

Human Development: Life Span

Spring 2017 Syllabus

Psych 220 (Section 002)

M/W 4:00-6:30PM, 120 MARB

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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 life span, 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.

Measured by: Quizzes and Exams

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.

Measured by: Quizzes and Exams

3. Analyze and evaluate human development ideas

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

Measured by: Research paper and observation paper

4. Apply knowledge of human development to the real-world

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

Measured by: Research presentation, observation paper, and extra credit paper

Materials

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.

Life-Span Development (16th edition—15E) by John W. Santrock. ISBN: 978-0-07-337021-7.
Or 15th Edition/14th edition—recent editions are mostly identical

Other relevant readings may be assigned and will be uploaded to Learning Suite

Course Requirements

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 and will be available from June 1-5. 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 (Wednesday, June 21s 5:00pm-7:00pm, 120 MARB). The exam will consist of multiple choice and short answer questions and will be closed-book, closed-notes.

Class Policies

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. Class Attendance

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. Students are encouraged to participate in class by bringing up ideas and questions in discussions in order to better learn the material.

3. Late Policy

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

4. Extra Credit

You can earn up to 10 points of extra credit by writing a 2-4 page response paper discussing a news article related to research on any topic of human development covered in class and comparing the news report to the research article it is reporting on. Papers should comment on what parts of the reporting are accurate, inaccurate, interesting, or misleading. Extra credit papers are due on the last day of class.

Grading

Quizzes	50 points	20%
Research Presentation	20 points	8%
Research Paper	40 points	16%
Observation Paper	40 points	16%
Midterm	50 points	20%
<u>Final (not comprehensive)</u>	<u>50 points</u>	<u>20%</u>
Total	250 points	100%
(Extra Credit Paper)	(10 points)	

GRADING SCALE

A = 93% - 100%	C+ = 77% - 79.9%
A- = 90% - 92.9%	C = 73% - 76.9%
B+ = 87% - 89.9%	C- = 70% - 72.9%
B = 83% - 86.9%	D+ = 67%-69.9%
B- = 80% - 82.9%	D = 63% - 66.9%

Schedule

Date & Deadline	Readings Due
Wednesday, May 3 rd	Ch 1 <i>Introduction</i>
Monday, May 8 th	Ch. 4 <i>Physical Development in Infancy</i> Ch. 5 <i>Cognitive Development in Infancy</i> (Quiz)
Wednesday, May 10 th	Ch. 2 <i>Biological Beginnings</i> Ch. 3 <i>Prenatal Development, & Birth</i> (Quiz)
Monday, May 15 th	Ch. 6 <i>Socioemotional Development in Infancy</i> (Quiz)
Wednesday, May 17 th	Ch. 7 <i>Physical & Cognitive Development in Early Childhood</i> (Quiz)
Monday, May 22 nd	Ch. 8 <i>Socioemotional Development in Early Childhood</i> (Quiz)
Wednesday, May 24 th	Ch. 9 <i>Physical & Cognitive Development in Middle & Late Childhood</i> (Quiz)
Friday, May 26 th	Observation Paper due
Monday, May 29 th	<i>Memorial Day, no class</i>
Wednesday, May 31 st	Ch.10 <i>Socioemotional Development in Middle & Late Childhood</i> (Quiz)
Thursday, June 1 st – Monday, June 5 th	Midterm Exam at Testing Center, Ch. 1-10 (late test day Tuesday June 6 th)
Monday, June 5 th	Ch. 11 <i>Physical & Cognitive Development in Adolescence</i> Ch. 12 <i>Socioemotional Development in Adolescence</i> (Quiz)
Wednesday, June 7 th	Ch. 13 <i>Physical & Cognitive Development in Early Adulthood</i> Ch. 14 <i>Socioemotional Development in Early Adulthood</i> (Quiz)
Monday, June 12 th	Ch. 15 <i>Physical & Cognitive Development in Middle Adulthood</i> Ch. 16 <i>Socioemotional Development in Middle Adulthood</i> (Quiz)
Wednesday, June 14 th	Ch. 17 <i>Physical Development in Late Adulthood</i> Ch. 18 <i>Cognitive Development in Late Adulthood</i> (Quiz)
Monday, June 19 th LAST DAY OF CLASS	Ch. 19 <i>Socioemotional Development in Late Adulthood</i> (Quiz) Ch. 20 <i>Death, Dying & Grieving</i> Last Day to Present
Monday, June 19 th , midnight	Research “Passion Project” Paper due Presentation summary/bullet points due (By email/LS message) Extra credit paper due
Wednesday, June 21 st Final Exam	5:00pm-7:00pm, 120 MARB, Ch. 11-20

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

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