
PSYCHOLOGY 250: LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3 SS CREDITS)
FALL 2018

Instructor: Dr. Sandy Neumann

Office hours: M 10-10:50am

Office: STEM 522

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Prerequisite: Completion of PSY 201 or 202 w/C- or better or by consent of Dr. Neumann.

Required texts:

Pyrzczak, F. (2014). *Evaluating research in academic journals: A practical guide to realistic evaluation* (6th ed.). Glendale, CA: Pyrczak Publishing.

(ISBN: 978-1-936523-34-4)

Santrock, J. W. (2012). *Essentials of life-span development* (2nd ed.). New York: McGraw Hill.

(ISBN: 978-0-07-353207-3)

Recommended text:

Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (2nd ed.). Thousand Oaks, CA: Sage. (ISBN: 978-1-4522-6839-2)

Course resources:

- D2L webpage

Welcome to Developmental Psychology!

Developmental Psychology is an exciting subfield within Psychology. This semester we will examine how humans change – physically, cognitively and socially – throughout their lives. We will also concentrate on end-of-life issues. By the end of December, we will have not only a better understanding of this area of Human Development, but of ourselves as well.

Course format

I will try to make our class sessions as interesting and invigorating as possible. I will utilize lectures, in-class demonstrations, small group discussions and other activities to accomplish this. I only ask that you make a contribution as well to help make this a class that you would want to come to.

Learning outcomes

After taking this course a student will be able to:

1. Recognize and use basic vocabulary related to both psychological research methods and the subfield of developmental psychology.
2. Understand the major theories of development, including theories of social, cognitive, and physical development.
3. Produce a written report using American Psychological Association style for citations and references.

Some other expectations

Welcome to the academy – a community of scholars and learners! The standards have now been raised and, accordingly, so have the expectations of personal and academic behavior. So that we are “on the same page”, what follows are some expectations that I have for you as burgeoning scholars, as well as what you can expect from me.

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What I expect from you as a student in my class:

- You will conduct yourself as a **mature adult**, ready for a college education. Engaging with the material, asking questions, taking lecture and reading notes are just a few examples of the behavior that is expected. Behaviors such as engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated. If you act like an adult, I will treat you as such; if you act like a 5-year old...
- Although **laptops and tablet computers** are welcome in this classroom for the purposes of class-related work (e.g., note-taking, accessing readings), **mobile/smart phones** are not. Furthermore, I expect that you will turn off these devices to prevent them from disrupting class. If an outside commitment (e.g., first responder duties) mandates that you have a phone on and ready, then be sure to inform me ASAP.
- You will conduct yourself in an **honorable manner** when completing exams or any other form of work that will be individually evaluated. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will not buy into the myth that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

What you can expect from me as your teacher:

- I will come to class prepared to teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.
- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

Assistance for students

If you are in need of immediate access to food, the campus maintains a small food pantry that you can access with no questions asked. It is located in Rm 136A (in the lower hallway of the Leopold science building). Simply stop by and take what you need. Students needing emergency menstrual supplies can go to Laurie Petri in the Library or Dr. N to access them. No questions asked.

Accommodations for students with Learning Disabilities

Students with a diagnosed learning disability and a UW Accommodation Plan may request applicable instructional and testing accommodations. Requests made with an appropriate amount of notice will be honored. See D2L for the form to request accommodations. The following accommodations are provided on this campus:

Instructional and Campus access services

Preferential seating
Taped lecture
Note taker
Audio textbooks

Enlarged print
Accessible parking
Priority registration
Sign language interpreter
Braille materials

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Lab assistance
Library assistance
C-print captioning
Accessible furniture

Minimal distraction
Reader
Scribe
Enlarged print
Braille
Access to adaptive software or equipment

Testing support services
Extended time

Academic misconduct (i.e., Plagiarism & Cheating) policy

- Any student found to have engaged in academic misconduct on an exam or quiz, as defined in UWS 14.03, will be failed for that quiz or exam (as allowed by UWS 14.04) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [UWS 14.04 (c)] and a written reprimand will be placed in the student's disciplinary file [UWS 14.04(h)].
 - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another's work, and purchasing another's work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., UWS 14.049(f) & (g)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to UWS 14.05 and UWS 14.06 for details.

IGNORANCE OF PLAGIARISM AND/OR PROPER APA CITATION WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL DISCUSS WAYS TO AVOID PLAGIARISM AND REVIEW CITATION STYLE, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.

Graded opportunities

1. Attendance **35 points possible (35 non-exam hours @ 1 point each)**

You will earn points toward your final grade by attending class. Starting in Week 2, every non-exam class session is worth 1 point. You may miss 4 class sessions ***without*** penalty.

You will earn points for:

- ✓ Arriving on time
- ✓ Sleeping in class (but I will make fun of you)

You will **NOT** earn points for:

- ✓ Arriving late (5+ minutes)
- ✓ Leaving early (5+ minutes)
- ✓ Using a mobile device

- Absences due to the following reasons (*if properly documented*) are considered excused and you will not lose points: military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, transfer institution orientation, pregnancy-related complications, and childbirth.
- You will lose points for, among other things, travel for events (e.g., music, art, sporting), illness and doctor's appointments.

