

Lifespan Development Psychology

PSYX 205.60

Fall 2022

Credit Hours: 3

Text: *Lifespan Development* by Lally & Valentine-French

Modality: online

Instructor = Dr. Ralph Barnes

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Office: Spalding 235

Office Hours: Mon 10:30-11:30 AM; Tue 10:30-11:30 AM; Thur 1:30-2:30 PM

(or contact me to make an appointment)

Tip: when communicating to me via email, always include your name, course number and section number.

Course Materials

The required text for the course is *Lifespan Development* by Lally & Valentine-French. I will upload a copy of that textbook in pdf format to Canvas. It will be free to you.

I may also upload additional documents to Canvas.

Some (not all) lecture notes will be posted on Canvas. I highly recommend downloading the notes to a computer, opening the files, and printing them out 3, 4, or 6 to a page (depending on how much additional notes you generally take). Or open the files in PPT and type additional content into the PPT files. **I will use Canvas extensively, so make sure to check it frequently for critical announcement, readings, etc.**

Course Description: Helps students gain an understanding of the physical, intellectual, emotional, social and moral development from conception to death. Basic theories of child and adolescent development will be addressed to assist the student to learn the conditions for human development.

Course Specific Student Outcomes and Competencies

Upon completion of this course, students will be familiar with major concepts in the discipline of developmental psychology, including but not limited to:

- The philosophical approaches to developmental psychology
- The theories of Gesell, Bowlby, Ainsworth, Montessori, Piaget, Werner, Kohlberg, Skinner, Bandura, Vygotsky, and Erikson
- Psychological characteristics of individuals during various stages of life
- the link between Kony 2012, Kanye West and COVID-19

The fourth outcome was in there just to see if you were paying attention.

Student outcomes will be met primarily through lecture, outside reading, and child observation.

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

General Education Learning Outcomes (GELOs): Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of developmental psychology
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Attendance issues

I monitor Canvas in the first two weeks because I am required to do so and report that information to the administration. Participation records in first two weeks do not directly impact your grades. However, class participation is correlated with final grade: students spend more time engaged with the course on Canvas tend to earn higher grades.

Sequence of Material to be covered*:

Lecture #	Name
00	Introduction to psychological science
01	Major perspectives of human devo
02	Gesell's maturational theory
03	Ethological theories
04	Montessori
05	Werner
06	Piaget
07	Kohlberg
08	Learning theory
09	Social learning theory
10	Vygotsky
11	Freud
12	Erikson
13	Mahler
14	Schachtel
15	Jung
16	Chomsky
99	Miscellaneous topics

***Sequence is tentative and we likely will not have time to cover all the topics**

Evaluation**Textbook Quizzes**

Ten textbook quizzes will be administered online. All textbook quizzes will be multiple-choice. Each quiz will be worth 30 points and you can drop the lowest two of your ten textbook quiz grades. Because you can drop two textbook quiz grades, there will be **no make-ups for textbook quizzes** (even if you missed a quiz for a good reason, e.g. your pet turtle spontaneously combusted an hour before the quiz was due and you had to call the fire department). Textbook quizzes will be open book and will be available on Canvas from 7 AM until 11 PM on the assigned dates. You will have 20 minutes to take each quiz. *Quizzes are not collaborative.* You are on your honor to not receive or give quiz assistance to other students.

Lecture Quizzes

A yet-to-be-determined number of lecture quizzes will be administered online. Lecture quizzes will be a combination of essay and multiple choice (with essay questions being much more common). My guess is that there will be approximately 30 lecture quizzes and that you will be able to drop approximately the lowest 4 of those 30. Because you can drop several lecture quiz grades, there will be **no make-ups for lecture quizzes** (even if you missed a quiz for a good reason). Lecture quizzes will be open book and will be

available on Canvas from 7 AM until 11 PM on the assigned dates. You will have 20 minutes to take each quiz. *Quizzes are not collaborative.* You are on your honor to not receive or give quiz assistance to other students.

Note: both types of quizzes will be open book/open notes, but they will be timed and limited to 20 minutes for textbook quizzes and 10 minutes for lecture quizzes. So, studying is probably a better idea than flipping through the readings or lecture notes frantically as the clock ticks down to zero.

Theory Papers

To aid the development of your writing and critical thinking skills, integrate and apply theoretical concepts, and prepare for the observation project there will be two theory papers. Theory paper #1 will focus on one developmental theorist and theory paper #2 will focus on a different theorist. You will be asked to evaluate your own development, or the development of someone you know, in terms of the theories. These will also provide practice for the observation project. Theory papers must be uploaded to Canvas in MS Word format. If you do not have software that allows you to save a document to MS Word format, contact me. The university provides students with free copies of MS Office here: <https://www.microsoft.com/en-us/education/products/office> Also, some non-Microsoft word processing programs give you the option of saving the final document to MS Word format (e.g. Apache Open Office, Libre, Adobe Acrobat, etc.). So, we should be able to work things out. Additional details for these papers will be uploaded to the ‘critical stuff’ folder on Canvas.

Individual Observation Project

Writing and application of psychological principles to life are important skills to develop in the field of psychology. To gain experience in applying the knowledge of developmental psychology and to demonstrate an understanding of the development of a particular individual, there will be an Individual Observation Project in which you will take on the role of a researcher conducting observational research (a case study) or assessment. You will find a child (or possibly an adult) to observe, observe the individual, take field notes of observed and reported behavior, then write a paper analyzing and interpreting your observations in relation to theory. Theory papers must be uploaded to Canvas in MS Word format. Additional details for this project will be uploaded to the ‘critical stuff’ folder on Canvas.

