

UW-Colleges PSY 250 Life Span Development
(UWSP – PSYC 260)
UW-Stevens Point at Wausau
Spring Semester 2019

Credits: 3

Who is the instructor: Dr. Jeffrey C. Amundson

How can I contact:

Office phone: 715.261.6341

Email: Jeffrey.amundson@uwc.edu

Where are Office hours: Rm 334

When are office Hours: By appointment; MF = 12 p.m. – 3 p.m.; TTH = 8 a.m. – 12 p.m.

Meeting Times and Place: TTH at 1:00 p.m. to 2:15 p.m. South Hall 386

Required Text and Software: Kail, R.V. & Cavanaugh, J. C. (2016). Human Development: A life-Span View (7th ed.), Boston, MA: Cengage Publishers

What will this course cover? Survey growth and development; physical, perceptual, cognitive, linguistic, emotional, and social development; emphasis on human development from conception through adulthood.

Learning Goals:

- Recognize basic vocabulary related to human development.
- Differentiate aspects of infant, child, adolescent, emerging adult and adult body and brain development.
- Differentiate aspects of infant, child, adolescent, and emerging adult body and brain structure and function including, but not limited to, sensation and perception in the infant, child, adolescent, emerging adult and adult.

In-Class Behavioral Expectations

- 1.) Bring materials to class. Be prepared.
- 2.) *Be on time and leave on time (don't pack early[physically or psychologically]*). *This means you are mentally checked out.*
- 3.) *Be willing to experience new things. *Including the way Dr. Amundson teaches.*
- 4.) Agree to disagree
- 5.) Hold yourself accountable in a positive manner.
- 6.) Respect your colleagues by not talking or sleeping in class when a colleague or the teacher is speaking.
- 7.) Laptops cannot be used for taking notes. Research indicates laptops lower grades and distract other students in class (Barak et al., 2006; Fried, 2008; Maxwell, 2007; Mazzie, 2008; Sana et. al, 2013). This includes BYOD. This rule will not be applied when such devices might be needed for classroom activities. ***Please bring your devices to class. Occasionally you will be asked to use them.**
- 8.) *Please turn off cellphones, etc. Don't ever text in class. If you need to answer a call please leave the classroom. Please limit necessary phone calls to reasonable serious personal issues and emergencies. If the call is expected please give the teacher reasonable notice.*
- 9.) You may eat or drink as needed unless it becomes a distraction. Then it will not be allowed.
- 10.) Emails are to be courteous and professional. Rude, demanding, and "last minute" emails will not receive a reply.

YOU deserve success.

YOU are responsible for your success.

Daily Materials: Writing utensil, notebook, and an electronic device for typing, entering data, and in-class activities.

Learning Requirements	<u>Points</u>
<u>Selected Response Tests</u>	
Quests 16@15 points each	240
Cumulative Final	80
TOTAL POINTS	320
 <u>Assignments and Exercises</u> (Criterion based)	
Reading Guides: 16 x value of 2 points =	32
Self-Reflection Posts: 16 x value of 2 points =	32
Service Learning Project	50
TOTAL POINTS	114
 Grand Total Points	 434

Daily Schedule

- 1.) Check-in and Agenda
- 2.) Small Group Activity
- 3.) Large Group Activity
- 4.) Learning Lab Time (any remaining time or last day for chapter)

Course requirements:

Assessments: Selected Response Tests: Learners will take Quests (a short single unit test, shorter than a typical test and more than a quiz = Quest), during the course. Quests will occur at the start and end of each chapter. You will take the Quests during class. You will be asked to reflect on your Quest by discussing your answers in your small group. The next class period you will take a similar Quest as a group and the two scores will be averaged for one score.

Purpose: These summative assessments are meant to enhance knowledge and understanding of course content.

Course Competency(s):

Recognize basic vocabulary related to human development.

Differentiate aspects of infant, child, adolescent, emerging adult and adult body and brain development.

Differentiate aspects of infant, child, adolescent, and emerging adult body and brain structure and function including, but not limited to, sensation and perception in the infant, child, adolescent, emerging adult and adult.

Cumulative Final: During the final exam period, you will have the opportunity to complete a CUMULATIVE final exam consisting of multiple choice answer questions that assess your knowledge gained from the entire course. NOTE: THE SAME RULES REGARDING USE OF EXTERNAL RESOURCES AND PURPOSE OF ASSESSMENT THAT APPLY TO QUESTS ALSO APPLY TO THE FINAL.

Purpose: The purpose of this assessment is to enhance retention of the concepts and skills gained in the course (Khanna, Brack, & Finken, 2013; Szpunar, McDermott, & Roediger, 2007).

