Human Development: Life Span
Summer 2014 Syllabus
Psych 220 (Section 002)

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Course Description

This course is designed to provide students with knowledge of basic theories, concepts, and applications of human development. We will discuss physical, cognitive, and socioemotional development across the life span. Our primary focus will be description of the different stages of human development and how they interact with each other.

Course Objectives

1. Learn and understand developmental patterns across the lifespan
   Students will become familiar with the basic development processes that occur across the lifespan, the basic patterns of thought, emotion, and behavior characteristic of each stage of the lifespan, and the important individual and contextual influences on human development.

2. Understand key concepts and theories
   Students will learn and understand the key concepts and theories that are predominant in the literature on human development.

3. Analyze and evaluate human development ideas
   Students will be able to analyze and critically evaluate ideas, arguments, and theories of about human development.

4. Apply knowledge of human development to real-world
   Students will be able to understand better human development and behaviors which will contribute to critically address real-world issues.

Textbook

LIFE-SPAN DEVELOPMENT
14th Edition
Santrock, John

Publisher: McGraw-Hill
ISBN: 9780078132308
What do I need to do to pass the class?

Course Requirements

1. **Quizzes** (5 points each)
   Ten classes will start with a short quiz (5 multiple-choice questions) on the readings assigned for the day and the material that will be discussed in class. Quizzes are designed to help students get the most of their readings by being more engaged and ready for class discussion. Each student’s lowest quiz score will be dropped at the end of the semester. **Students who miss or leave class (without a valid excuse) after a quiz will get a zero.** Quizzes will not be administered after or before class.

2. **Group Presentation** (50 points)
   Students will be required to search for current research articles on one of the topics that will be covered in class. Groups will be made up of three to four students; you may choose your own group. Groups will sign up for a topic on the first or second day of class. The presentation should not exceed 20 minutes. The topic of the presentation should relate to the chapter(s) that will be discussed that day. The rubric is given at the end of the syllabus. The quality of the presentation will be grade by your teachers and your participation by your group members.

3. **Midterm** (50 points)
   The midterm will be taken by student in the testing center and will be available from July 16th to July 19th. It will cover material from the textbook, lectures, and class discussions approached during the first half of the term (class 1 to 7). Students will have to be familiar with the material to be able to achieve a high grade. The exam will be comprised of 25 multiple-choice questions and 5 short answer questions. The midterm cannot be taken after the exam period and is not open to reference material.

4. **Final Exam** (50 points)
   The final will cover all the material covered during the second half of the term (lectures, readings, class discussions from class 8 to 15) and will also be taken in the testing center. The final will be available on August 13th and 14th. The exam will be in the same format as the midterm. Students won’t be able to take it before or after the exam period and will not be open to reference material.

5. **Extra Credit**
   You can get up to 10 points by completing an extra credit quiz.
Class Policies

1. Class Attendance
   Class attendance is a critical part of this course. Important discussions will take place during class time and items covered in these and the lectures will be important information to know for the midterm and final exams. In addition, announcements will also be made during class that will be beneficial if students are present and costly if they are absent.

2. Late Policy
   All assignments must be turned in on time. Points will be docked for each late day.

3. Cell Phones
   Cell phones should be turned off or put on silent mode (not vibrate) while in class. If it’s an emergency, take your phone and quietly walk out of the room.

4. Computers and Electronic Devices
   Computers and other electronic devices such as tablets are welcome in class for taking notes. However, do not surf the Internet, check emails, Facebook, Twitter, Pinterest, or Instagram as those activities are distracting to you and those around you.

5. Plagiarism
   Plagiarism is the act of “borrowing” ideas or quotes from former students’ old papers or from students currently taking the same course than you. It also involves quoting or paraphrasing passages from any of your references without giving proper credit to the authors. By doing so, you imply that the information came from you. Plagiarism is a form of intellectual theft and fraud as defined by the BYU Honor Code. It is dishonest and unethical and can lead to negative lasting consequences for academic and professional careers.

