

# SYLLABUS for LIFESPAN DEVELOPMENT PSYCHOLOGY

DATE: Spring 2022

COURSE NUMBER AND TITLE: PSYC 205-02 Lifespan Development Psychology

CREDIT HOURS: 3

TIME AND PLACE: T/Th 10:30 a.m. – 11:45 a.m., Sam Glenn Complex, room 121

INSTRUCTOR: Emily M. Carstens Namie, Ph.D.

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**GENERAL EDUCATION COMPETENCY AREA:** Social and Behavioral Ways of Knowing

**Course Description:** This course is designed to help the student gain an understanding of the physical, cognitive, emotional, social, and moral development of children and adolescents. Basic theories of child, adolescent, and adult development will be studied to assist the student in the practice of understanding humans.

**Text:** Life Span: Human Development, 9th ed., by Sigelman & Rider with MindTap access

MindTap with E-book: ISBN: 9781337275712

Loose-leaf book with MindTap (and e-book): ISBN: 9781337592482

APA citation:

Sigelman, C. K., & Rider, E. A. (2018). *Life-span human development* (9th ed.). Cengage Learning.

Publisher website to purchase text

\*click on “Digital” tab to for MindTap w/ e-book or “Bundle” tab if you want the loose-leaf book w/ MindTap:

<https://www.cengage.com/c/life-span-human-development-9e-sigelman/9781337100731/>

## General Statement of Goals and Objectives

This course is designed to help the student gain an understanding of the physical, cognitive, emotional, social and moral development of children and adolescents. Basic theories of child and adolescent development are studied to assist the student in the practice of understanding humans.

## 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 a particular Social Science discipline, in this case, 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.

### **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 basic research designs and those specific to developmental research;
- Gardner's theory of multiple intelligences;
- Piaget's theory of cognitive development;
- Erikson's theory of psychosocial development;
- Kohlberg's theory of moral reasoning;
- Skinner's operant conditioning and Bandura's social cognitive theory;
- information processing views of learning;
- theories of personality;
- psychopathology related to development;
- theories of death and dying

**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.

**Program requirements:** Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog and the LCSC Student Handbook for more information.

**Academic Dishonesty:** Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Masks:** Face covering expectations at Lewis-Clark State College:

- **To maximize protection from the Delta and Omicron variants and prevent spreading it, LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present.**
- All members of the Lewis-Clark State College community have a shared responsibility to do their best part to protect one another, our families, and those who are medically vulnerable.
- Faculty, staff and students are required to properly wear cloth or disposable face coverings (over mouth and nose) while on campus unless alone in a private office or outside where physical distancing is possible.

- Face coverings should be worn in all shared or public spaces such as common work areas, hallways, meeting rooms, classrooms, research labs, when meeting with someone in a private office, etc.
- Face coverings do not replace the need for physical distancing
- Disregarding this expectation risks the health and safety of our campus community and our ability to carry out our mission. As such, like any other job expectation or student conduct expectation, **disregarding this requirement can lead to disciplinary action.**

**Attendance:** Attendance is expected. It will be YOUR responsibility to sign in each day you attend in-person. If you know ahead of time that you will be gone, please let me know in writing (on the sign-in sheet or via e-mail). Eight (8) absences will result in an F regardless of points earned. If there are circumstances that will interfere with your regular attendance, please register for the online version of the course.

**No texting, cell phones, or unauthorized internet activity** during class. NO EXCEPTIONS. All cell phones need to be turned off or placed on silent.

**Computer and tablet use:** Because you have the option to use an e-book you may use a computer during class for accessing your textbook, typing lecture notes, or class work and activities. You are **NOT** to use your computer or tablet for any other internet activity.

**Withdrawing:** The deadline for withdrawing from the class with a W on your transcript is Thursday, April 7, 2022. After that, a petition is required, it costs money, and it is not necessarily approved. Withdrawing can negatively impact your financial aid, so please be aware of all consequences.

