

Syllabus: Child Development 38 – Lifespan Development
Class Schedule: M/W/F 12:00-12:50

Instructor: Cecil Trinidad
Class #: 57727
cecil.trinidad@reedleycollege.edu

Course Description: Basic theories, research concepts and principles of physical, cognitive and psychosocial development, including biological and environmental influences, will be explored with a focus on each major stage of life from conception to death. This course is designed to promote critical self-understanding. Students will apply developmental theory to major topics, including developmental problems, that occur throughout one's lifespan.

Course Objectives

Apply knowledge of typical and atypical lifespan development to real life situations.
Compare and contrast the various theories of lifespan development and analyze the research and application that arise from them.
Compare universal vs. context-specific features of human development.
Describe the affective relationships of people at various stages of development.
Examine the sequence of human development across the lifespan, and the changes that occur in the physical, cognitive, social and emotional domains throughout the lifespan.
Explore how biological, psychological, and sociocultural factors interact to influence development

Text: Outside Educational Resources

Course Outline

- A. Overview of Lifespan Development
 - 1. definitions and controversies in the field (traditional vs. lifespan, continuous vs. discontinuous, nature vs. nurture)
 - 2. use of scientific method
 - 3. studying human development over time
- B. Developmental Theories
 - 1. psychoanalytic theory
 - 2. behavioral theory
 - 3. cognitive theory
 - 4. ethological theory
 - 5. theoretical controversy
 - 6. psychosocial theory – Erikson
 - 7. sociocultural theory – Vygotsky
 - 8. social learning theory – Bandura
- C. Biological Foundations
 - 1. genetics
 - 2. heredity-environment interaction
- D. Prenatal Development and Birth
 - 1. prenatal environment
 - 2. birth
 - 3. complication during pregnancy and birth
- E. Infancy (birth to two years)
 - 1. physical, cognitive and language development
 - 2. psychosocial development
 - a. different cultures, different interactions
- F. Early Childhood (two through six years)
 - 1. physical, cognitive and language development
 - a. teaching non-English speaking students
 - 2. psychosocial development
 - a. families in their cultures
- G. Middle Childhood (seven through twelve years)
 - 1. physical, cognitive and language development
 - a. immigrant children and tests
 - 2. psychosocial development
 - a. poverty, culture and education

- H. Adolescence
 - 1. physical and cognitive development
 - a. culture and identity
 - 2. psychosocial development
 - a. sexual risk factors in various ethnic groups
- I. Early Adulthood
 - 1. physical and cognitive development
 - 2. psychosocial development
 - a. interpersonal relations
 - b. sexual identity and gender roles
- J. Middle Adulthood
 - 1. physical and cognitive development
 - a. cultural bias and cognitive decline
 - 2. psychosocial development
 - a. personality development
 - b. adaptations to life
 - c. cultural stress/minority groups,
 - d. relationships in industrial and non-industrial society
- K. Late Adulthood
 - 1. Physical and cognitive Development
 - a. theories of aging
 - 2. psychosocial development
 - a. comparison of health issues/ethnicity
- L. Death and Dying
 - 1. Kibler-Ross
 - 2. hospice
 - 3. bereavement
 - 4. caregiving of elderly in various countries

CSLOs

SLO 1: Describe the developmental characteristics of humans at different stages, and the changes that occur from conception to death in the physical, cognitive, and social domains.

Expected SLO Performance: Exams, Written Articles, In Classroom Assignments and Activities

SLO 2: Evaluate attributes of relationships across the lifespan (eg., attachment in infancy; bullying in childhood & adolescence; domestic violence in adulthood).

Expected SLO Performance: Exams, Written Articles, In Classroom Assignments and Activities

SLO 3: Identify variables which contribute to typical and atypical development (eg., prenatal exposure to teratogens; effects of child maltreatment).

