Welcome to

Lifespan Development!

PSY 232

Thursdays 11:00 a.m. – 1:50 p.m. CB 219

Professor Contact Information: Please reach out to me!

Dr. Smith
drsmith@middlesexcc.edu
Office Location: Raritan Hall Room 101, 732-548-6000
(e-mail is MUCH better than phone!)

Drop in Office Hours:
Tuesdays 12:30-1:30 p.m.
Thursdays 9:00 – 11:00 a.m.

By Appointment Office Hours:
Tuesdays 1:30- 2:30 p.m.
Thursdays 3:30 – 4:30 p.m.

My name is Dr. Smith and I’m excited to work with you this semester. Lifespan Development is a fascinating course! In this course, we’ll be diving into all the different stages of life from prenatal development through death. We’ll be exploring theory and research with a focus on how this information can be used or applied in our daily lives. In my class, you can expect to be challenged, engaged, and supported as you explore the field!

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What book and other materials do I need?


My Virtual Life (an online program - if you choose to do this assignment)

Research Articles: In Shared Files in our Campus Cruiser site

What is this course all about?

Prerequisite: PSY 123 or PSY 123H

This course introduces students to the psychological development of the individual across the life span. Developmental concepts and theories will be reviewed and applied in the study of the various stages of life.

Learning Outcomes-

What will I be able to do after successfully completing this course?

1. Identify and discuss key developmental theories and concepts.
2. Describe how biological, social, and psychological development processes impact individuals across the lifespan.
3. Apply developmental concepts to situations occurring in everyday life.
4. Develop oral, visual, and written summaries of developmental concepts.
5. Summarize and evaluate research findings relevant to developmental psychology.
<table>
<thead>
<tr>
<th><strong>What topics will we be learning about?</strong></th>
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<tbody>
<tr>
<td><strong>Psychological Theorists and Theories:</strong></td>
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<td><strong>Research:</strong></td>
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<td><strong>Concepts Across the Lifespan:</strong></td>
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<tr>
<td><strong>Prenatal Development:</strong></td>
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<td><strong>Infancy and Toddlerhood:</strong></td>
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<td><strong>Early Childhood:</strong></td>
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<td><strong>Middle Childhood:</strong></td>
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<td><strong>Adolescence:</strong></td>
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<td><strong>Late Adulthood:</strong></td>
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<td><strong>Death, Dying, and Bereavement:</strong></td>
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Important Policy Information

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Participation Policy

You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared so be sure to complete all reading and other assignments according to the schedule. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively impact your ability to learn the content.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, failing course grade and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule

It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, you will need to complete all exams, and assignments according to the schedule. If you have a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Reading assignments and My Virtual Life assignments can be submitted via Campus Cruiser My Assignments PRIOR to a class if you will be absent. Extensions are only given in rare situations and at my discretion. If provided, a missed exam may be administered orally.

Registrar Withdrawal Information

Students sometimes have a need to withdraw from a class due to personal or academic reasons. Click here for deadline dates. If you do encounter difficulties, please contact me prior to withdrawing.

Weather Closing Information: www.middlesexcc.edu or 732-906.2555
Your Learning Experience:

Prior to Class
- Review Syllabus
- Read Chapter and Articles
- Complete Reading and My Virtual Life Assignments

During Class
- Actively Participate
- Take Notes
- Ask Questions

After Class
- Read Chapter and Articles Again
- Study for Exams
- Complete Assignments

The Best Way to Study (according to research!):

1. **Build Background Knowledge Before Reading**: Review the Table of Contents and Chapter Summary or Google the topic before reading textbook chapters. For peer-reviewed research, read the Abstract several times, then Introduction and Discussion sections before reading the entire article. (Recht and Leslie, 1998)

2. **Actively Read**: Use the 3R approach. Read a small section. Recite- close the book and take notes. Review- go back and re-read this section, filling in notes, and highlighting if you’d like, limiting your highlighting to 1-2 sentences per paragraph. (McDaniel, Howard, and Einstein 2009).