## COURSE EVALUATION

### 1) Exams (40% of final course grade):

- a. There will be four (4) exams covering the lesson and text materials each worth 10% of your total course grade.
- b. We will be moving through some of the chapters rather quickly. We will use class time to discuss major theories and concepts in the text. However, I may not cover everything from the text in my lectures so you need to read the whole chapter (unless otherwise indicated). We will also be discussing some material from outside the text, for which you will also be responsible.
- c. Exams will consist of multiple choice, fill-in-the-blank, and/or short answer/essay questions and will be taken in person by everyone.
- d. **MISSING A TEST:** The only acceptable reasons to miss a test are *extreme* illness, absence while representing the college, or death in the family. In any case, I **must** be notified **prior** to the beginning of class period during which the test is given for a make-up to be possible. Make-ups are taken in the Testing Center in the Library building, 161. The Testing Center requires an appointment. A 24-hr notice and ID are required (208-792-2100, 1-800-879-0453, testing@lcsc.edu). Do **NOT** to leave for home or vacation before any test and expect to take it early. I do not allow tests to be taken early. If English is not your first language, you may use a web-based translation dictionary by taking your tests at the Testing Center. Please arrange this through me ahead of time.

## **2) MindTap Learning Modules (25% of final course grade):**

- 1) Each week, in addition to the assigned reading, you will also be assigned homework in MindTap, online learning modules associated with this text book. MindTap Learning Modules homework will account for 25%% of your total course grade. MindTap Learning Modules homework will include **Chapter Review with Mastery Training** and other required activities to complete such as videos, activities, application assignments and a chapter quiz to do in MindTap (see Tentative Course Schedule at the end of the syllabus & in Canvas).
- 2) MindTap Modules are due by 11:59pm (PDT/PST) last day of the week they are assigned or the seventh day from the day we start a chapter. For instance, if we start Chapter 1 on a Monday the MindTap assignments are due at 11:59pm on Sunday. If we will start a new chapter on Wednesday the MindTap module for that chapter will be due on the next Tuesday at 11:59pm. EXEPTION: The Practice Tests are due at 11:59pm (PDT/PST) the day before the Unit Exam.
- 3) **The Chapter Review with Mastery Training** uses distributed learning principles thus distributes your practice of the chapter questions to maximize learning. **To do well in this course you need to start on the Chapter Review & Mastery Trainings on the first day the corresponding chapter is assigned and keep practicing them for the exam.**
- 4) You must achieve a **minimum mastery of 1.5** for each Chapter Review to get full credit. However, I highly encourage you to set your goal higher (at least 2) in order to do better on the exams.
- 5) You can do the Chapter Review & Mastery Training until you reach your desired Mastery level (max level is 5) or until the Unit closes (11:59pm (PDT/PST), the evening of the Unit Exam).
- 6) You can do the Practice Exams as many times as you want to, and your best score will be the one used. I highly recommend that you compete the Chapter Practice Exam at least once the week the corresponding chapter is assigned and keep practicing them for the exam.
- 7) Chapter Practice Exams close at 11:59pm (PDT/PST), the day of the Unit Exam.

## **3) Child/Youth Observation Project (25% of total course grade):**

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 child or youth there will be Child/Youth Observation Project (worth 25% of your total course grade) in which you will take on the role of a researcher conducting observational research (a case study) or assessment. You will find a child to observe, observe the child, take field notes of observed and reported behavior, then write a paper analyzing and interpreting your observations in relation to theory.

## **4) Theory Papers (10% of total course grade):**

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 (2) theory papers (each worth 5% of your final grade for a total of 10%). These will correspond to Gardner and Erikson. 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.

All papers must be submitted as Word (.doc; .docx) or rich text (.rtf) files in Canvas by 11:59pm on the due date indicated on the course schedule, Canvas, and the assignment instructions. **PDF files will not be accepted and will be given a grade of zero (0).**

**Grading Scale:**

Cutoffs for other grades are 90%, 80%, 70% and 60% of I reserve the option of using +/- grading for those scores that fall close to the cutoffs. You can access your scores/grades at any time through Canvas.

