Course Syllabus

PSY 369- Life Span Human Development, Fall 2006

Instructor: Dr. Lundy
Office: Neff 380 C
Office Hours: MW 10:00-11:00
Phone: 481-6342
Email: Use WebCT (alternative: lundyb@ipfw.edu)
Web Address: Use WebCT (alternative: http://users.ipfw.edu/lundyb/)

Course Materials:


Course Description:

PSY 369 - Development Across the Lifespan is an upper-level undergraduate, General Education Area VI: Advanced Study course that considers theoretical, empirical, and methodological issues relevant to the study of human development from conception through older adulthood. Biological, cognitive personality, and social aspects of development will be covered. The purpose of this course is to provide students with an in-depth, empirically-based look at the factors underlying developmental transitions, to consider individual differences in those transitions, and to consider how various developmental outcomes across the lifespan impact society at large.

General Course Objectives:

Some major goals for students who take this course are:

- to gain an appreciation of human development as it occurs from conception through older adulthood.
- to understand the multidimensional nature of studying human development
- to become familiar with the typical research methodologies used in developmental research, and to become familiar with basic theoretical and empirical research regarding lifespan development.
- to become comfortable and skilled in reading, summarizing, evaluating, and integrating the results of empirical research.
- to increase confidence and skill in expressing the self in a scholarly context via writing and speaking.

Expectations of Students and Prior Knowledge:

Students entering this course should be committed to attending, and being prepared for, each and every class meeting (serious illnesses and unforeseen events aside), and to participating actively in discussions and activities. The prerequisite for this course is 6 credits in psychology.

Methods of Presentation:

Lectures. Lectures will serve to elaborate upon and explain some of the more significant and difficult topics from the text, and to supplement the text by covering additional topics and by providing more in-depth extensions of topics from the text. Please note that the lectures will contain information not found in the text, you will be test on lecture material.
Meaningful discussion. You are encouraged not only to ask questions, but to add your own experiences and views to the class. You are, or course, expected to pay attention at all times to whoever is speaking, and to respect the views of others.

Audio-visual materials. Videos and other media have been selected to have a definite instructional value and are expected to generate class discussion.

Attendance Policy and In-Class Participation
You will earn a class participation grade based on your participation in discussions and in-class activities throughout the course. The reading of assigned chapters, and the development of thought-provoking questions and ideas should help prepare you for your participation in class. At the end of the course, you will earn a grade for class participation as follows:

- A (50 pts) Excellent class participation/attendance throughout the course.
- B (40 pts) Good participation/attendance throughout the course.
- C (35 pts) Average participation/attendance
- D (30 pts) Poor participation/attendance.
- F (0 pts) Participation/attendance unacceptable for the course.

Academic Honesty:
As stated in the IPFW Bulletin, “Academic honesty is expected of all students. You are responsible for knowing how to maintain honesty and for abstaining from cheating, the appearance of cheating, or assisting in another’s cheating” (p. 107). Cheating of any kind on an exam will result in a zero on the exam or term paper/project. A second offense will result in an automatic F in this course.

In this course, acts of academic dishonesty include:
- copying, or attempting to copy answers from exams or assignments
- forging another’s signature on attendance sign-in sheets and/or on community service time sheets.
- plagiarism of paper or other assignments

The Course Web Site:
The class web site is: http://users.ipfw.edu/lundyb/P369/P369home.htm. At this web site, you will be able to access your grades (which will be posted with your pin#), important notices, copies of class handouts, the course syllabus, and other material relevant to the course.

Exams:
The exams will consist of multiple choice, and/or short answer (e.g., list and define, discuss, fill-in-the-blank). Exams may also include one or two essay questions. Each exam covers material presented in class, the textbook, films and other in-class activities since the last exam. The exams are not cumulative. The purpose of these exams is to assess you learning of the course material.

Make-up Exam Policy
Students who are going to miss an exam need to notify me before the exam or within 48 hours after the exam. My voice mail (481-6342) and email (lundyb@ipfw.edu) are available around the clock. A make-up exam will be allowed only if you have a medical excuse or there exists a truly serious circumstance (e.g., a death in the family). All make-up exams will be administered on the same day as, and immediately following the final exam). Students may makeup no more than one exam.