3. **Mentally Organize, Visualize, and Apply Content**: Think about how concepts are connected to each other, identify examples, use visual images, and put content into your own words. (Dickinson and O’Connell, 1990; Gadzella and Baloglu, 2003)

4. **Re-Package Your Notes**: After class, combine your reading and lecture notes using a visually effective organizational note-taking approach such as tables or concept maps. (Kiewra et al., 1998)

5. **Test Yourself Often**: Use the practice questions in MyPsychLab or create your own questions or flashcards with a tool such as Quizlet. (Roediger and Karpicke, 2006).

6. **Study Together and Teach**: Students who study together outperform students who study alone. Teaching is an incredibly powerful way to learn so find a study group member, family or friend who wants to learn about psychology and teach them! (Schwartz, Son, Kornell, and Finn, 2011).

7. **Seek Help**: Check out the next section on the many resources available to you. Students who reach out for help do better! (Strage et al., 2002)
Available Help and Support:

Successful people access support from others as needed. Middlesex County College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals on campus. Here’s some information about the resources available to you:

<table>
<thead>
<tr>
<th>Your Professor</th>
<th>E-mail me at <a href="mailto:drsmith@middlesexcc.edu">drsmith@middlesexcc.edu</a> or stop by my office RH 101.</th>
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<tbody>
<tr>
<td>Librarians</td>
<td>The library offers assistance with finding and evaluating information. Visit the library, call 732.906.4253, or visit their website for online options.</td>
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<tr>
<td>Personal, Career, Transfer, and Disability Counselors</td>
<td>The Counseling and Career Services department offers confidential individual counseling and offers several workshops throughout the semester. Visit Edison Hall Room 100, call 732.906.2546, or visit their website for more information.</td>
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<tr>
<td>Tutors</td>
<td>The Johnson Commons Learning Center, located in IRC 241, offers support for developmental courses. Call 732.548.6000 X3222 or see website for details. The tutoring center, located in JLC 240, offers tutoring support in many subjects. Call 732.906.2631 or see website for details.</td>
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<tr>
<td>Academic Advisors</td>
<td>The Academic Advising Center offers drop-in advising services. Visit CH 109, call 732.906.2596, or visit their website. Full time students are also assigned an advisor.</td>
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Assignments:

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<tr>
<th>Assignments</th>
<th>How much it counts toward final grade</th>
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<tbody>
<tr>
<td>Reading Assignments</td>
<td>10%</td>
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<tr>
<td>My Virtual Life Assignments</td>
<td>10%</td>
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<tr>
<td>Literature Review Paper Main Ideas and Sources Check In</td>
<td>5%</td>
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<tr>
<td>Literature Review Final Paper</td>
<td>15%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Reflection Paper</td>
<td>5%</td>
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<tr>
<td>Midterm Exam (Chapters 1-10)</td>
<td>15%</td>
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<tr>
<td>(15 Short Answer Questions- You Choose 10)</td>
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<tr>
<td>Final Exam (Chapters 1-19)</td>
<td>30%</td>
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<tr>
<td>(15 Short Answer Questions- You Choose 10)</td>
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<tr>
<td>Extra Credit: Resources Across the Lifespan</td>
<td>Up to 3% toward final grade</td>
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**Literature Review Paper**

For this assignment, you will be writing a **3-5 page paper on your presentation topic (these will be assigned to you)**. You will need to find at least 7 resources, 3 of which must be original research studies from peer-reviewed journals. The goal is to become knowledgeable about the research in this area. Use the library databases to find peer-reviewed journal articles (click [here](#) for help searching the library databases). Click [here](#) for APA citation help.

**Main Points and Sources Check In:**

Create a 1 page outline or visual overview of your topics (identify the 3 main themes) and a Reference page. Bring in hard copy or electronic copies of your sources.

