

Class: Child Development 38 – Lifespan Development
Class Schedule: 100% Online/Spring 2021

Instructor: Cecil Trinidad
Class #: 57032

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or Canvas Inbox

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: 70%

Exams/Quizzes, Written Responses/Essays,
Course 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: 70%

Exams/Quizzes, Written Responses/Essays,
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: 70%

Exams/Quizzes, Written Articles, Course Assignments and Activities

Calendar

Week 1	01/11/21	Course Outline/Course Syllabus/Expectations- Introduction Biological Beginnings Course activity/assignment
Week 2	01/18/21	Biological Beginnings-con't Physical and Cognitive Development in Infancy Course activity/assignment
Week 3	01/25/21	Socioemotional Development in Infancy Course activity/assignment
Week 4	02/01/21	Physical and Cognitive Development in Early Childhood Course activity/assignment
Week 5	02/08/21	Socioemotional Development in Early Childhood Course activity/assignment
Week 6	02/15/21	Physical and Cognitive Development in Middle and Late Childhood Exam # 1
Week 7	02/22/21	Socioemotional Development in Middle and Late Childhood Course activity/assignment
Week 8	03/01/21	Physical and Cognitive Development in Adolescence Course activity/assignment
Week 9	03/08/21	Socioemotional Development in Adolescence Course activity/assignment
Week 10	03/15/21	Physical and Cognitive Development in Early Adulthood Course activity/assignment
Week 11	03/22/21	Socioemotional Development in Early Adulthood Course activity/assignment
	03/29/21-04/02/21	Spring Break –Classes reconvene 04/05/21
Week 12	04/05/21	Physical and Cognitive Development in Middle Adulthood Exam # 2
Week 13	04/12/21	Socioemotional Development in Middle Adulthood Course activity/assignment
Week 14	04/19/21	Socioemotional Development in Middle Adulthood – con.t Course activity/assignment

Week 15 04/26/21	Physical and Cognitive Development in Late Adulthood Course activity/assignment
Week 16 05/03/21	Socioemotional Development in Late Adulthood Course activity/assignment
Week 17 05/10/21	Death, Dying, and Grieving Course activity/assignment
Week 18 05/17/21	Exam # 3

Grading Policy:

Course Activities/Assignments 10 points per week	150 points
Three Examinations: Exam # 1	70 points
Exam # 2	65 points
Exam # 3	70 points

Total: 355 points

Grading Scale

A = 319 points and above
 B = 284 points to 318
 C = 248 points to 283
 D = 213 points to 247
 F = 246 points and below

Class Policies and Procedures:

Attendance:

The first week of class I will post an introductory Powerpoint outlining the course information and materials.

Students will be expected to view the introductory Powerpoint and respond in writing to the interactive activities on the discussion board.

Students who do not post a written response(s) on the Discussion Board (or email me if there is an issue or problem) by the end of the 1st week may be dropped from the course.

Submitting weekly assignments by 11:59 pm on the day the assignment is due will also be the way that "attendance" is taken.

Assignments/Requirements:

Assignments will vary weekly. This may include written work, interactive activities, journal writing, or assessment questionnaires.

All written assignments are to be typed unless otherwise specified by instructor.

All assignments must be neat and clearly labeled with student name, date, title of the assignment, and course title.

Papers should be double-spaced, 12point font, one-inch margins,

Always make a copy of your work.

Late assignments – Students have one (1) day to turn in assignments after their due date.

The points will be dropped by 50% (ie. If you turn your assignment in late and the assignment is worth 10 points, you will receive “5” points. On the third day after the assignment was due you will receive”0” points.

Communication Policy

Let me know immediately if you are struggling with something or have any questions or concerns.

You can email me (cecil.trinidad@reedleycollege.edu) or text me through the canvas inbox. I will respond to you within 48 hours.

A Zoom conference can also be set up by texting or emailing me to schedule a zoom meeting:

Assignments will be posted every Monday through canvas announcements or as a Discussion Board post.

Assignments are usually due the Friday of that week.

I will give you regular feedback on assignments through the comments box as relative to assignments turned in

Personal Diversity Statement

Through professional and personal experience, I recognize the need for exposure of cultural and ethnic groups. In our pluralistic society, diversity fosters cultural literacy, broadens the view of the real world, encourages an appreciation and sensitivity to others and the development of skills for communicating effectively with people from different backgrounds in a multicultural world. I am committed to the issue of human rights and human opportunities. The culture, language and learning styles of all must be respected and valued if we are to provide equal opportunities and accessibility for all students.

Dropping the Course

There is nothing wrong with dropping a course if you are overwhelmed or you realize early on the course was not what you expected and you need to make an adjustment to your schedule or take the course at a later date. It is very important for you to officially drop this course through WebAdvisor Not doing so can negatively affect your Financial

Aid and transfer considerations. 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

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.

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 statements The expectations of this course as outlined in this syllabus That final grades are determined based on 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.

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

Dates of Interest – Reedley College

January 11 (M) Start of Spring 2021 semester

January 11 - March 12 (M-F) Short-term classes, first nine weeks

January 18 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 22 (F) Last day to drop a Spring 2021 full-term class for full refund

January 29 (F) Last day to register for a Spring 2021 full-term class in person

January 29 (F) Last day to drop a Spring 2021 full-term class to avoid a "W" in person

January 31 (SU) Last day to drop a Spring 2021 full-term class to avoid a "W" on WebAdvisor

February 12 (F) Lincoln Day observance (no classes held, campus closed)

February 12 (F) Last day to change a Spring 2021 class to/from Pass/No-Pass grading basis

February 15 (M) Washington Day observance (no classes held, campus closed)

March 12 (F) Last Day to drop a full-term class (letter grades assigned after this date)

March 15 - May 21 (M-F) Short-term classes, second nine weeks

March 29-April 1 (M-Th) Spring recess (no classes held, campus open)

April 2 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 5)

May 17-21 (M-F) Spring 2021 final exams week

May 21 (F) End of Spring 2021 semester/commencement

May 31 (M) Memorial Day Holiday (campus closed)