the person you chose to interview reflects the theories presented in class or that you've researched.

Your reaction paper must reference the theories mentioned in the text, , and should be at least five pages but no more than seven pages. Be sure to proof your final product prior to submitting.

Weekly Discussion Board Participation 20% Each week you will be assigned a discussion question that requires your response. You must respond to the current question as well as interact with your classmates. You must respond to at least two other postings in order to receive full credit. You will be graded on how completely you answer the assigned discussion question and by the quality of your responses to the other postings. Your use of critical thinking skills, conducting research on the discussion question and applying knowledge from your readings will be assessed.

The weekly discussion assignments are worth 15 points each.

Weekly Discussions (15 points)

Questions for a week are posted on the weekly discussion board. You are required to answer all questions and comment at least two responses posted by others. For all the questions, you may need to research references such as journals, articles, books, Internet resources to support your opinions. For multiple questions, you need to write your answers of a question in a separate paragraph.

You will receive 15 points for fully answering the questions and responding to others. **You are highly recommended to write your answers in a Word file and save it. Then you copy the text and paste it in the discussion message window.** The discussion evaluation is composed with two parts, first part relates to your answers to the questions, which is 12 points maximum, and the second part is how you respond to others, which is 3 points maximum.

Part I. Points for the Answers to the Questions (12 Points)

Discussion Grading Rubric	Points
Provided complete details & explanations in an organized manner using complete sentences for the Discussion Question addressed in the discussion assignment. Complied with all Discussion Board requirements per syllabus.	12
Provided details & explanations in an organized manner using complete sentences for the Discussion Question. Complied with most weekly requirements per syllabus.	8
Details & explanations were very limited but writing was organized for some of the discussion question. Did not comply fully	4

with Discussion Board requirements per syllabus	
Details & explanations were very limited with no organization. Did not comply with discussion board requirements per syllabus.	1

Part II. Points for the Responses to Others

3 Points: Responded to at least TWO messages with explanations.

1 Points: Responded to at least TWO messages without explanations.

0 Points: Does not respond to any one.

Developmental Autobiography:

The developmental autobiography will be the result of your collection of anecdotal information from the milestones of your physical, psychosocial, and cognitive development from conception through your current phase of development. Components of normal development for each phase of development will be applied through your own recollection and the stories you gather from significant others in your life who have been part of your growth and development.

Due 12/9/17, midnight: 25%

Midterm Exam posted 10/12/17, 12:01 am , due 10/14/17, 11:59pm: 15%

Final Exam posted 12/14/17, 12:01am , due 12/16/17, 11:59pm: 15%

Submit exams in Assignment Drop box.

ADDITIONAL SYLLABUS INFORMATION

For information about the college's policies and

procedures regarding **academic honesty,**

accessibility/disability services, attendance, audio-

recording in the classroom, grade appeals, plagiarism,

religious accommodations, weather/emergency

closings, and more, please go to the following

website: www.mxcc.edu/catalog/syllabus-policies/

Topical Outline

Due dates for the discussion question student responses are listed below the chapter title as well as due dates for discussion responses to other postings by other students.

*Chapter 1 Week 1 8/29-9/9 An Introduction to Life-Span Development
9/8 due date for student response -9/9 discussion comments*

*Chapter 2 Week 2 9/10-9/16 The Start of Life: Prenatal Development
9/15 due date for student response -9/16 due date for discussion comments*

Chapter 3 Week 3 9/17-9/23 Birth and the Newborn Infant

*Chapter 4 Infancy - Physical Development
9/22 due date for student response -9/23 due date for discussion comments*

