

Psychology 2314: Lifespan Psychology

Blinn College – Bryan Campus

Course Information Sheet

Instructor: Dr. Katherine Wickes	Section B2: W 12:00 – 1:15 pm
Office: A239	
Office Hours: MWF 9:00–11:30 am and TR 2:00-4:00 pm	Phone: 209-7331
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COURSE DESCRIPTION: This course presents a study of the interaction of physical, psychological, and social factors and their impact on human development and behavior from conception to death. Class hours per week: Three. Semester credits: Three.

PREREQUISITES: Psychology 2301

CORE CURRICULUM: This is a course in the 42 hour core of Blinn College. As such, students will develop proficiency in the appropriate intellectual competencies, exemplary educational objectives, and perspectives. For details see: www.blinn.edu/corecurriculum

STUDENT LEARNING OUTCOMES:

Those who successfully complete this course will be able to satisfy the following requirements:

1. Explain the causes of major age-related changes that individuals experience in the biological, cognitive, and social domains.
2. Apply major psychological theories to changes which occur over the lifespan.
3. Differentiate various research methods used to explain lifespan development.
4. Analyze the use of appropriate research methods to explore questions of developmental change.
5. Evaluate various theories of physical, cognitive or social development.
6. Identify developmental norms and the factors which contribute to normative development.
7. Apply specific developmental theories to real-life situations.
8. Compare and contrast how group differences (ex. cultural, economic, social) impact development.
9. Identify leading contributors to the various domains of developmental psychology.
10. Discuss how genetic and environmental factors impact lifespan development.

TEXTBOOKS, SUPPLIES, MATERIALS:

1) **Lifespan Human development** by C. Sigelman and E Rider (6th. Ed.)

** **Student Study Guide** for Lifespan Human development (**optional**)

2) **Companion website** @ <http://academic.cengage.com/psychology/sigelman>

ADA STATEMENT:

Information regarding procedures for documenting disabilities can be obtained from the Counseling Office, Rm. S157, (209-7250). To enable students with disabilities to achieve their highest potential, reasonable accommodations on exams or assignments will be made for documented disabilities. Students must present documentation as soon as possible for the instructor to arrange accommodation. For further assistance contact the Disabilities Coordinator. Rm. S157, (209-7250)

CIVILITY STATEMENT:

Members of the Blinn College community, which includes faculty, staff and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect, and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others.

If a student is asked to leave the classroom because of uncivil behavior, the student **may not** return to that class until he or she arranges a conference with the instructor: it is the student's responsibility to arrange for this conference.

ATTENDANCE:

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chair, to determine how participation is achieved in his or her class. Faculty will require students to regularly attend class and will keep a record of attendance from the first day of class and/or the first day the student's name appears on the roster through final examinations. If a student has one week's worth of **unexcused** absences during the semester, he/she will be sent an e-mail by the College requiring the student to contact his/her instructor and schedule a conference immediately to discuss his/her attendance issues. Should the student accumulate two weeks worth of **unexcused** absences, he/she will be administratively withdrawn from class.

There are two forms of excused absences recognized by the institution:

- (1) Observance of religious holy days. The student should notify his/her instructor(s) not later than the 15th day of the semester concerning the specific date(s) that the student will be absent for any religious holy day(s); and
- (2) Representing Blinn College at an official institutional function
- (3) Other absences may be excused at the discretion of the faculty member.

Please refer to the attendance process file posted on ANGEL for further information regarding the attendance policy. **I will be taking attendance at the beginning of class each class date.** *Students who are more than 5 minutes late for class will be counted as absent for that class date. Missing a single class without an excuse in a blended course counts as 1 week of absences and will result in an official e-mail from Blinn regarding excessive absences. After two missed classes, students will be dropped from the course.*

Blinn E-Mail:

Each student will be given an official Blinn e-mail while enrolled as a student. To access this information you will need to go to the following website: <http://www.blinn.edu/acadtech/studentemail/>. **ALL COMMUNICATIONS REGARDING THIS CLASS WILL BE CONDUCTED VIA ANGEL OR BLINN E-MAIL.** You are responsible for any and all information sent to your Blinn e-mail or to your ANGEL account. It is your responsibility to check these accounts frequently and in a timely manner.

