

Instructor/TA Info

Instructor Information

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TA Information

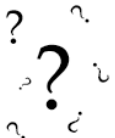


Name: Sara Patterson
Office Hours: Mon, Wed 3:00pm-4:00pm
Or By Appointment
Email: sara.music64@yahoo.com

Course Information

Description

This course is a general introduction to the science of human development. We will cover the physical, cognitive, and psychosocial development of humans throughout the lifespan.

Materials

Item	Price (new)	Price (used)
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
 <u>LIFE SPAN DEVELOPMENT 16E (3-HOLE)</u> - Required by SANTROCK, J	120.00	
OR <i>Option 2: 1 Item</i>		
 <u>LIFE SPAN DEVELOPMENT 16E</u> - Required by SANTROCK, J		
OR <i>Option 3: 1 Item</i>		
 <u>EBOOK LIFE SPAN DEVELOPMENT 16E</u> - 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%

Participation Policy

The best way to learn in this class is to engage with the material, both in and out of class. So, try to engage when you're in class. There will be intermittent in-class assignments used to help you do this.

Attendance Policy

Class attendance is a critical part of the course. You will not be graded according to your attendance, but you will be graded on unannounced in-class assignments/activities.

Study Habits

These are good to have. If you don't have them yet, this can be an opportunity to develop them. Let me know if you find yourself struggling to keep up.

Assignments

Assignment Descriptions

Quiz 1: option Ch 3

Sep
18

Due: Monday, Sep 18 at 3:59 pm

Quiz 1: Ch 3 option. Please do not use notes on this quiz. It is closed book.

Quiz 1: option Ch 2

Sep
18

Due: Monday, Sep 18 at 3:59 pm

Quiz 1: Ch 2 option. Please do not use notes on this quiz. It is closed book.

Quiz 2: option Chapter 4

Sep
25

Due: Monday, Sep 25 at 3:59 pm

Quiz 2: Chapter 4 option. Closed Book, due Wed the 28th at midnight (11:59)

Quiz 2: option Chapter 5

Sep
25

Due: Monday, Sep 25 at 3:59 pm

quiz 2 option CH 5. Please do not use notes on this quiz. It is closed book.

Quiz 3: Chapter 6

Oct

02

Due: Monday, Oct 02 at 3:59 pm

Quiz 3: Chapter 6. Please do not use notes on this quiz. It is closed book.

Interview**Oct
02**

Due: Monday, Oct 02 at 11:59 pm

Interview someone in a particular developmental stage, and turn in a written summary of the interview. You may choose to focus your interview on only one of types of development (physical, cognitive, social-emotional) or include all three. Write a 2 - 3 page paper of the questions you asked along with a summary of the responses. In the same document, write a 1-page reaction paper (e.g., what did you learn, were surprised by) and how what you learned relates to topics that have been or will be covered in class. 3 - 4 pages total, in length. Double-spaced; no crazy margins.

Exam 1**Oct
08**

Due: Sunday, Oct 08 at 11:59 pm

Material from chapters 1 - 6. Closed book. Closed notes. Closed neighbor. You get the picture....

Quiz 4: option Chapter 7**Oct
09**

Due: Monday, Oct 09 at 3:59 pm

Quiz 4: Chapter 7 option. Please do not use notes on this quiz. It is closed book.

Quiz 4: Option Ch 8**Oct
09**

Due: Monday, Oct 09 at 3:59 pm

Quiz 4: Ch 8 Option. Please do not use notes on this quiz. It is closed book.

Quiz 5: option Ch 9**Oct
16**

Due: Monday, Oct 16 at 3:59 pm

Quiz 5: Ch 9 option. Please do not use notes on this quiz. It is closed book.

Quiz 5: option Ch 10**Oct
16**

Due: Monday, Oct 16 at 3:59 pm

Quiz 5 ch 10. Please do not use notes on this quiz. It is closed book.

Quiz 6: option Ch 11**Oct
23**

Due: Monday, Oct 23 at 3:59 pm

Quiz 6: Ch 11 option. Please do not use notes on this quiz. It is closed book.

Quiz 6: option Ch 12**Oct
23**

Due: Monday, Oct 23 at 3:59 pm

Quiz 6: Ch 12 option. Please do not use notes on this quiz. It is closed book.