Discussions boards

Three discussions will be created on Canvas. Each student will be required to submit 10 high effort comments (either a top comment or a reply to a comment left by another person). Each high effort comment is worth 10 points.

Low effort comments (e.g. 'Good point bro. I totally agree with you') are worth 0 points.

A high effort comment could include your thoughtful opinion on an issue, a thoughtful question, or a thoughtful reply to another person's comment. For instance: 'I think that the ethological approach has a lot of merit. For instance, they claim yada yada yada, and that corresponds to some behavior I witnessed my niece engage in last year. Specifically, I saw my niece...' Or 'I think it is impossible to separate 'Rousseau the unethical jerk' from 'Rousseau the developmentalist philosopher'. For that reason, I believe we have to reject all of his claims about human development and parental care'.

To get the full 100 points for the discussion each student must submit at least 3 high effort comments per discussion board. Student are not required to post more than 10 comments in the discussion board, but they are very much welcome to do so.

Finally, there will a general course discussion board that you can use to ask me questions about the course or provide your opinion about the course. Yes, you can email me that kind of thing directly, but you are welcome to use the general discussion board instead of email. Comments in the general discussion board are not worth any points. The only way to get points is to place comments in the one of three content-related discussion boards.

Grades

A student can accumulate up to a total of 826 points in this course. The points are distributed as follows:

Course element	Points	% of final grade
Lecture quizzes (includes the final exam)	230 (~10 points per quiz)	~28%
Textbook Quizzes	216 (27 x 8)	~26.3%
Child observation paper	200	~24.4%
Theory papers	80 (40 x 2)	~9.8%
Discussion boards	100 (10 x 5)	~12.2%
Total	826	100%

A standard grading scale is presented below. I hope to use this grading scale. However, I reserve the right to apply a curve to the grades at the end of the semester. If I do use a curve, then it will may help or be neutral for students (compared to the standard grading scale). If I use a curve, it will not lower any student's grade.

Standard grading scale:

Grade	Percent	Minimum points needed for grade
A	93+	769
A-	90-92.99	744
B+	87-89.99	719
B	83-86.99	686
B-	80-82.99	661
C+	77-79.99	637
C	73-76.99	603
C-	70-72.99	579
D+	67-69.99	554
D	63-66.99	521
D-	60-62.99	496
F	<60	

Initial Schedule for online section (more detailed schedule is coming soon)

Module	Item	Date	Content covered
	Textbook quiz 1	Aug 31	L&V-F 01: Introduction to Lifespan Development
	Textbook quiz 2	Sep 7	L&V-F 02: Heredity, prenatal devo & birth
	Textbook quiz 3	Sep 14	L&V-F 03: Infancy & toddlerhood
	Textbook quiz 4	Sep 28	L&V-F 04: Early childhood
	Textbook quiz 5	Oct 05	L&V-F 05: Middle and late childhood
	Textbook quiz 6	Oct 12	L&V-F 06: Adolescence
	Textbook quiz 7	Oct 19	L&V-F 07: Emerging & early adulthood
	Textbook quiz 8	Nov 02	L&V-F 08: Middle adulthood
	Theory paper #1	Nov 02	
	Textbook quiz 9	Nov 09	L&V-F 09: Late adulthood
	Textbook quiz 10	Nov 16	L&V-F 10: Death and dying
	Theory paper #2	Nov 30	
	Child observation project	Dec 7	
	Final Exam	Dec 13 11 PM deadline	The final 3 lecture quizzes constitute the final exam

*Quiz and assignment dates are subject to change.

Some Important Dates

Date	Event
Aug 22	First day of classes
Aug 26	Last day to register/add online w/out signatures. Last day to pay without late fees
Sep 02	Last day to drop w/out a 'W' grade
Sep 05	Labor Day (campus closed)
Oct 21	Last day to drop without a 'W' grade
Nov 03	Last day to drop with a 'W' grade
Nov 07	Priority Registration for SP 2023 begins
Nov 11	Open registration for SP 2023 begins
Nov 21-25	Fall break (no classes)
Dec 08	Last day of lecture for in person courses
Dec 12-16	Final exam week

A note to persons with disabilities. If you need course accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

Diversity Vision Statement: Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Athletes

Athletes will not be academically penalized for participation in scheduled away games. Athletes may also take make-up quizzes and assignments for any quizzes and assignments that conflicts with a regularly scheduled game or meet. See me if you have any questions regarding this.

Academic Misconduct

Academic misconduct (which includes such things as cheating and plagiarism) is taken very seriously. Students involved in academic misconduct may receive a failing grade for the entire course. For LCSC policy on plagiarism, you should check out the following URLs: <https://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct> and <https://www.lcsc.edu/student-affairs/student-code-of-conduct/disciplinary-procedure>

COVID-19

WEARING MASKS IN CLASSROOMS IS OPTIONAL (true as of 2022/08/12)

Individuals are encouraged to wear a mask if they feel more comfortable doing so but, with the exception of requirements associated with specific internship or clinical experiences, wearing a mask at LCSC will not be required.

The details about LCSC's mask policy can be found at <https://www.lcsc.edu/coronavirus>. If, however, if shit hits the fan (figuratively, not literally) in terms of COVID-19 the policy will likely change.