Electronic Device Policy

All the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) must be turned off and kept out of sight in all Blinn College classrooms and associated laboratories. Any noncompliance with this policy will be addressed in accordance with the Blinn College civility policy (Administrative Policy). Additionally, any communication understood by the instructor to be in the

nature of cheating will have consequences in accordance with this Blinn College policy section regarding academic dishonesty [FLB (Local)]. Students exempted from this policy section include, active members of firefighting organizations, emergency medical services organizations, commissioned police officers, on-call employees of any political subdivision of the state of Texas, or agencies of the federal government. Exempted students are expected to set the emergency-use devices on silent or vibrate mode only.

Any student violating this policy shall be subject to discipline, including suspension, in accordance with Student Manual.

OTHER POLICIES:

- 1) No food, drinks or cell phones are allowed in the classroom. All cell phones and pagers must be turned off upon entering any classroom, library, or the learning center.
- 2) Blinn College does not tolerate cheating, plagiarism, or collusion. Procedures for dealing with these acts are outlined in the Scholastic Dishonesty Policy.
- 3) Please be aware that arriving late or leaving class (and returning) is disruptive to other students as well as the instructor and is to be avoided.

OFFICE HOURS

Before classes, I am usually busy preparing to teach. It is not a good time to discuss issues such as absences or questions about previous lectures. During my office hours, I am available to help you with any problems or questions you may have. If you don't understand lecture material, need to discuss disabilities or special circumstances, or have to take make-up exams, come see me during office hours.

The best way to contact me for simple questions is through e-mail. I check my e-mail several times a day even when I am off campus. I will ask you to come during office hours if you are inquiring via e-mail about a complicated matter.

COURSE ASSIGNMENTS AND GRADING:

This is a blended course which meets once a week in the classroom. Students are expected to attend class as well as keep up with distance education assignments throughout the week. Class activities will relate to both material in the book, as well as out of book content.

Exams:

There will be 3 exams in this class as well. Each exam will cover approximately 1/3 of the material for the course. The first two exams will be worth 100 points and will consist of 30 questions in either multiple choice, true/false, or matching format as well as several essays. The final will be cumulative, worth 100 points and consist of 60 multiple choice questions and several essays. Any information contained in the text, study guide, lecture or other handouts provided in class may appear on exams. Failure to discuss material from the text during lecture DOES NOT exclude that material from the exams. **There will always be more essay options on exams than required. The required number of essays will be stated in each exam on ANGEL. Extra essays may not be completed for extra credit. Each exam is only worth 100 points.**

Exams will be taken online using ANGEL. If you are unable to complete exams online or need additional modifications, please contact me by the 12th class day to make arrangements to take the exam in the Learning Center of the Bryan Campus of Blinn.

Written Assignments:

The written component of this class will be completed in three parts.

Paper: First, each student will need to complete two written papers on integrating some aspect of development that we are covering during the semester. Complete details of the paper assignments, including due dates are listed at the end of the syllabus. Each paper will be worth 30 points. These papers will be turned in via ANGEL.

Class Writing: The second written component of the class will be a series of class writing assignments relating to book and lecture material given throughout the semester. These assignments range from 1 to 2 pages typed and are typically questions which require you to critically think about course material and relate it to your experiences. There will be several assignments totaling 40 points.

Read and React Discussions: The third type of written assignment will be a series of discussions about articles relating to class topics. Students will be asked to read an article and then post both a discussion relating the article to class material and critical reply to discussion ideas from other class members. There will be 5 discussions, each worth 10 points. Each topic will be posted on ANGEL, with links to the article to be read and due dates.

Complete details about the written assignments, including due dates for the papers are listed at the end of the syllabus.

Chapter Review Quizzes:

For each chapter in the book that we will be covering, students will be required to complete a chapter quiz consisting of both multiple choice and short answer questions. Each quiz will contain 15 questions and a cumulative tally of the number of correct questions answered will determine the students overall quiz grade (out of a possible 150 points). **This means that only the top 10 quiz grades will be counted.** Students will be required to complete each quiz prior to the week that material will be covered in class. All quiz due dates will be posted on the ANGEL calendar.

Grades:

Grades will be assigned as follows: A 600-540; B 539-480; C 479-420; D 419-360; F 359-0. Grades will not be curved or rounded. All grading decisions are at the discretion of the instructor and are final.

1. Exams: 300 points
2. Chapter Quizzes: 150 points
3. Paper #1: 30 points
4. Paper #2: 30 points
5. In-Class Writing: 40 points
6. Read and React: 50 points

Extra Credit:

There are several types of extra credit opportunities for students during the semester:

Students may complete one additional paper assignment for another possible 20 points of extra credit during the semester. This paper is due at noon on **April 23rd**. The paper cannot be a duplicate of the paper topic for either of the students' other papers.