Quiz 7: Chapter 13**Oct
30**

Due: Monday, Oct 30 at 3:59 pm

CH 13 option. Please do not use notes on this quiz. It is closed book.

Quiz 8: Chapter 14

Nov
06

Due: Monday, Nov 06 at 3:59 pm

Ch. 14 option. Please do not use notes on this quiz. It is closed book.

Exam 2

Nov
12

Due: Sunday, Nov 12 at 11:59 pm

Material from chapters 7-14. Closed book. Closed notes. Closed neighbor.

Quiz 9: option ch 16

Nov
13

Due: Monday, Nov 13 at 3:59 pm

Quiz 9: Ch 16 option. Please do not use notes on this quiz. It is closed book.

Quiz 9: option Ch 15

Nov
13

Due: Monday, Nov 13 at 3:59 pm

Quiz 9: Ch 15 option. Please do not use notes on this quiz. It is closed book.

Media Analysis

Nov
13

Due: Monday, Nov 13 at 11:59 pm

This is an opportunity to reflect on what you have learned so far and gain wisdom by applying your knowledge to real-life. You are expected to watch a movie or read a book through a "developmental lens" (e.g., *Where the Wild Things Are*). Be thoughtful, and express your unique insights on the topic and how it relates to what you have learned in class. Have fun. Be creative.

Two to four pages, double-spaced. At least two peer-reviewed journal articles (not including the book) should be included to add evidence to your points. Attending a **writing lab** to have someone review your paper is expected for this paper (see rubric).

Quiz 10: option Ch 18

Nov
20

Due: Monday, Nov 20 at 3:59 pm

Quiz 10: Ch 18 option. Please do not use notes on this quiz. It is closed book.

Quiz 10: option Ch 17

Nov
20

Due: Monday, Nov 20 at 3:59 pm

Quiz 10: Ch 17 option. Please do not use notes on this quiz. It is closed book.

Quiz 11: Chapter 19

Nov
27

Due: Monday, Nov 27 at 3:59 pm

Quiz 11: Ch 19. Please do not use notes on this quiz. It is closed book.

Reflection Paper

Nov
27

Due: Monday, Nov 27 at 11:59 pm

Write a one page (longer if you desire) summary of your best reflections on **one** of these two questions:

1) How would you talk to someone about sex (e.g., sexual abuse, sexually transmitted disease, sexual education, etc.)? Your audience could be a friend, sibling, child, etc. What do you think is important for them to know, and why?

2) How would you respond to someone who is LGBT (choose any one you want) coming out to you? Again, your audience could be a friend, sibling, or child. What do you think is most important to convey? Why?

This is a reflection paper, not a technical paper, so you will be graded on the depth of your insights on the topic.

Quiz 12: Ch 20 & Feedback

Dec
04

Due: Monday, Dec 04 at 3:59 pm

Make sure you complete your student ratings first! Please do not use notes on this quiz. It is closed book.

Presentation

Dec
11

Due: Monday, Dec 11 at 10:59 pm

Please get into groups of 3-4 and pick a topic from the list. If you choose to discuss a theorist, please review a little of their history, their theory, and how it applies to human development. If you choose a topic, please address how the topic may manifest differently across the life-span.

Please include at least three empirical sources (e.g., peer-reviewed journal article) besides the book. Plan about a 10 minute presentation, and be prepared to answer questions or lead a debate. You will start losing points if you go over 15 minutes. You will also help evaluate each other as well. Please provide handouts for the class on your topic. Email me any powerpoint presentations the morning before class.

Exam 3

Dec
21

Due: Thursday, Dec 21 at 11:59 pm

Multiple choice questions; Chapters 15- 20

Guest Speaker

Dec
21

Due: Thursday, Dec 21 at 11:59 pm

Have someone come to class for about 10 - 15 minutes, and answer questions about their developmental stage, and you will earn enough points to cover a full quiz.

Signup here:

<https://docs.google.com/spreadsheets/d/1988ZaxYWUaaYFsmYZmpDT073kYCUzQsB9okqOM5e2sw/edit#gid=0>

<https://docs.google.com/spreadsheets/d/1988ZaxYWUaaYFsmYZmpDT073kYCUzQsB9okqOM5e2sw/edit#gid=0>

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.

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 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.