Project Options:
You may choose one of the following 2 options: You must choose one of these options within the first 2 weeks of the semester. Once you choose one of the options you will not be able to switch to another option later. All papers due at the beginning of class November 16. Papers will be marked down one letter grade each day late,
including weekends.

1. Research Paper

This paper will consist of a focused review of recent research regarding a specific topic relevant to the course. The purpose of having a research paper as an assignment is to give you an opportunity to synthesize knowledge from multiple professional journal articles, to engage in critical evaluation of empirical research, and to build upon and refine your writing skills. Your finished paper will consist of a title page, an abstract, body of the paper, and a reference section. The body of your paper should be between 9-10 pages (not including the title page, abstract, or references). Your paper should be prepared according to the rules outlined in the Publication Manual of the American Psychological Association, 5th Edition. (e.g., 1 inch margins, double-spaced lines, 12 point font size). Your topic should be very specific and focused.

You should use at least 8 references, all eight articles should be from professional journals only (do not use articles from Psychology Today, Scientific American, etc.) and the articles should be fairly recent (i.e., published since 1990). Please use PsychInfo to help you locate appropriate journal articles. You can access PsychInfo via the library’s home page and by clicking on Databases. If you have any questions, please don’t hesitate to ask. Your paper should be prepared according to the rules outlined in the Publication Manual of the American Psychological Association, 5th Edition. Your topic should be very specific and focused.

You should begin your research paper by making it clear what the topic of the paper is, why it is important, and its significance to the topic of human development. Your literature review should flow from general to specific, incorporating your articles in a logical fashion. As you discuss each study, be sure to make clear what the purpose was, what method was used (if it is an empirical article), what was found, and the implications of those findings.

Be sure to connect the articles logically, and indicate an important question(s) that remains unanswered regarding your topic. Your paper should set up a rationale for why this specific question(s) needs to be addressed. Conclude your paper by setting up a specific idea for additional research, based on your review of the literature. Grading criteria for the research paper will be provided in a separate handout. Students will also provide a 6-7 minute presentation of their research to the class.

2. Service Learning Option

Students choosing this option will be required to spend at least 2hrs a week for each of eight weeks (beginning with week 4 and continuing through the end of week 12 of the semester, excluding spring break week) volunteering in a community service setting for infants, children, adolescents, adults (young or old) and/or families. This may include working in a child care center, preschool, retirement home, assisted living, or nursing home. Students deciding to participate in this option will be primarily responsible for contacting and acquiring written approval from director of the agency. The director will need to agree to monitor your participation in exchange for your volunteer services. I will also need the Director’s name, work address and phone number.

Students choosing this option will be required to keep a record of the hours volunteered and signed by the director each week. Students will also be required to keep a (typed) journal of their experiences throughout the term. Journals must include one entry for each 2hr session. Journal entries should describe developmental processes rather than just list the day’s activities. Strong emphasis will be placed on your integration of lecture and text material with practical experience. The primary goals of the journal are (a) to make you aware of the relationship between course material and practical application and (b) to help you develop a sensitivity to the range of behaviors characteristic of the particular developmental period. This option is intended to provide students with an opportunity to see firsthand some of the concepts discussed in the course. Students should look for behaviors consistent with the topics being covered in class—including motor, social, perceptual, memory, cognitive and language development. However, this will also depend on the developmental period and agency where the student is volunteering.
Students choosing this option will turn a paper near the end to the term which will consist of an introductory page, the typed journal entries and a final summary page. Attached to the end of the paper should be a record of the hours volunteered signed each week by the director of the agency. Students will also provide a 6-7 minute presentation of their service learning to the class.