Students may also complete additional quizzes for extra credit on ANGEL. One will cover material from Chapter 17 and the second will be a cumulative quiz which is made available the last week of class.

Students may complete additional 1-2 page papers related to speakers or other content outside of class. There are usually 4-5 of these per semester and are worth 5 points each.

COURSE OUTLINE

This is only a tentative outline. Any changes will be announced during lecture. Exams may be earlier or later than the dates listed. If you miss or are unprepared for an exam because you did not attend class when calendar changes were announced, you will not be allowed to make up the exam. It is your responsibility to be prepared for all class sessions by reading the assigned material in advance and having scantrons to take exams on scheduled days. Each exam will cover only text and lecture material within that section. Dates include the Monday class in which chapter material will be covered.

Chapter	Topic	Date
SECTION 1		
Chapter 1	Understanding Life-span Development	January 20
Chapter 2	Theories of Human Development	January 27
Chapter 3	Genes, Environment, and Development	February 3
Chapter 4	Prenatal Development and Birth	February 10
Chapter 5	The Physical Self	February 17
EXAM 1: Opens 9 am, February 19, 2010 and Closes 5 pm, February 22, 2010		
SECTION 2		
Chapter 6	Perception	February 24
Chapter 7	Cognition	March 3
Chapter 8	Memory and Information Processing	March 10
Chapter 9	Intelligence and Creativity	March 24
Chapter 10	Language and Education	March 31
EXAM 2: Opens 9 am, April 2, 2010 and Closes 5 pm, April 5, 2010		
SECTION 3		
Chapter 11	Self and Personality	April 7
Chapter 12	Gender Roles and Sexuality	April 14
Chapter 13	Social Cognition and Moral Development	April 21
Chapter 14	Attachment and Social Relationships	April 28
Chapter 15	The Family	April 28
Chapter 16	Developmental Psychopathology	May 5
EXAM 3: Wednesday, May 12th In-class Exam: 1:45-2:45 pm		
Online component opens at 9 am on May 7, 2010 and closes at 5 pm on May 11, 2010		

Descriptions of Written Assignments

All papers must be either turned in during class or submitted via ANGEL in HTML or PDF formats. Please contact the instructor during office hours if you are unfamiliar about how to save documents in these formats.

Class Writings:

These writing assignments will be assigned within class and will relate to material currently being discussed. The purpose of these assignments is to capture your ability to relate the course content to a real world application. Students will be allowed to use their text and notes to complete these assignments. Class writing assignments will generally require 1-2 pages of writing during class. Papers will be graded for the correct use of course material and critical thinking skills. **No make-ups will be allowed for class writing assignments.**

Read and Reacts:

These discussion assignments will ask students to read an article related to some aspect of the class and address the following questions: 1) What is the author of this article discussing? 2) What does your text/notes say about this topic? 3) How does this article relate to content from the course? Does it conflict with what you have learned in class or does it agree with course material? 4) How does this article expand your understanding of human development? Specific questions related to each article will also be addressed in the instructions posted on ANGEL for each of these assignments.

Read and React assignments will always be posted via ANGEL. There are no make-ups allowed for Read and React assignments and it is the student's responsibility to keep up with due dates.

Papers:

To fulfill the course requirements, you must turn in two written assignments during the semester. The first one will be due on **March 5** and the second one will be due on **April 23**. Each paper will be submitted via ANGEL and must be turned in on time (i.e., by 5 p.m. on the specified date) in order to receive credit. All papers must be submitted in HTML or PDF format. No late papers will be accepted, and you will receive a 0 on the assignment if it is not received on time. However, feel free to turn in your paper early to me if you will not be present in class on the due date. Always be sure to make a copy to keep for your files when you turn in your paper.

The paper can be (1) an interview, (2) an developmental analysis of a toy or hobby, (3) an observation of a child, or (4) a summary of a research article. Each of your two papers must be from a different category (e.g., one interview and one article summary). Please label your paper with one of those four titles.

Your paper must be 3 to 5 typed pages (not including the title page or any references). To be precise, this means that you must have between 2 2/3 pages and 5 pages of text. Please do not turn in a paper shorter than 2 2/3 pages or longer than 5 pages. Use standard margins and typeface size.

Each paper will be worth 30 points. The paper will be graded on the basis of several characteristics: (1) the extent to which your paper integrates material from the lecture and textbook and offers insight on the topic; (2) if the paper is an interview or a child observation, your original thinking and creativity in asking questions or designing a test; (3) if the paper is a summary of a research article, your understanding of the article; and (4) writing style, including organization, sentence structure, clarity of expression and other stylistic issues.