Chapter 5 Week 4 9/24-9/30 Infancy - Cognitive

Development

Chapter 6 Infancy - Social and Personality

Development

9/29 due date for student response -9/30 due date for discussion comments

*Chapter 7 Week 5 10/1-10/7 Preschool Years - Physical, Cognitive
Development*

Chapter 8 Preschool Years - Social and

Personality

10/6 due date for student response -10/7 due date for discussion comments

*Chapter 9 Week 6 10/8-10/14 Middle Childhood - Physical,
Cognitive Develop.*

10/13 due date for student response -10/14 due date for discussion comments

*Chapter 10 Week 7 10/15-10/21 Middle Childhood Years - Social and
Personality*

10/20 due date for student response -10/21 due date for discussion comments

*Chapter 11 Week 8 10/22-10/28 Adolescence - Physical, Cognitive
Development*

10/27 due date for student response -10/28 due date for discussion comments

Chapter 12 Week 9 10/29-11/4 Adolescence – Social and Personality

11/3 due date for student response -11/4 due date for discussion

comments

Chapter 13 Week 10 11/5-11/11 Early Adulthood – Physical, Cognitive Development

11/10 due date for student response -11/11 due date for discussion

comments

Chapter 14 Week 11 11/12-11/18 Early Adulthood – Social, Personality Development

11/17 due date for student response -11/18 due date for discussion

comments

Chapter 15 Week 12 11/19-11/25 Middle Adulthood – Physical, Cognitive Development

11/24 due date for student response -11/25 due date for discussion

comments

Chapter 16 Week 13 11/26-12/2 Middle Adulthood – Social, Personality Development

12/1 due date for student response -12/2 due date for discussion comments

Chapter 17 Week 14 12/3-12/9 Late Adulthood – Physical, Cognitive Development

12/8 due date for student response -12/9 due date for discussion comments

Chapter 18 Week 15 12/10-12/16 Late Adulthood – Social and Personality Development

Death and Dying

12/15 due date for student response -12/16 due date for discussion comments

Physical Development in Late Adulthood 530 1 Longevity 532 Life Expectancy and Life Span 532 The Young-Old, the Old-Old, and the Oldest-Old 535 Biological Theories of Aging 537 2 The Course of Physical Development in Late Adulthood 539 The Aging Brain 539. The Immune System 541 Physical Appearance and Movement 541 CONNECTING THROUGH RESEARCH Does Staying Intellectually Challenged Affect One's Quality of Life and Longevity? LIFESPAN DEVELOPMENT. A Psychological Perspective Second Edition. By Martha Lally and Suzanne Valentine-French. 1. Chapter 1: Introduction to Lifespan Development Chapter 2: Heredity, Prenatal Development, and Birth Chapter 3: Infancy and Toddlerhood Chapter 4: Early Childhood Chapter 5: Middle and Late Childhood Chapter 6: Adolescence Chapter 7: Emerging and Early Adulthood Chapter 8: Middle Adulthood Chapter 9: Late Adulthood Chapter 10: Death and Dying. 3. Table of Contents. Life-span developmental theory provides a framework for understanding human aging. The main purpose of theory in the study of aging is to provide a context for describing and explaining the regular transformations that occur with time to representative organisms living under representative conditions. Secondary aging factors such as stress, trauma, exposure to toxins, and disease exacerbate the rate of primary aging. However, it is also the case that some individuals A. For ease of studying life span development, we speak of stages from infancy through old age, but in reality, people develop in continuous fashion throughout life. Even periods marked by specific biological changes, such as puberty and the climacteric (menopause in women), occur in gradual fashion.

PDF | Lifespan developmental psychology is an overarching framework, which considers the study of individual development (ontogenesis) from conception | Find, read and cite all the research you need on ResearchGate.Â Life Span Developmental Theory (Level 3) 580. An Example of a Systemic and Overall Theory of Life Span Development: Selective Optimization, with Compensation (Level 4) 591. First level 5 example: intellectual. Life-span developmental theory provides a framework for understanding human aging. The main purpose of theory in the study of aging is to provide a context for describing and explaining the regular transformations that occur with time to representative organisms living under representative conditions.Â Secondary aging factors such as stress, trauma, exposure to toxins, and disease exacerbate the rate of primary aging. However, it is also the case that some individuals Module 1: lifespan psychology. Introduction to life span, growth and development. Learning Objectives. At the end of this lesson, you should be able toÂ Welcome to life span, growth and development. This is the study of how and why people change or remain the same over time. This course is commonly referred to as the "womb to tomb" course because it is the story of our journeys from conception to death. Human development is the study of how we change over time.