

# PSYCH 220 - Human Dev: Life Span

Winter 2018

Section 002: B030 JFSB on M from 4:00 pm - 6:30 pm

# PSYCH 220 - Human Dev: Life Span

Winter 2018

Section 002: B030 JFSB on M from 4:00 pm - 6:30 pm

---

## Instructor/TA Info

### Instructor Information

**Name:** Kara Duraccio

**Office Location:** 282 TLRB

**Office Hours:** Only By Appointment

**Email:** kara.duraccio@byu.edu

### TA Information

**Name:** Halie Firl

**Office Location:** 1053 JFSB

**Office Hours:** Mon 1:15am-4:15am

Tue 10:15am-1:15am

Or By Appointment

**Email:** halie.firl@byu.net

## Course Information

### 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.

There are three versions of the textbook - a hardcover version, a three-hole punch version, and an e-version, and can be bought new or used from the bookstore or online.

\*Note - the 14th and the 15th version are nearly identical.

### Materials

Item

Price (new)

Price (used)

Item	Price (new)	Price (used)



LIFE SPAN DEVELOPMENT 16E (3-HOLE) - Required  
by SANTROCK, J

120.00



EBOOK LIFE SPAN DEVELOPMENT 16E - Required  
by SANTROCK, J

106.00

## Learning Outcomes

### 1. Basic developments and patterns across the lifespan

Students will understand and remember the basic developments that occur across the lifespan, the basic patterns of thought, emotion, and behavior characteristic of individuals at each stage of the lifespan, and the important individual and contextual influences on human development.

*Measurement:* Multiple choice and short essay questions.

### 2. Key concepts and theories

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

*Measurement:* Multiple choice and short essay questions.

### 3. Communicate about human development

Students will be able to more effectively communicate verbally and in writing about human development.

*Measurement:* Research papers or other writing assignments.

### 4. Analyze and evaluate human development ideas

Students will be able to analyze and critically evaluate ideas, arguments, and points of view about human development.

*Measurement:* Research papers or other writing assignments.

### 5. Apply knowledge of human development to real world

Students will be able to apply knowledge of human development to addressing real-world issues.

*Measurement:* Short writing assignments and in-class activities.

## Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Grading Policy

### 1. **Quizzes** (5 points each—total of 50 points)

Each class period will have a brief quiz (5 multiple-choice questions) on the readings assigned for the day. Quizzes are designed to help students get the most of their reading by being more engaged and ready for class discussion. Each student's two lowest quiz scores will be dropped at the end of the semester.

### 2. **Research “Passion Project”—Presentation (20 Points) and Paper (40 points)**

Students will learn to consume research literature by finding at least three current research articles on a topic of their choosing, presenting their findings to the class, and writing a short research paper. Students can choose any topic from the reading that they find particularly interesting, from chapters 2-19. Topics should be fairly specific, but broad enough to find at least 3 articles that cover the topic. The presentation should be 5-10 minutes long and should succinctly describe the topic to the class and present the relevant research findings. Students should provide a very brief description of take-home points from their research (2-3 sentences) for class members on the day of the presentation. The presentation should be given on either the day the topic's readings are due or the class directly following. Later presentations will not be accepted.

Students must also write up a 3-5 page research paper on their topic, citing *at least* three articles, describing their methods and findings, and drawing conclusions about the broader topic from this research. No more than one chosen article can be directly cited in the textbook—students must find at least 2 articles on their own. The paper will be due on the last day of class, though students may choose to turn it in at any time after their presentation. Drafts can be turned in early for brief feedback before being graded. Further instructions will be given in class.

### 3. **Observation Paper** (40 points)

Students will write a short 3-5 page paper describing their observations of an infant or young child and how these observations relate to theories of development presented in the textbook and in class. This paper should include specific observations of the child's physical, cognitive, and social-emotional development. The student should plan to spend time with the child doing a developmentally appropriate activity (observing the child playing alone or with others, conversing, interacting with a parent, etc.) for at least a half-hour period. They may wish to ask the child questions, informally test cognitive or motor skills, or observe them engaging in several types of activities or interactions. Written consent must be obtained by parents of the child observed (consent form on learning suite). If the student cannot find a child to observe, they should consult fellow students and the instructor. In the paper, behaviors described should be connected to the relevant developmental theories (Piaget, Freud, Erikson, attachment styles, etc.). Students should explain observations using appropriate developmental terms, comment on which theories they feel their observations agree with and which don't fit as well. The paper will be due on May 26th.

### 4. **Midterm** (50 points)

The midterm will be in the testing center. It will cover material from the textbook, lectures, and class discussions during the first half of the term (ch. 1-10). The exam will consist of multiple-choice and short answer questions and will be closed-book, closed-notes.

