

PSYCH 38: Lifespan Development (53022)

Spring 2024

Meets Date/Time: Online

Instructor: Norma H. Barajas, MS, PhD

Email address: norma.barajas@reedleycollege.edu

Best way to ensure I see your email is to email through Canvas.

Office Hours: By appointment.

Important Dates: [Campus Calendar](#)

Jan. 8 (M)	First day of instruction
Jan. 15 (M)	Martin Luther King, Jr. Day (no class, campus closed)
Jan. 19 (F)	Last day to drop class for full refund
Jan. 27 (F)	Last day to drop to avoid a "W"
Feb. 16 (F)	Lincoln Day (no class, campus closed)
Feb. 19 (M)	Washington Day (no classes held, campus closed)
Mar. 8 (F)	Last day to drop, letter grades assigned after this date
Mar. 13-17 (M-Th)	Spring Recess (no class, campus open)
Mar. 29 (F)	Good Friday (no class, campus closed, classes reconvene Apr.10)
May 15-19 (M-F)	Finals week

For other important dates visit: [Campus Calendar](#)

Required Text: Rathus, S.A. (2020). HDEV 6th Edition. Cengage.

ISBN is 9780357040812

Course Objectives & Description

The goal of this course is to provide an overview of lifespan development, including the biological, cognitive, and social role changes of the transitional periods that happen throughout the lifespan. We will examine the central issues of various developmental periods, including the biological, social, cultural, emotional, and behavioral changes that occur. We will consider the contexts in which development occurs (family, peer groups, media, school, work, and leisure). This course objective is for students to reflect on the developmental strengths and challenges throughout the lifespan and how it relates to themselves and/or the populations they may work with in each of their professions.

Specific Course Goals:

Students who successfully complete PSYCH 38—Lifespan Development should be able to:

1. Accurately discuss a broad range of topics in the lifespan utilizing historical, biological, psychological, and cultural perspectives.
2. Understand how lifespan research has been conducted historically.
3. List, describe and differentiate between major theories of lifespan development.
4. Identify the various influences on one's own experience and cultural knowledge, attitudes, beliefs, and behaviors, including ways in which society shapes the development and aging process.
5. Discuss the topics of physical, cognitive, social and emotional development throughout the lifespan.

Overview of Assignments and Points :

Overall grade will evaluate student performance in the following areas:

I. Participation / Discussion Assignment (70)

You will be responsible for posting a response to each chapter we read. I will give you guidance on what that posting should include. Please be respectful in your posts. Also, keep in mind that in order to accommodate for learning opportunities, you may need to respond to two chapters each week.

We will occasionally start a Discussion Thread (under the Discussions tab on Canvas). These are different from the weekly DPAs. You are responsible for posting a minimum of **3 posts** that are in the form of: questions, reactions, or thoughts. There are no prompts for these, as these will be more informal with the intent of encouraging discussion. A thread may be started by me, you, or your peers; you are also encouraged to respectfully respond to me or your peers' threads as well. Although these discussion threads do not get an official grade, **engagement in these threads is part of your participation and I do these into consideration for your final grade.**

Assignments (14 DPAs x 5 points = 70 points)

II. Exams (300)

- **Exam 1 (Chapters 1 through 5 – 100 points)**
- **Exam 2 (Chapters 6 through 10 – 100 points)**
- **Exam 3 (Chapters 11 through 18 – 100 points)**

III. Topic Summary and Analysis (30)

There will be 2 psychology topic papers assigned. You will select a topic from the textbook and write a summary. There will be specific questions and information to include in your paper that will be provided at a later date. This will be an opportunity for you to dive a little further into a topic of psychology that you might have a special interest in.

- **Topic Paper One = 15 points**
- **Topic Paper Two = 15 points**

Grades : Final grades will be decided according to the following scale. There will be a total of **400** points possible from the three 100-point exams, the 70-point discussion assignments (these are also your participation points), and the two 15-point psychology topic papers.

