

Class: Child Development 38 – Lifespan Development
Class Schedule: Tue./Thurs. 2:00-3:15

Instructor: Cecil Trinidad
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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

- 1/14 Course Outline/Course Syllabus/Expectations-
Introduction
- 1/16 Biological Beginnings
- 1/21 Biological Beginnings-continued
- 1/23 Physical and Cognitive Development in Infancy
- 1/28 Physical and Cognitive Development in Infancy-continued

- 1/30 Physical and Cognitive Development in Infancy-continued
- 2/4 Socioemotional Development in Infancy
2/6 Socioemotional Development in Infancy-continued
- 2/11 Physical and Cognitive Development in Early Childhood
2/13 Physical and Cognitive Development in Early Childhood-continued
Article # 1 Due
- 2/18 Exam # 1
2/20 Socioemotional Development in Early Childhood
- 2/25 Socioemotional Development in Early Childhood-continued
2/27 Physical and Cognitive Development in Middle and Late Childhood
- 3/3 Physical and Cognitive Development in Middle and Late Childhood -continued
3/5 Socioemotional Development in Middle and Late Childhood
- 3/10 Socioemotional Development in Middle and Late Childhood-continued
3/12 Physical and Cognitive Development in Adolescence
- 3//17 Physical and Cognitive Development in Adolescence-continued
3/19 Exam # 2
- 3/24 Socioemotional Development in Adolescence
3/26 Socioemotional Development in Adolescence-continued
- 3/31 Physical and Cognitive Development in Early Adulthood
4/2 Physical and Cognitive Development in Early Adulthood-continued
Article # 2 Due
- 4/6-9 Spring Recess-No classes, campus open
4/10 Good Friday Observance-No classes, campus closed
- 4//14 Socioemotional Development in Early Adulthood
4/16 Socioemotional Development in Early Adulthood-continued
- 4/21 Physical and Cognitive Development in Middle Adulthood
4/23 Physical and Cognitive Development in Middle Adulthood-continued
- 4/28 Socioemotional Development in Middle Adulthood
4/30 Socioemotional Development in Middle Adulthood-continued
- 5/5 Physical and Cognitive Development in Late Adulthood
5/7 Socioemotional Development in Late Adulthood
Article # 3 Due
- 5/12 Socioemotional Development in Late Adulthood-continued
5/14 Death, Dying, and Grieving
- 5/19 Final Exam

Grading Policy:

Three Articles related to Life Span Stages: 10 points each	Total:	30 points
Participation Points (5*35 Days)	Total:	175 points
Three Examinations	Exam # 1	70 points
	Exam # 2	70 points
	Exam # 3	85 points
	Total:	225 points

Grand Total: 430 points

Grading Scale:

- A = 387 points and above
- B = 344 points to 386
- C = 301 points to 343
- D = 258 points to 300
- F = 257 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.

Dates of Interest – Reedley College

January 13 (M) Start of Spring 2020 semester

January 13 - March 13 (M-F) Short-term classes, first nine weeks

January 20 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 24 (F) Last day to drop a Spring 2020 full-term class for full refund

January 31 (F) Last day to register for a Spring 2020 full-term class in person

January 31 (F) Last day to drop a Spring 2020 full-term class to avoid a "W" in person

February 2 (SU) Last day to drop a Spring 2020 full-term class to avoid a "W" on WebAdvisor

February 14 (F) Lincoln Day observance (no classes held, campus closed)

February 17 (M) Washington Day observance (no classes held, campus closed)

February 21 (F) Last day to change a Spring 2020 class to/from Pass/No-Pass grading basis

March 13 (F) Last Day to drop a full-term class (letter grades assigned after this date)

March 16 - May 22 (M-F) Short-term classes, second nine weeks

April 6-9 (M-Th) Spring recess (no classes held, campus open)

April 10 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 23)

May 18-22 (M-F) Spring 2020 final exams week

May 22 (F) End of Spring 2020 semester/commencement

May 25 (M) Memorial Day Holiday (campus closed)

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**