Some more details on the four kinds of papers:

1. An interview would typically be a summary of your conversation with a mother, teacher, social worker, or someone else having expertise about children. Choose a fairly narrow topic, such as "Class management techniques in a day care center" or "A mother's recall of her childbirth

experience." Use your text/notes to develop at least 10 questions that relate to what you have learned in class about your topic. Plan to interview this individual for about 45-60 minutes, and have your questions written out in advance. Include your questionnaire with your paper. (It won't count in the page limit.) Use only limited direct quotes from your interviewee, because the paper is short, and I want your insights about this individual's remarks. What did you expect the responses of your interviewee to be based on your prior knowledge from class? Did their answers agree with these expectations? How are they similar to/different from those we have discussed in class? Be sure to give this individual a false name and--if necessary--a false address. Also be sure to conduct your interview following ethical principles.

2. An analysis of the developmental value of a toy or hobby. Students will need to read the following article "Toy Stories: The psychology of toys" posted on ANGEL and Chapter 14. They will then need to pick a toy or hobby that relates to some particular age group (i.e. a mobile for an infant or golf in the elderly). Using what you have learned in the class, you will need to complete a paper describing the developmental benefits of your toy or hobby. Be specific. What are the physical, cognitive or social challenges that face the age group that you are relating the toy/hobby to? How does your toy/hobby help this group meet those challenges? How does it fail? What improvements could be made to your toy/hobby to help it meet those needs? Be sure to cite specific references from both your book/class notes and the article posted. *You will need to get approval from the instructor for your choice of toy/hobby prior to writing this paper.*

3. An observation of a child or children should take 45-60 minutes. At some point in your observation, include an original task that you have designed (e.g., if you are studying a 2-year-old, a series of pictures that you ask the child to identify). You will need to design this task based on specific content from the course. Simply watching your niece/nephew/child/sibling play with toys at home is not an acceptable task. Use only limited direct quotes from the child. Be sure to give the child a false name and--if necessary--a false address. Also, be sure to conduct your observation following ethical principals.

4. For a summary of a research article, go to Blinn Library and locate a journal article of at least 10 pages that has been published since 1997. (For this assignment, you must not use an article you located on the Web or other electronic media without instructor approval; the article must be from a scholarly journal.) Find an article that looks interesting and fairly straightforward, and use a yellow highlighter to mark the important parts of the article that you will emphasize in your summary. Then, summarize the article, incorporating material you have learned in the course. (For example, was the study cross-sectional or longitudinal? Does it contradict anything you learned about in the lecture or the classroom?) Also, point out any practical applications. Include the photocopy of the article with your paper. (It won't count in your page limit.) Articles may also be found online at <http://www.apa.org/journals/>. You must get prior approval from the instructor to use an article you found online. You will need to submit an electronic copy of the article in addition to your paper for this assignment.

I'm hopeful that you will find this assignment to be interesting--and even fun!

Psychology Research Journals Available at the Bryan Campus

American Psychologist; American Journal of Psychology; Behavioral Disorders; Childcare Education Exchange; Child Development; Childhood Education; Child Welfare; Current Directions in Psychological Science; Developmental Psychology; Dimensions of Early Childhood; Early Childhood Education; Early Childhood Research Quarterly; Early Childhood Today; Education Digest; Educational Leadership; Exceptional Children; Exceptional Parent; Family Processes; Family Relations; Geriatric Nursing; *Journal of Applied Psychology; *Journal of Clinical Psychology; *Journal of Consulting and Clinical Psychology; Journal for the Education of the Gifted; Journal of Gerontological Nursing; Journal of Marriage and Family; Journal of Pediatric Nursing; * Journal of Personality; Journal of Psychosocial Nursing and Mental Health; Journal of Research in Childhood Education; New England Journal of Medicine; *Psychological Bulletin; *Psychological Record; Psychological Science; Topics in Early Childhood Special Education; Young Children; Annual Editions: Human Development (Reserve Desk)

* ** Articles may also be ordered by photocopy from Brenham or ask library staff about computer/internet access to "full text" articles from other journals

** The Blinn Librarians will be happy to help you find the journals and show you how to look up articles on topics in which you are interested.

* * Other similar Psychology journals such as Child Development, Clinical Child Psychology, Child Psychology and Psychiatry, Abnormal Child Psychology, and Experimental Child Psychology are available at the Texas A&M library.