Schedule

Date	Column 1	Column 2
Week 1		
M Sep 11 Monday	Syllabus & Chapter 1: Lifespan Developmental Perspective	Quiz 1: option Ch 2 Opens Quiz 1: option Ch 3 Opens
Week 2		
M Sep 18 Monday	Chapters 2 & 3: Biological Beginnings, Prenatal Development and the Miracle of Birth Guest Speaker: Roxanna	Quiz 1: option Ch 2 Closes Quiz 1: option Ch 3 Closes Quiz 2: option Chapter 4 Opens Quiz 2: option Chapter 5 Opens
Week 3		
M Sep 25 Monday	Chapters 4 & 5: Physical & Cognitive Development in Infancy	Quiz 2: option Chapter 4 Closes Quiz 2: option Chapter 5 Closes Quiz 3: Chapter 6 Opens
Week 4		
M Oct 02 Monday	Chapter 6: Socioemotional Development in Infancy	Quiz 3: Chapter 6 Closes Quiz 4: option Chapter 7 Opens Quiz 4: Option Ch 8 Opens Interview Exam 1 Opens
Su Oct 08 Sunday		Exam 1 Closes
Week 5		

M Oct 09 Monday	Chapters 7 & 8: Early Childhood Guest Speaker: Collette	Quiz 4: option Chapter 7 Closes Quiz 4: Option Ch 8 Closes Quiz 5: option Ch 9 Opens Quiz 5: option Ch 10 Opens
Week 6		
M Oct 16 Monday	Chapters 9 & 10: Middle/Late Childhood	Quiz 5: option Ch 9 Closes Quiz 5: option Ch 10 Closes Quiz 6: option Ch 11 Opens Quiz 6: option Ch 12 Opens
Week 7		
M Oct 23 Monday	Chapters 11 & 12: Adolescence	Quiz 6: option Ch 11 Closes Quiz 6: option Ch 12 Closes Quiz 7: Chapter 13 Opens
Week 8		

M Oct 30 Monday	Chapter 13: Physical and Cognitive Development in Early Adulthood	Quiz 7: Chapter 13 Closes Quiz 8: Chapter 14 Opens **REMINDER: Attend a writing lab to review your media analysis paper before you turn it in: FHSS Writing Lab (1175 JFSB): Mon - Fri, 8 - 5pm (closed Tues, 11am-12pm, for devotionals) Research & Writing Center (3322 HBLL): Mon & Fri, 10am—6pm; Tues 12pm—9pm; Wed & Thurs, 10am—9pm Writing Center (4026 JKB): Mon-Fri, 10am-4pm (closed Tues, 11am-12pm, for devotionals)
Week 9		
M Nov 06 Monday	Chapter 14: Socioemotional Development in Early Adulthood	Quiz 8: Chapter 14 Closes Quiz 9: option Ch 15 Opens Quiz 9: option ch 16 Opens Exam 2 Opens
Su Nov 12 Sunday		Exam 2 Closes
Week 10		

M Nov 13 Monday	Chapters 15 & 16: Middle Adulthood	Quiz 9: option Ch 15 Closes Quiz 9: option ch 16 Closes Media Analysis Quiz 10: option Ch 17 Opens Quiz 10: option Ch 18 Opens
Week 11		
M Nov 20 Monday	Chapters 17 & 18: Physical and Cognitive Development in Late Adulthood	Quiz 10: option Ch 17 Closes Quiz 10: option Ch 18 Closes Quiz 11: Chapter 19 Opens
Week 12		
M Nov 27 Monday	Chapter 19: Socioemotional Development in Late Adulthood	Quiz 11: Chapter 19 Closes Quiz 12: Ch 20 & Feedback Opens Reflection Paper
Week 13		
M Dec 04 Monday	Chapter 20: Death, Dying, and Grieving PRESENTATIONS! REVIEW!	Quiz 12: Ch 20 & Feedback Closes
Week 14		
M Dec 11 Monday	PRESENTATIONS!	
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)	
Sa Dec 16 Saturday	First Day of Fall Final Exams (12/16/2017 - 12/21/2017) FINAL: Take it any time between the beginning of finals week (December 16th) and the end of finals week (December 21st)	Exam 3 Opens
Week 15		
Th Dec 21 Thursday	GUEST SPEAKERS SIGNUP: https://docs.google.com/spreadsheets/d/1988ZaxYWUaaYFsmYZmpDT073kYCUzQsB9okqOM5e2sw/edit#gid=0	Exam 3 Closes Guest Speaker