400-372 A	(93%)	307-292 C	(73%)
371-360 A-	(90%)	291-280 C-	(70%)
359-348 B+	(87%)	279-268 D+	(67%)
347-332 B	(83%)	267-252 D	(63%)
331-320 B-	(80%)	251-240 D-	(60%)
319-308 C+	(77%)	239 & Under	F

Attendance & Participation:

Course engagement is one measure of participation. Canvas allows me to view your engagement in the material, which in turn will allow me to assess your learning and participation. Remember that this is a 3 credit course, and as such you are expected to spend just as much time engaged in the material as if we were in a traditional, in-person course. This part of your class is very important as given our current structure you will be engaged in the material as much as you choose to.

You should complete all assignments on time.

College policy allows the instructor to drop a student who accumulates 4 or more “absences” or in this case missed assignments, in the first few weeks of class. All absences **before the drop date will result in a **LOSS from participation points.** Absences occurring **AFTER** the drop date will result in a **GREATER loss of points PER absence.** So in short, be prepared to participate!

Class Etiquette

IMPORTANT WARNING! Online learning, Asynchronous Learning in particular, is not for everyone. You need to be a **very self-directed and personally responsible** student to be successful in online asynchronous courses. In this course you do not see your instructor twice a week, reminding you of what’s due in next class, or discussing other projects. Therefore, you need to seriously consider your motivation and skills before you embark on this course.

Computer problems, electrical shortages, and other malfunctions do occur, and it is your responsibility to complete work by the deadline **regardless** of any of these problems . Please do not write to me to ask for extensions because your computer crashed, or you were unable to ‘get online’ to complete the work. You are given several days to complete an assignment, therefore, if your technology fails on the last day the assignment is due, you will not be excused from the deadline.

To clarify: Under no circumstance will late work be accepted at any time in the term!

I recommend you always complete your work before the deadline to prevent any problem of this sort.

Professionalism:

Students are expected to behave in a professional manner. Basic program expectations include professional behavior in the classroom. Engagement, preparedness, effort, and honesty, in combination with respect for faculty and other students are all considered under the heading of professional behavior. The goal is to create a community of learners in a positive, insult-free zone. A student who is unable to conduct himself / herself in a courteous and respectful manner will be asked to remove himself or herself from the class and or classroom. Your first warning might be verbal for any insult or disrespectful comments or behavioral disturbances. The second time you will need to see the V.P. of Student Services and/or sign a behavioral contract before returning to class. Your participation points will be deducted if you are disruptive during an exercise or discussion.

Exams:

There will be a total of **Three (3) examinations** consisting of many or all of the following: Multiple choice, matching, true-false and short answer questions. Students are expected to be complete the exam within the time allotted.

Make-up exams will be allowed only in the rare case of **EXTREME** emergencies, and at the discretion of the instructor. Students are not generally given, and should not expect, a make-up exam to be allowed without written documentation of the emergency condition (illness, accident, family emergency, etc.), and then only if some notice is given in advance of the exam. **ALL students must take the final exam in order to pass the course and no make-up exams will be allowed for the final exam.**

- Given the above stipulation, it should be clear that:
 - **If a student misses an exam—for whatever reason—and DOES NOT provide advanced notification to the instructor, the student WILL NOT be allowed to take/make-up the exam missed!!**

Discussion Preparation Assignments

Over the course of the semester, students will be expected to participate in discussion assignments. Using the textbook as well as other sources (i.e. websites, internet, etc.), each student will write an independent response/analysis of the assigned topic(s). **Specific information for each assignment, with corresponding detail, will follow and will posted on Canvas.**

Psychology Topic Summary and Analysis:

To better allow students the opportunity to explore a topic of interest, Students will write 2 short papers. **Students will critique and summarize the research, the theory, the perspective in writing.**

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) of 1990, you should notify me immediately. If you do have a disability, you must have registered in our DSP&S office on this campus. They will assist you with providing you with the accommodations as delineated by that office. You cannot simply ask for multiple accommodations without having the paperwork completed and approved through DSP&S office. Furthermore, you must do that at each campus. If you have registered for services at Clovis, that will not cover you at Reedley. It is campus specific.