**Organization of Paper:**

- Introduction- Importance of the Topic
- 3 Main Themes that Emerged from the Research- include details from at least one original study on each theme
- Summary- Review key findings and their importance
- References

**Presentation**

Using a Power Point as a visual back drop, your group will provide the class with an overview of the research on your approved topic. You will have 10-15 minutes for this presentation. You must include 2 multiple choice or fill in the blank questions that the class must answer after the presentation. Although you will be working together, you will be graded individually on the presentation.
Reflection Paper

Reflecting on your work is an excellent way to improve your performance. After the presentation, you will be writing a 1-2 page reflection paper. In this paper, you will discuss what went well and what improvements you plan to make the next time you present. Be specific and include the grading information from the mini-assessment you gave at the end of your presentation.

Reading Assignments

For each chapter, you'll be given questions to answer. These assignments are designed to help you get the most out of reading the text and will prepare you for class discussions.

My Virtual Life Assignments

The online support tool has Raise Your Child and Live Your Life components. You will complete the virtual program and answer questions about your experiences. This assignment will help you apply concepts learned to real life situations.

Grading Information

Grading Scheme:

- **A** = 93-100
- **A-** = 90-92
- **B+** = 87-89
- **B** = 83-86
- **B-** = 80-82
- **C+** = 77-79
- **C** = 70-76
- **D** = 65-69
- **F** = 0-64
# Course Outline

<table>
<thead>
<tr>
<th>Class Date</th>
<th>What is Due</th>
<th>Topic of the Day</th>
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| 1/22       |                                      | Course Introduction; Academic Integrity  
Chapter 1 History, Theory and Research Strategies               |
| 1/29       | Reading Assignment Chapters 1-3      | Chapter 2 Genetic and Environmental Foundations  
Chapter 3 Prenatal Development, Birth, and the newborn Baby  
Resilience Article Activity                                   |
| 2/5        | Reading Assignment Chapters 4-6      | Chapter 4 Physical Development in Infancy and Toddlerhood  
Chapter 5 Cognitive Development in Infancy and Toddlerhood  
Chapter 6 Emotional and Social Development in Infancy and Toddlerhood |
| 2/12       | Reading Assignment Chapters 7-8      | Chapter 7 Physical and Cognitive Development in Early Childhood  
Chapter 8 Emotional and Social Development in Early Childhood |
| 2/19       | Reading Assignment Chapters 9-10     | Chapter 9 Physical and Cognitive Development in Middle Childhood  
Chapter 10 Emotional and Social Development in Middle Childhood |
| 2/26       | Midterm Exam                         | How to Give an Effective Presentation  
Chapter 11 Physical and Cognitive Development in Adolescence |
| 3/5        | Literature Review Paper Due          | Group Work - Presentations Peer Review Process                  
Chapter 12 Emotional and Social Development in Adolescence |
| 3/12       | SPRING BREAK                         |                                                                                 |
| 3/19       | Literature Review Re-Submission Paper Due  
Reading Assignment Chapters 13-14  
My Virtual Life Assignment- Early Adulthood (Complete 29 years 17 months) | Chapter 13 Physical and Cognitive Development in Early Adulthood  
Chapter 14 Emotional and Social Development in Early Adulthood |
| 3/26       | Reading Assignment Chapters 15-16    | Chapter 15 Physical and Cognitive Development in Middle Adulthood  
Chapter 16 Emotional and Social Development in Middle Adulthood  
Group Work- Presentations |
| 4/2        | Reading Assignment Chapters 17-19    | Chapter 17 Physical and Cognitive Development in Late Adulthood  
Chapter 18 Emotional and Social Development in Late Adulthood  
Chapter 19 Death, Dying, and Bereavement  
Group Work- Presentations |
| 4/9        | Late Adulthood Interview (counts as a My Virtual Life Assignment) | Finish Chapters 11-19  
My Virtual Life Wrap-Up  
Group Work- Presentations |
| 4/16       |                                      | Presentations                                                                 |
| 4/23       | Extra Credit Due                     | Presentations  
Final Exam Review                                                                 |
| 4/30       | Reflection Paper Due                 | Final Exam                                                                     |