University Policies

1. Honor Code
   Students are expected to be honest in all their academic work, which means that work presented as your own must indeed be your own work and not the work of another student, past or present or of any other person. Violation of academic honesty may result in failing grade in the course and additional disciplinary measures taken by the university. Students are also required to adhere to the dress and grooming standards by being respectful of themselves and others to build an effective and sage learning and working environment. As well as the university does, I expect each students of this class to abide by all Honor Code standards. Questions about these standards may be addressed to the Honor Code Office (422-2847).
2. **Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com or 1-888-238-1062 (24-hours).

3. **Student Disability**

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

4. **Respectful Environment**

“Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others… We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another.” President Cecil O. Samuelson, Annual University Conference, August 2010.
### JUNE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>June 23rd</td>
<td>Syllabus Presentation</td>
<td>Chapter 1</td>
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<td>June 25th</td>
<td>Developmental Beginnings</td>
<td>Chapters 2-3</td>
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<td>June 30th</td>
<td>Infancy 1: Physical and Cognitive Development</td>
<td>Chapters 4-5</td>
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### JULY

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<th>Topic</th>
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<tr>
<td>July 2nd</td>
<td>Infancy 2: Socioemotional Development</td>
<td>Chapter 6</td>
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<tr>
<td>July 7th</td>
<td>Early Childhood 1: Physical and Cognitive Development</td>
<td>Chapter 7</td>
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<td>July 9th</td>
<td>Early Childhood 2: Socioemotional Development</td>
<td>Chapter 8</td>
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<td>July 14th</td>
<td>Middle and Late Childhood 1:</td>
<td>Chapters 9</td>
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<td>July 16th</td>
<td>Middle and Late Childhood 2:</td>
<td>Chapter 10</td>
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<td>July 21st</td>
<td>Adolescence 1: Physical and Cognitive Development</td>
<td>Chapter 11</td>
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<td>July 23rd</td>
<td>Adolescence 2: Socioemotional Development Part 1</td>
<td>Chapter 12</td>
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<td>July 28th</td>
<td>Adolescence 3: Socioemotional Development Part 2</td>
<td>Chapter 12</td>
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<td>July 30th</td>
<td>Early Adulthood</td>
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### AUGUST

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<tr>
<td>August 4th</td>
<td>Middle Adulthood</td>
<td>Chapters 15-16</td>
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<td>August 6th</td>
<td>Late Adulthood 1: Physical and Cognitive Development</td>
<td>Chapters 17-18</td>
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<td>August 11th</td>
<td>Late Adulthood 2: Socioemotional Development Ending: Death and Grief</td>
<td>Chapters 19-20</td>
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# Group Presentation

## Purpose

- Summary of some of the key studies that have been done related to topic: __/5
- Explanation of the relevance of the studies (how do they fit with the class): __/2
- Application of the topic to at least one of the following settings: psychological, parental, educational, professional, etc.: __/3

## Summarization of articles

- Clear presentations of hypotheses: __/2
- Presentation of the participants (sample size, gender, age range, etc.): __/2
- Clear explanation of the procedures: __/3
- Presentation of results: __/3
- Presentation of limitations: __/3
- Explanation of how the articles fit together: __/3
- Recommendations for future research: __/3

## Overall Quality

- Clear presentation of the topic of choice: __/4
- Did they stay within the 20-minute time limit?: __/2

## Total

- Teacher presentation grade: __/35
- Peer presentation grade: __/15
Peer Review Group Participation

Your Name: ____________________________________________

Group Member: _________________________________________

Group Presentation: ____________________________________

Now that you have completed your group presentation, you have the opportunity to rate your fellow group members’ participation and contribution to project.

For each group member, rate how much you agree with the following statements:

1. Attended almost all group meetings.
   
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2. Completed assigned work on time and work was of high quality.
   
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3. Listened to other group members’ opinions and offered valuable contributions/ideas to the project.
   
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