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2. Participation **40 points possible (4 units @ 10 points each)**
Being a warm body in the classroom is only part of being a successful college student. Your final grade will be influenced by your ability to meet (or not) the expectations specified above. You will demonstrate this by taking part in irregularly timed activities and homework assignments.
3. Research reviews **75 points possible (3 assignments @ 25 points each)**
Understanding research is an integral part of being an educated and informed world citizen. This semester, you will complete 4 assignments designed to help you become fluent in the language of research. More information is forthcoming.
 - ✓ I will drop your lowest review score.
4. Exams **250 points possible (3 @ approx. 50 pts., 1 @ approx. 100 pts.)**
There will be four exams over the course of the semester. They will be traditional in-class exams covering the course material. They will utilize a variety of formats including multiple choice and essay questions. The last exam will be administered during finals week and will not be cumulative.
5. Extra credit **Up to 20 extra credit points toward your final grade**
 - ✓ Available on all exams.
 - ✓ Other extra credit opportunities will be offered at a variety of times throughout the semester.
 - ✓ Asking me a question that can clearly be answered by having read the syllabus will result in 1 extra credit point being deducted.

Make-up policy

- **Class notes**: It is your responsibility to find out what you missed. Check D2L or a peer.
- **Attendance**: Can be made up only with an excused absence.
- **Participation points**: Cannot be made up.
- **Research Reviews & Extra Credit**: Every student starts the semester with a 5-day grace period. These 5 days are yours to use (or not) for any single assignment, or spread out to be used for all assignments. For example, you may turn in 1 research review 1 day late, and a second review 4 days late. Once all 5 days are used, no other late assignments will be accepted. Please plan wisely.
 - The first late day begins immediately after the class period in which the assignment was due.
- **Exams**: No make-up exams are given during the semester. Students who miss an exam for some excused reason listed above may make it up during week 15. Any other reason (e.g., illness) will not be accepted. Make-ups are scheduled around the availability of Dr. N and may not be the same exam that your peers took. There are no make-ups for missed make-ups. Exam 4 cannot be made up as it takes place during finals week.

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Final grades

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 63%
		D-	62% - 60%
		F	59 % and below

Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans, not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class – except for those that disrespect somebody’s existence. Please examine those in private or with the help of Dr. N.

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COURSE SCHEDULE			
Week	Date	Topic	Reading Assignment
Getting Started			
1	5-Sep	Welcome and Overview (Syllabus, Assignments, etc.)	
	7-Sep	The study of human development	C. 1 (pp. 1-23)
UNIT 1: Prenatal & Infant development			
2	Week of 10-Sep	Research methods in psychology	Reading in D2L: "Hypotheses, purposes, and questions"
		Research methods in psychology	
		Research methods in psychology	
3	Week of 17-Sep	Prenatal development	C. 2 (pp. 32-57)
		Focus: The birthing time	C. 2 (pp. 57-66) Reading in D2L: Declercq et al. (2013)
		Infant development	Cs. 3 (pp. 87-90) & 4 (pp. 106-108, 43-44, 112-115)
4	Week of 24-Sep	Focus: Breastfeeding (Maybe a guest speaker)	Reading in D2L: Galson (2009)
		Review for Exam 1	
		Exam 1	Chapters 1-4
UNIT 2: Childhood			
5	Week of 1-Oct	Reflect on Exam 1	Bring Pyrczak & Review #1 article
		Research Review #1 introduced	
		Physical development in childhood	Cs. 5 & 7
		Cognitive development in childhood	Cs. 5 & 7
6	Week of 8-Oct	Socioemotional development in childhood	Cs. 6 & 8
		Focus: Effects of electronics on child development	Reading in D2L: "Children, Adolescents, and the Media" Review #1 due
		Review for Exam 2	
UNIT 3: Adolescence & Early adulthood			
7	Week of 15-Oct	Exam 2	Chapters 5-8
		Reflect on Exam 2	
		Review #2 introduced	Bring Pyrczak
		Physical development in adolescence (Maybe a guest speaker)	C. 9

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8	Week 22-Oct	Cognitive development in adolescence	C. 9
		Socioemotional development in adolescence Guest speakers: Suicide awareness & prevention	
		Socioemotional development in adolescence Video: The Bridge	C. 10 Review #2 due
9	Week 29-Oct	Video: The Devil's playground	
		Physical development in early adulthood	C. 11
		Cognitive development in early adulthood	C. 11 Complete sex survey in D2L
10	Week of 5-Nov	Focus: Sexuality	TBA reading in D2L
		Socioemotional development in early adulthood	C. 12
		Focus: The Gottman Relationship Institute	Reading in D2L: "The science of marriage"
11	Week of 12-Nov	Review for Exam 3	
		Exam 3	Chapters 9-12
		Reflect on Exam 3 Review #3 introduced	Bring Pyrczak
UNIT 4: Middle & Late adulthood			
12	Week of 19-Nov	Physical and cognitive development in middle adulthood	C. 13
		Socioemotional development in middle adulthood	C. 14 Review #3 due
		No class on Friday (11/23)	
UNIT 4: Middle & Late adulthood			
13	Week of 26-Nov	Physical and cognitive development in late adulthood	C. 15
		Focus: The Nun Study & preparing to get Alzheimer's	Reading in D2L: "Time article on the Nun Study" Complete the Age IAT
		TBA topic Review #4 introduced	
UNIT 4: Death & Dying: The last developmental hurdle			
14	Week of 3-Dec	Working with older adults	TBA reading in D2L
		Grief, Death, & Dying	C. 17
		Video: Facing Death	
15	Week of 10-Dec	Focus: Preparing for our own death	Review #4 due
		Focus: Preparing for our own death	
		Exam 4 Review	
Finals Week/Exam 4			
		Exam 4 on Chapters 13-17	

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