Course Competency(s):

Recognize basic vocabulary related to human development.

Differentiate aspects of infant, child, adolescent, emerging adult and adult body and brain development.

Differentiate aspects of infant, child, adolescent, and emerging adult body and brain structure and function including, but not limited to, sensation and perception in the infant, child, adolescent, emerging adult and adult.

Attendance Assignment (Reading Guides): You will be given reading guides for each chapter. These reading guides will be collected at the beginning of each class period that starts a new chapter. For example, at the start of the second week of class we will begin covering consciousness. The day of class we start the chapter is when the reading guide is due. The exact due date will be announced in class. Attend

each class. If you must miss a class, communication with the professor is needed. Make arrangements with a peer to obtain class notes from the day missed. Learners who are absent find that they do not get as much out of the course as other students.

Purpose: The purpose of this assignment is to make your reading more purposeful and to have you prepared to discuss the topic covered.

Course Competency(s):

- Recognize basic vocabulary related to human development.
- Differentiate aspects of infant, child, adolescent, emerging adult and adult body and brain development.
- Differentiate aspects of infant, child, adolescent, and emerging adult body and brain structure and function including, but not limited to, sensation and perception in the infant, child, adolescent, emerging adult and adult.

Self-Reflection Posts: You will occasionally post personal examples of various course content and concepts.

Purpose: The purpose of the opportunity is to develop a deeper connection with the course by reflecting on personal experiences associated with the course content and to foster reflection skills that are critical for professional development.

Course Competency(s):

- Apply principles of learning
- Characterize biological, hereditary, and environmental influences on behavior
- Demonstrate effective cognitive processes
- Appraise interaction between social influences and individual behavior
- Relate personality theories to self and others
- Specify coping strategies for stress
- Evaluate the impact of states of consciousness on behavior
- Articulate human development processes

Service Learning: Mental Health Awareness Project: You will have the opportunity to create your own product (e.g., a brochure or presentation or poster) that helps raise awareness of mental health.

Purpose: The purpose of the opportunity is to increase awareness of mental health within the larger campus and surrounding communities.

Course Competency(s):

- Recognize basic vocabulary related to human development.
- Differentiate aspects of infant, child, adolescent, emerging adult and adult body and brain development.
- Differentiate aspects of infant, child, adolescent, and emerging adult body and brain structure and function including, but not limited to, sensation and perception in the infant, child, adolescent, emerging adult and adult.

Grading Scale: Total points possible = 165

A	94-100%	A-	90-93.9%			
B+	87-89.9%	B	83-86.9%	B-	80-82.9%	
C+	77-79.9%	C	73-76.9%	C-	70-72.9%	
D+	67-69.9%	D	63-66.9%	D-	60-62.9%	F <60%

Late or Missed Exam or Paper Policy: All exams and assignments are to be completed at the stated times at the beginning of class or before. This includes participants in sporting events, music groups, theater productions, and other extracurricular activities. If there are unusually exceptional circumstances that prevent you from doing so at the scheduled time, you must obtain permission from me in advance to make other arrangements or have written documentation for the missing the exam or assignment. This also includes an email notice that you will be missing class. If you did not get permission please do not ask to turn in the assignment late. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** You are responsible for getting the assignment to me on time via email or dropbox. The email must be professional otherwise it will not be accepted and considered late. You will be allowed to turn in assignments early.

Academic Involvement: Your attendance and active involvement are expected, desired, and highly encouraged. In the exceptional case in which a student's attendance and/or participation seem to be significantly interfering with his or her performance with the class, I reserve the right to contact the student individually. Of course, you are responsible for the material whether you are present in class or not. You are expected to be ready for class on time and to wait until class is over to pack up to leave.

Attendance Policies: Attendance is exceptionally important to student success in a course. Students are expected to attend all class meetings for which they are registered. It is expected that you notify the instructor directly and obtain advanced permission to miss class for a legitimate reason (i.e., athletic event, class field trip, performance, etc.). If you miss class without legitimate notification/approval, you may lose points for an assignment, quiz, or exam for that day. If you encounter an acute illness or personal emergency that requires you to be absent for two or more consecutive classes, you should notify me immediately by email or have your parent or guardian contact me by email. If you are absent for three or more unexcused absences, you may be asked to drop the course or you may receive one grade lower. Either of these events may affect your financial aid and/or eligibility to participate in co-curricular activities (i.e., athletics). You are allowed two mental health days for the semester. These are days for you to get extra rest or catch up on work. If you take a mental health day it is still expected that you send an email notifying me.