### 5. **Final Exam** (50 points)

The final will cover readings, lectures, and discussions from the second half of the term (ch. 11-20) and will be on the class exam day. The exam will consist of multiple choice and short answer questions and will be closed-book, closed-notes.

## Participation Policy

Participation in class activities has been shown to be one of the most effective ways to learn and absorb new material. As such, class participation will be highly encouraged. Students are encouraged to participate in class by bringing up ideas and questions in discussions in order to better learn the material.

## Attendance Policy

Class attendance is a vital part of the course, as material presented in lectures, class activities and discussions will be on exams. Quizzes are taken in class and no make-ups are allowed.

## Classroom Procedures

### 1. Computers and Electronic Devices

Computers and other electronic devices such as tablets are generally not permitted in class, as they are often distracting for both the student and others around them. If a student feels they have a legitimate reason for using a computer in class, they should write up a paragraph defending their position and submit it to the instructor for review. Studies show that students learn material better by taking notes by hand. Hand-written notes can be copied to electronic format after class to further solidify learning if the student wishes to have an electronic copy. Cell phones should be turned off or put on silent mode while in class.

### 2. Late Policy

All assignments should be turned in on time. 10 points will be docked for each day late.

### 3. Extra Credit

You can earn up to 10 points of extra credit by living a healthy lifestyle through doing three the following five things: exercise regularly, set and achieve a goal for healthier eating, get enough sleep at least six times a week, read a praiseworthy book, or find a way to serve others regularly. These may be self-reported via survey at the end of the semester to earn the extra credit.

## Assignments

### Assignment Descriptions

#### Chapter 2 & 3 Quiz

---

Jan  
22

Due: Monday, Jan 22 at 11:59 pm

---

#### Chapters 4, 5, & 6 Quiz

---

Jan  
29

Due: Monday, Jan 29 at 11:59 pm

---

## Chapter 7 Quiz

---

Feb  
05

Due: Monday, Feb 05 at 11:59 pm

---

## Chapter 8 Quiz

---

Feb  
12

Due: Monday, Feb 12 at 11:59 pm

---

## Chapter 9 Quiz

---

Feb  
19

Due: Monday, Feb 19 at 11:59 pm

---

## Chapter 10 Quiz

---

Feb  
26

Due: Monday, Feb 26 at 11:59 pm

---

## Midterm Exam

---

Mar  
03

Due: Saturday, Mar 03 at 3:00 pm

---

Covers chapters 1-10

## Chapters 11 & 12 Quiz

---

Mar  
05

Due: Monday, Mar 05 at 11:59 pm

---

## Chapters 13 & 14 Quiz

---

Mar  
12

Due: Monday, Mar 12 at 11:59 pm

---

## Chapter 15 & 16 Quiz

---

Mar  
19

Due: Monday, Mar 19 at 11:59 pm

---

## Chapters 17 & 18 Quiz

---

Mar  
26

Due: Monday, Mar 26 at 11:59 pm

---

## Observation Paper

---

Mar  
26

Due: Monday, Mar 26 at 11:59 pm

---

Students will write a short 3-5 page paper describing their observations of an infant or young child and how these observations relate to theories of development presented in the textbook and in class. This paper should include specific observations of the child's physical, cognitive, and social-emotional development. The student should plan to spend time with the child doing a developmentally appropriate activity (observing the child playing alone or with others, conversing, interacting with a parent, etc.) for at least a half-hour period. They may wish to ask the child questions, informally test cognitive or motor skills, or observe them engaging in several types of activities or interactions. Written consent must be obtained by parents of the child observed (consent form on Learning Suite). If the student cannot find a child to observe, they should consult fellow students and the instructor. In the paper, behaviors described should be connected to the relevant developmental theories (Piaget, Freud, Erikson, attachment styles, etc.). Students should explain observations using appropriate developmental terms, comment on which theories they feel their observations agree with and which don't fit as well.

### Chapter 19 Quiz

---

Apr  
02

Due: Monday, Apr 02 at 11:59 pm

---

### Chapter 20 Quiz

---

Apr  
09

Due: Monday, Apr 09 at 11:59 pm

---

### Healthy Lifestyle Extra Credit

---

Apr  
16

Due: Monday, Apr 16 at 11:59 pm

---

You can earn up to 10 points of extra credit by living a healthy lifestyle through doing three the following five things: exercise regularly, set and achieve a goal for healthier eating, get enough sleep at least six times a week, read a praiseworthy book, or find a way to serve others regularly. These may be self-reported via survey at the end of the semester to earn the extra credit.