Grades for community service will be based on the following:
1. hours/wk spent volunteering (Did you volunteer at least 2hr/wk for a period of 8 weeks?)
2. Community service paper
   - Include and an introductory page stating why you chose the agency you did, what age group you were planning on working with, why you chose that age group, and your expectations of that particular age group (typed).
   - Journal entries (a total of 8, typed)
     (Did you put a great deal of time and thought into your entries, relating your observations to class lectures on text or were your entries done sloppily without much thought? Were your entries based on observed developmental processes or just a description of daily activities, etc.? Were your journal entries made regularly and consistently?, etc.) Each entry should be approximately 1 page in length)
   - Include a final page summarizing your observations and experiences in an organized manner.

Liability and Ethical Issues
For the service learning option, to protect the anonymity of subjects do not use any of the subjects’ names in your written reports. Information gathered on individuals and situations should be treated confidentially and with respect. It is unprofessional and unethical to discuss information you acquire at the different agencies (e.g., day cares, retirement homes, etc.) in social conversation.

With reports of abuse in various caregiving agencies (e.g., day care centers, retirement homes), liability has become an important issue. All students choosing the community service option will need to purchase insurance through IPFW which will cost approximately $7. This fee will need to be paid at the Bursar’s office within the first 2 weeks of the semester.

**Determination of Final Grade**

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<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Exams (4 @ 100 pts. each)</td>
<td>400</td>
<td>67</td>
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<tr>
<td>Class Participation</td>
<td>50</td>
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<td>Term Paper (research paper or service learning project)</td>
<td>100</td>
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<td>Presentation</td>
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Points Earned  Percent Course Grade

540 - 600   90 & above   A
480 - 539   80-89   B
420 - 479   70-79   C
360 - 419   60-69   D
0 - 359      59 & below   F

Calendar

Note: Dates (including exam dates) are subject to change. It is your responsibility to know where we are in the course at all times.

WEEK 1  Topic Readings
T August 22 Introduction to the Course
R August 24 The Life-Span Perspective

WEEK 2
T August 29 Theories and Themes Related to Human Development Chapters 1 & 2
R August 31 How is Developmental Research Conducted?

WEEK 3
T September 5 Biological Beginnings
R September 7 Biological Beginnings

WEEK 4
T September 12 Physical development and Biological Aging
R September 14 Exam 1 (Chapters 1-2, 4-5)

WEEK 5
T September 19 Sensory and Perceptual Development
R September 21 Sensory and Perceptual Development

WEEK 6
T September 26 Cognitive Processes and Development
R September 28 Cognitive Processes and Development

WEEK 7
T October 3 Information Processing
R October 5 Information Processing

WEEK 8
T October 10 No Class- Fall Break
R October 12 Exam 2 (Chapters 6, 7, 8)

WEEK 9
T October 17 Language
R October 19 Language
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<th>WEEK 10</th>
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<tr>
<td>T</td>
<td>Oct. 24</td>
<td>Social Emotional Processes: Temperament, Personality</td>
<td>Chapter 11</td>
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<td>R</td>
<td>Oct. 26</td>
<td>Attachment and Social Relationships</td>
<td>Chapter 14</td>
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<tr>
<td>T</td>
<td>Oct. 31</td>
<td>Attachment and Social Relationships (Adolescence- Adulthood)</td>
<td>Chapter 14</td>
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<td>R</td>
<td>Nov. 2</td>
<td>Exam 3 (Chapters 10, 11, 14)</td>
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<td>Moral Development</td>
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<td>Family Relationships and Parenting</td>
<td>Chapter 15</td>
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<td>R</td>
<td>Nov. 16</td>
<td>Developmental Psychopathology</td>
<td>Chapter 16</td>
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**Term Papers Due**

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<tr>
<td>T</td>
<td>Nov. 21</td>
<td>Developmental Psychopathology</td>
<td>Chapter 16</td>
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<td>R</td>
<td>Nov. 23</td>
<td>No Class- Thanksgiving Break</td>
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<td>Student presentations</td>
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<tr>
<td>R</td>
<td>Nov. 30</td>
<td>Student Presentations</td>
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<td>Dec 5</td>
<td>Student Presentations</td>
<td>Chapter 16</td>
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<tr>
<td>R</td>
<td>Dec 7</td>
<td>Wrap up, “Fitting the Pieces Together”.</td>
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**Final: Thursday December 14th 1:00-300**