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.

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.

**What topics will we be learning about?**

<table>
<thead>
<tr>
<th>Psychological Theorists and Theories:</th>
<th>Darwin, Freud, Erikson’s Psychosocial Theory, Pavlov’s Classical Conditioning, Skinner’s Operant Conditioning, Bandura’s Observational Learning, Piaget’s Cognitive Developmental Theory, Vygotsky’s Socio-cultural Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research:</td>
<td>Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws</td>
</tr>
<tr>
<td>Concepts Across the Lifespan:</td>
<td>Resilience, Obesity, Intelligence (Sternberg, Gardner), Learning Disabilities, Personality- McCrae and Costa’s Big Five</td>
</tr>
<tr>
<td>Prenatal Development:</td>
<td>Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities</td>
</tr>
<tr>
<td>Early Childhood:</td>
<td>Piaget’s Pre-Operational Period- Conservation, Egocentrism, Flaws in Thinking, Child Care, Television Programming, Language Development, Self-Concept, Emotional Regulation, Friendships, Aggression, Gender, Parenting</td>
</tr>
<tr>
<td>Middle Childhood:</td>
<td>Piaget’s Concrete Operational Period, Memory Skills, Learning to Read, Self-Concept, Attribution Theory, Friendships, Family (Siblings, Divorce)</td>
</tr>
<tr>
<td>Adolescence:</td>
<td>Brain Development, Depression, Eating Disorders, Sexual Activity, Substance Abuse, Piaget’s Formal Operational Period, Distorted Thinking (Imaginary Audience, Personal Fable), Preventing School Drop Outs, Identity, Self-Concept, Friendships, Juvenile Delinquency</td>
</tr>
</tbody>
</table>
Early Adulthood: Career Theories, College, Social Clock, Love, Marriage, Divorce

Middle Adulthood: Cognitive Development, Self-Concept, Sandwich Generation, Friendships, Employment, Unemployment

Late Adulthood: Life Expectancy, Activities of Daily Living, Physical Disabilities, Dementia, Assistive Technology, Retirement, Suicide, Elder Abuse, Marriage

Death, Dying, and Bereavement: Death Anxiety, Kubler-Ross Stages of Dying, Grieving Process, Right to Die Issues

**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

Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>How much it counts toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>My Virtual Life Assignments</td>
<td>10%</td>
</tr>
<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>
</tr>
<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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</tbody>
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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
<table>
<thead>
<tr>
<th>Class Date</th>
<th>What is Due?</th>
<th>Topic of the Day</th>
</tr>
</thead>
</table>
| 1/22       | Course Outline; 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  
My Virtual Life Assignment- Infancy and Toddlerhood (Complete 24 months)  
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  
Literature Review Paper Main Points and Sources Check In Due |  
| 2/19       | Reading Assignment Chapters 9-10  
My Virtual Life Assignment- Childhood (Complete 12 years 11 months)  
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  
Reading Assignment Chapters 11-12  
My Virtual Life Assignment- Adolescence (Raise Your Child Completed)  
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) |  
| 3/26       | Reading Assignment Chapters 15-16  
My Virtual Life Assignment- Middle and Late Adulthood (Live Your Life Completed)  
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 |  
| 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 |  
| 4/30       | Reflection Paper Due |  
|            | Final Exam |