Demonstrating satisfactory progress

Completing the assigned readings and homework assignments will help students demonstrate their knowledge of the course material on examinations. If students have earned **less than 40% of the total points possible** by the **middle of this summer session course**, their successful completion of the course with a C or better is numerically impossible. Students will be informed of their class standing and advised to seek counseling either with me or counseling services to discuss their current status and all possible options to ensure their successful program matriculation.

Cheating and Plagiarism

Reedley College has a written board policy (BP 5410) on Standards and Conduct, which references incidences of cheating and plagiarism (see definitions below). If caught engaging in such academic dishonesty, disciplinary actions, including but not limited to the removal, suspension or expulsion of a student will be taken as outline in BP 5410 and its corresponding administrative regulation.

Anyone deemed to have submitted a plagiarized paper will automatically receive a failing grade. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different classes without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights

- **Cheating** is defined as the willful and intentional practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. This definition is not limited to examination situations only; it also includes any and all behavior by you, which is intended to gain an unearned academic advantage.
- Plagiarism is identified as a specific form of fraudulent and deceptive act which, consists of the willful and intentional misuse of published works of another by representing the material so used, as one's own work.

Class Cancellation

If for any reason class is canceled, a notice will be posted on our Canvas page and on the Reedley College website. Also, always check Canvas. Any important messages or assignments for the next class session will be posted there.

If you find yourself struggling in this class, make an appointment as soon as possible to talk to me so that we can figure something out to ensure your success in this class.

Tentative Course Calendar:

	<u>Topic</u>	<u>Readings</u>
Week 1 Due Fri Jan 12	Introduction/History	Chapter 1
Week 2 Due Thur Jan 18	History / Theoretical Approaches DPA #1	Chapter 1 &2
Week 3 Due Thur Jan 25	Theoretical Approaches / Heredity DPA #2	Chapter 2
Week 4 Due Thur Feb 1	Infancy: Physical Development DPA #3	Chapter 4
Week 5 Due Thur Feb 8	Infancy: Cognitive Development	Chapter 5
Week 5 ASSIGNED Thursday February 15, 6pm Exam 1 Chapters 1 - 5 DUE Sunday February 18, 2024 11:59pm		
Week 6 Due Thur Feb 15	Infancy: Social and Emotional Development DPA #4	Chapter 6
DUE TBD	Lifespan Topic Paper #1	
Week 7 Due Thur Feb 22	Early Childhood: Physical Development DPA #5	Chapter 7
Week 8 Due Thur Feb 29	Early Childhood: Cognitive Development DPA #6	Chapter 7
Week 9 Due Thur Mar 7	Early Childhood: Social and Emotional Development DPA #7	Chapter 8
Week 10 Due Thur Mar 14	Middle Childhood: Physical/Cognitive Development DPA #8	Chapter 9
Week 11 Due Thur Mar 21	Middle Childhood: Social-Emotional Development DPA #9	Chapter 10
Week 11 ASSIGNED Thursday March 20, 6pm Exam 2 Chapters 6 - 10 DUE March 24, 2024 11:59 pm		
Week 13	Spring Break	

Mar. 25-29

Week 12 Due Thur Apr 4	Adolescence: Physical / Cognitive Development DPA #10	Chapter 11
Week 14 Due Thur Apr 11	Adolescence: Social-Emotional Development DPA #11	Chapter 12
Week 15 Due Thur Apr 18	Early/Middle Adulthood: Physical / Cognitive Development DPA #12	Chapter 13 / 15 Pages to be assigned
Week 16 Due Thur Apr 25	Early/Middle Adulthood: Social-Emotional Development Middle/Late Adulthood: Physical / Cognitive Development DPA #13	Chapter 14 / 16 Chapter 15 / 17 Pages to be assigned
Week 17 Due Thur May 2	Middle/Late Adulthood: Social-Emotional Development Life Final Stages DPA #14	Chapter 16 / 18 Pages to be assigned
Week 18 DUE TBD	Lifespan Topic Paper #2	
ASSIGNED TBD DUE TBD	Exam 3 Chapters 11 - 18	

THIS SYLLABUS SCHEDULE IS SUBJECT TO CHANGE AND/OR REVISION DURING THE ACADEMIC SEMESTER AT THE DISCRETION OF THE INSTRUCTOR.