### "Passion Project" Research Presentation

---

Apr  
16

Due: Monday, Apr 16 at 11:59 pm

---

Students will learn to consume research literature by finding at least three current research articles on a topic of their choosing, presenting their findings to the class, and writing a short research paper. Students can choose any topic from the reading that they find particularly interesting, from chapters 2-19. Topics should be fairly specific, but broad enough to find at least 3 articles that cover the topic. The presentation should be 5-10 minutes long and should succinctly describe the topic to the class and present the relevant research findings. Students should provide a very brief description of take-home points

from their research (2-3 sentences) for class members on the day of the presentation. The presentation should be given on either the day the topic's readings are due or the class directly following. Later presentations will not be accepted.

### "Passion Project" Research Paper

---

Apr  
16

Due: Monday, Apr 16 at 11:59 pm

---

Students will learn to consume research literature by finding at least three current research articles on a topic of their choosing, presenting their findings to the class, and writing a short research paper. Students can choose any topic from the reading that they find particularly interesting, from chapters 2-19. Topics should be fairly specific, but broad enough to find at least 3 articles that cover the topic.

### Final Exam

---

Apr  
23

Due: Monday, Apr 23 at 7:45 pm

---

Will cover chapters 11-20 (non-comprehensive)

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## **Student Disability**

Brigham Young University 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.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial



or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## 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 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Column 1	Column 2
Week 1		
M Jan 08 Monday	<i>No class. Please use this time to look over the class syllabus and to start your readings!</i>	Though we will not be having class, please read Chapter 1 - Introduction
Week 2		
M Jan 15 Monday	<b>Martin Luther King Jr Day</b> <i>No class - holiday</i>	
Week 3		
M Jan 22 Monday	Ch. 2- Biological Beginnings Ch. 3- Prenatal Development and Birth	<b>Chapter 2 &amp; 3 Quiz</b>
Week 4		
M Jan 29 Monday	Ch. 4- Physical Development in Infancy Ch. 5- Cognitive Development in Infancy Ch. 6- Socioemotional Development in Infancy	<b>Chapters 4, 5, &amp; 6 Quiz</b>
Week 5		
M Feb 05 Monday	Ch. 7- Physical and Cognitive Development in Early Childhood	<b>Chapter 7 Quiz</b>
Week 6		

M Feb 12 Monday	Ch. 8- Socioemotional Development in Early Childhood	<b>Chapter 8 Quiz</b>
Week 7		
M Feb 19 Monday	<b>Presidents Day</b>	<b>Chapter 9 Quiz</b>
T Feb 20 Tuesday	<b>Monday Instruction</b> Ch. 9 Physical and Cognitive Development in Middle and Late Childhood	
Week 8		
M Feb 26 Monday	Ch. 10- Socioemotional and Cognitive Development in Middle and Late Childhood	<b>Chapter 10 Quiz</b>
T Feb 27 Tuesday		<b>Midterm Exam Opens</b>
Sa Mar 03 Saturday		<b>Midterm Exam Closes</b>
Week 9		
M Mar 05 Monday	Ch. 11- Physical and Cognitive Development in Adolescence Ch. 12- Socioemotional Development in Adolescence	<b>Chapters 11 &amp; 12 Quiz</b>
Week 10		
M Mar 12 Monday	Ch. 13- Physical and Cognitive Development in Early Adulthood Ch. 14- Socioemotional Development in Early Adulthood	<b>Chapters 13 &amp; 14 Quiz</b>
Week 11		
M Mar 19 Monday	Ch. 15- Physical and Cognitive Development in Middle Adulthood Ch. 16- Socioemotional Development in Middle Adulthood	<b>Chapter 15 &amp; 16 Quiz</b>
Week 12		
M Mar 26 Monday	Ch. 17- Physical Development in Late Adulthood Ch. 18- Cognitive Development in Late Adulthood	<b>Chapters 17 &amp; 18 Quiz</b> <b>Observation Paper</b>
Week 13		

M Apr 02 Monday	Ch. 19- Socioemotional Development in Late Adulthood	<b>Chapter 19 Quiz</b>
Week 14		
M Apr 09 Monday	Ch. 20- Death, Dying & Grieving	<b>Chapter 20 Quiz</b>
Week 15		
M Apr 16 Monday	Catch-up day + final exam review day  <b>Healthy Lifestyle Extra Credit</b>	<b>"Passion Project" Research Paper</b>  <b>"Passion Project" Research Presentation</b>
Week 16		
M Apr 23 Monday	Final Exam: B030 JFSB 5:45pm - 7:45pm	<b>Final Exam</b>