Grading Scale	Percentage of Total Course Grade
Exams (4 x 10%)	40%
MindTap (25%)	25%
Child/Youth Observation Project	25%
Theory Papers (2 x 5%)	10%
Total Course Grade	100%

*\*Points/assignments could change depending on circumstances.*

Grades and what they mean:

Percentage	Grade	Meaning
90% and above	A	Distinguished or Exceptional
80% to 89.99%	B	Superior
70% to 79.99%	C	Average or Minimal Expectation
60% to 69.99%	D	Below Average
59.99% or less	F	Failing

**Policies and Procedures**

**1) Late Work/Make-Up Exams**

- a. There is enough time to do all assignments if you employ good time management; therefore, late work is NOT accepted except in **extreme** cases (see examples in bullet below) and must be approved by me BEFORE the work is due. Approved late work will be marked down by 15% for each day it is late. For example, if you turn an assignment 1 day late the best you can get on it is 85%, 2 days late is 70%, and 3 days late the most points you can earn on an assignment is 55%.
- b. There are no make-up exams except in **extreme** cases. Examples of extreme cases include:
  - Death of an immediate family member (with proof, such as an obituary, funeral card, etc.)
  - In-patient hospitalization (going to a hospital or doctor for a cold or the flu is not extreme. You must be admitted and provide proof)
  - Positive Covid test or Covid exposure requiring isolation/quarantine (must be reported to the office of Academic Affairs at: [coronavirus@lcsc.edu](mailto:coronavirus@lcsc.edu) or 208-792-2002)
- c. In any case, I **must** be notified **prior** to the beginning of class period during which the test is given for a make-up to be possible. Make-ups are taken in the Testing Center in the Library building, 161. The Testing Center requires an appointment. A 24-hr notice and ID are required (208-792-2100, 1-800-879-0453, [testing@lcsc.edu](mailto:testing@lcsc.edu)). Do **NOT** to leave for home or vacation before any test and expect to take it early. I do not allow

tests to be taken early. If English is not your first language, you may use a web-based translation dictionary by taking your tests at the Testing Center. Please arrange this through me ahead of time.

## 2) Class Format

- a. Classes each week will include the readings, lectures, class discussion, MindTap assignments and may include videos, application assignments, writing assignments. The reading listed on the course schedule should be completed **BEFORE** you come to class and before you do the quizzes and assignments.
- b. Instructional delivery will be a mixture of methods, but will primarily consist of lectures, videos, and readings from the text book.
- c. **The happiest and most successful students in this course will work conscientiously, manage their time, and read the syllabus and course schedule carefully!**

## 3) How to Get Help

- a. If you have questions about day-to-day matters, *first check the syllabus*. It is very thorough and most likely contains the answers you seek.
- b. If you have questions about class material, you may email a professional, scholarly question to me at: [emcarstensnamie@lcsc.edu](mailto:emcarstensnamie@lcsc.edu) or the TA for this course, Rylee George at: [rrgeorge@lcmail.lcsc.edu](mailto:rrgeorge@lcmail.lcsc.edu). Put your class name in the email heading so you are not accidentally classified as a spammer.
- c. In-person, telephone, and/or video chat sessions can be arranged upon request for important class issues or if your question is lengthy and/or complex.
- d. In this course, as in all college courses, your email communications should be professional. The professor is funny/cool/understanding; however, remember that university is training for life. As such, unprofessional emails are not acceptable. Remember the following when communicating by email in this course, or any other university course:
  - i. Include a greeting (“Dear Professor Carstens Namie”),
  - ii. a body (“I am contacting you today in regard to…”),
  - iii. and a salutation (“Thank you for your time”).
  - iv. Use your full name after the salutation.
  - v. Refrain from the use of slang.
  - vi. Always write in complete sentences.
  - vii. Do not say anything you would not say to your boss.
  - viii. Be brief and succinct.
- e. This course requires at least 6-9 concentrated study hours outside of class. If you are committing this much time to studying and you see no improvements in your grades, check your learning style at [this link](#) and review the study strategy suggestions for your learning style.