Campus Email Policy: All email correspondence to your instructors MUST be sent through your official campus email account. For safety against computer viruses and to remove SPAM email messages, your instructor may delete without reading any email originating outside our campus email system. If you use any other email account to contact your instructor – you MUST ASSUME that the message WILL NOT be read. Students are encouraged to read their campus email regularly.

Americans with Disabilities Act (ADA) Statement: If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services from the university, as stipulated within Section 504 of the Rehabilitation Act of 1976 and the Americans with Disabilities Act. Students needing accommodations should provide early notice to staff in the campus Student Affairs Office because of the time required for arranging accommodations. All students are expected to fulfill essential course requirements. For more information about UWSP's policies, visit:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>. NO ACCOMODATIONS WILL BE GRANTED UNLESS DOCUMENTED.

Religious Accommodation: A student with a conflict between an academic requirement and a religious observance will be given an alternative means of meeting the academic requirement. However, the student must notify the instructor of the specific dates within the first two weeks of class. The instructor may set a reasonable limit on the number of days.

Academic Dishonesty Policy: Students at UWSP are expected to maintain the highest standards of academic honesty (go to: <http://www.uwc.edu/students/handbook-policies>). Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, fabrication, abuse of internet resources, cheating, and academic misconduct. This includes ideas taken from sources without documentation and blatant copying from sources. Specifically, academic misconduct is an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized materials or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic work of others; (e) engages in conduct aimed at making false representation of a student's academic performance; or (f) assists other students in any of these acts. The above acts are subject to disciplinary action. If you are found to have committed academic dishonesty the necessary disciplinary steps will be taken potentially including expulsion from the institution. Please consult with me if you have questions regarding that which constitutes academic dishonesty. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Sexual Assault and Harassment: Respect for human dignity is essential to an appropriate university environment. Thus, sexual harassment of students and employees is impermissible and unprofessional conduct and will not be tolerated. Conduct determined to fall within the definition of sexual harassment will be subject to disciplinary action in accordance with applicable due process requirements, including, but not limited to, reprimand, temporary suspension, expulsion, or discharge of the harassing individual. Further information may be found at <https://www.uwsp.edu/dos/Pages/Emergency-Resources.aspx>

Class Cancellations: Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.

Counseling Services: College life is all about new experiences: A new environment, new classes, new friends and new challenges. It is a time of great excitement, but it can also be a time of great stress. Mental Health Counselors are available for counseling appointments. The Counseling Center is located on the 3rd Floor of Delzell Hall, 910 Fremont St. Stevens Point WI, 54481. The office is open from 8:00am to 4:30pm, Monday through Friday at 715-346-3553. After Hours Phone Numbers in an Emergency:

- 1.800.273.825 (National Suicide Help Line)

Please consult with me as soon as possible if you have any questions or concerns about your progress in this course. Students are expected to know their current grade for the course. This requires checking the grade book on D2L weekly. Any disputes about grades for work must be submitted by email to Jeffrey.amundson@uwc.edu within one week of the posting of the grade.

Changes may be made to this syllabus at my discretion; you will be informed of any changes promptly.

Disputes

Students are expected to be aware of their grades throughout the semester. Check the grade book on D2L weekly. Any questions, concerns, or disputes about grades for your work must be submitted via e-mail to Dr. Amundson (Jeffrey.amundson@uwc.edu) within one week of the date that the grade was posted.

Cell Phones: Students will be asked to leave class if found texting or engaging in social media sites

Date	Topic	What to read before next class?	Assignment Start and Due
Week 1: How do we study human development?	Introductions & Expectations The Study of Human Development.	Syllabus Chapter 1	See D2L calendar
Week 2 - 5: Prenatal Development, Infancy, and Early Childhood	Biological Foundations Tools for Exploration Emergence of Thought and Language Entering the Social World	Chapter 2 Chapter 3 Chapter 4 Chapter 5	See D2L calendar
Week 6 - 9: School-Age Children and Adolescents	Off to School Expanding Social Horizons Rites of Passage Moving into the Adult Social World	Chapter 6 Chapter 7 Chapter 8 Chapter 9	See D2L calendar
Week 10 - 13: Young and Middle Adulthood	Becoming and Adult Being with Others Work, Leisure, & Retirement Making it in Midlife	Chapter 10 Chapter 11 Chapter 12 Chapter 13	See D2L calendar
Week 14 - 15: Late Adulthood	Personal Context for Later Life Social Aspects of Later Life	Chapter 14 Chapter 15 Chapter 16	See D2L calendar

	Dying and Bereavement		
MAY 15, 2016		LAST DAY OF CLASS	All Second Quests Completed
FINAL		1 p.m. to 3 p.m. on 5.17.19 in Room 386	