Expected SLO Performance: Exams, Written Articles, In Classroom Assignments and Activities

8/12 Course Outline/Course Syllabus/Expectations-
Introduction

8/14 Biological Beginnings

8/16 Biological Beginnings-continued

8/19 Biological Beginnings-continued

8/21 Physical and Cognitive Development in Infancy

8/23 Physical and Cognitive Development in Infancy-continued

8/26 Physical and Cognitive Development in Infancy-continued
 8/28 Socioemotional Development in Infancy
 8/30 Socioemotional Development in Infancy-continued

 9/2 Labor Day (no classes held, campus closed)
 9/4 Physical and Cognitive Development in Early Childhood
 9/6 Exam # 1

 9/9 Physical and Cognitive Development in Early Childhood-continued
 Article # 1 Due
 9/11 Socioemotional Development in Early Childhood
 9/13 Socioemotional Development in Early Childhood-continued

 9/16 Socioemotional Development in Early Childhood-continued
 9/18 Physical and Cognitive Development in Middle and Late Childhood
 9/20 Physical and Cognitive Development in Middle and Late Childhood -continued

 9/23 Physical and Cognitive Development in Middle and Late Childhood -continued
 9/25 Socioemotional Development in Middle and Late Childhood
 9/27 Socioemotional Development in Middle and Late Childhood-continued

 9/30 Socioemotional Development in Middle and Late Childhood-continued
 10/2 Physical and Cognitive Development in Adolescence
 10/4 Exam # 2

 10/7 Physical and Cognitive Development in Adolescence-continued
 10/9 Physical and Cognitive Development in Adolescence-continued
 10/11 Socioemotional Development in Adolescence

 10/14 Socioemotional Development in Adolescence-continued
 10/16 Socioemotional Development in Adolescence-continued
 Article # 2 Due
 10/18 Physical and Cognitive Development in Early Adulthood

 10/21 Physical and Cognitive Development in Early Adulthood-continued
 10/23 Physical and Cognitive Development in Early Adulthood-continued
 Article # 3 Due
 10/25 Socioemotional Development in Early Adulthood

 10/28 Socioemotional Development in Early Adulthood -continued
 10/30 Socioemotional Development in Early Adulthood -continued
 11/1 Physical and Cognitive Development in Middle Adulthood

 11/4 Physical and Cognitive Development in Middle Adulthood-continued
 11/6 Physical and Cognitive Development in Middle Adulthood-continued

 11/8 Socioemotional Development in Middle Adulthood

 11/11 Veteran's Day (no classes held, campus closed)
 11/13 Socioemotional Development in Middle Adulthood-continued
 11/15 Socioemotional Development in Middle Adulthood-continued

 11/18 Physical and Cognitive Development in Late Adulthood
 11/20 Physical and Cognitive Development in Late Adulthood-continued
 11/22 Physical and Cognitive Development in Late Adulthood-continued

11/25 Socioemotional Development in Late Adulthood
11/27 Socioemotional Development in Late Adulthood-continued

11/28-29 Thanksgiving Day Holiday (no class/campus closed)

12/2 Death, Dying, and Grieving
12/4 Death, Dying, and Grieving-continued
12/6 Death, Dying, and Grieving-continued

12/11 Final Exam

Grading Policy:

Three Articles related to Life Span Stages:	10 points each	Total:	30 points
Participation Points (5*49 Days)		Total:	245 points
Three Examinations	Exam # 1 70 points Exam # 2 70 points Exam # 3 85 points	Total:	225 points
		Grand Total:	500 points

A = 450 points and above
B = 400 points to 449
C = 350 points to 399
D = 300 points to 349
F = 348 points and below

Class Policies and Procedures:

The statements below are taken directly from the Reedley College Catalog

Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.



Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. 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 courses

without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on

Cheating/Plagiarism: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated

Accommodations for Students with Disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Changing Syllabus Statement: This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend the class denotes acceptance of:

- ✓ This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
- ✓ The policy that late assignments will not be accepted
- ✓ The changing syllabus statement
- ✓ The expectations of this course as outlined in this syllabus
- ✓ That final grades are determined on the basis of accumulated points from required assignments
- ✓ The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

Important Dates

August 12 (M) Start of Fall 2019 semester

August 23 (F) Last day to drop a full-term class for full refund

August 30 (F) Last day to register for full-length class or drop to avoid a "W"

September 2 (M) Labor Day observed (no classes held, campus closed)

September 13 (F) Last day to change a fall class to grading basis to/from a Pass/No-Pass

October 11 (F) Last day to drop a full-term class

November 11 (M) Veterans Day observed (no classes held, campus closed)

November 28-29 (Th-F) Thanksgiving Holiday (no classes held, campus closed)

December 9-13 (M-F) final exams week

December 16 (M) Grades due by noon

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READING, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES

****Students are to take responsibility of dropping this course in the event of non-continuance**