## 4) Important Notes:

- a. **Extra credit:** There are two (2) options for extra credit in this course. 1) You may earn bonus points of up to 2% of your total course grade for participating in a (just one) **service activity** and, 2) earn bonus points of up to 2% of your total course grade for a (just one) **learning event** and submitting a paper about each.
  - i. Each paper needs to be a 1-page (minimum length) summary of the activity/event, your reaction to it, and relate it to class, i.e., psychology and something you have learned through or covered in this class.
  - ii. All papers must be submitted as Word (.doc; .docx) or rich text (.rtf) files. **PDF**

files will not be accepted and will be given a grade of zero (0).

- iii. **Papers must be submitted through Canvas, by 11:59 p.m. Sunday, May 1, 2022.**

There may also be other opportunities for bonus points, including participating in research, but please take advantage of them when they are available, because there are no guarantees about timing or availability. **Extra credit opportunities CANNOT be submitted after their due dates.**

- b. It is the students' responsibility to ensure that all assignments are completed and properly submitted as Word (.doc; .docx), or rich text (.rtf) files on Canvas. **NO PDFs - assignments turned in in PDF format will get a grade of zero (0).**
- c. Back up your important files, keep duplicates on jump drives, and do whatever you can to protect your work. Late work, lost work, and "the dog ate my homework" are not excusable in the adult world. Back it up and have alternative ways to store your data!
- d. **PLAGIARISM/ACADEMIC DISHONESTY:** It is your responsibility to know what it means, what constitutes it, how to avoid it, and the consequences of committing it. Committing it in this class means a zero on the assignment (likely resulting in an F in the course) and discussions concerning college-level sanctions. Best/easiest option: don't do it!

**Please feel free to stop by my office, call, or e-mail, if you need any assistance.**

## Psyc 205-02 / SPRING 2022

### Life-Span Development Psychology

### Tentative Course Schedule

*(Subject to change at professor's discretion)*

The course will not cover all chapters and not in order so read the course schedule carefully. Use this schedule to organize your time to read the text and assigned readings, review the posted lessons, and complete the assignments and quizzes.

Week #	Day #	Weekday	Date	Topic
1	1	Tues	Jan 18	<b>Intro &amp; Welcome</b>
		Thurs	Jan 20	<b>NO CLASS (MLK holiday week)</b>
		Monday	Jan 24	<b>DUE @ 11:59pm (PST): MindTap Getting Started Unit</b>
2	2	Tues	Jan 25	<b>Ch 1: Understanding Life-Span Human Development:</b> How Should We Think about Development (pp. 3-10); What is the Science of Life-Span Development? (pp. 10-14)
	3	Thurs	Jan 27	<b>Ch 1: Understanding Life-Span Human Development:</b> How is Development Studied? (pp. 14-26); What Special Challenges Do Developmental Scientists Face? (pp.26-28)
		Monday	Jan 31	<b>DUE @ 11:59pm (PST): Chapter 1 MindTap assignments</b>

3	4	Tues	Feb 1	<b>Ch 2: Theories of Human Development:</b> Developmental Theories & Issues (pp. 31-35); Psychoanalytic Theory (pp. 35—40); Learning Theories (pp. 40-46)
	5	Thurs	Feb 3	<b>Ch 2: Theories of Human Development:</b> Piaget: Cognitive Development Theory (pp. 46-50); Systems Theories (pp. 50-53); Theories in Perspective (pp. 53-56)
		<i>Monday</i>	<i>Feb 7</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <b><i>Chapter 2 MindTap assignments</i></b>
4	6	Tues	Feb 8	<b>Decoding APA</b> <b>Introduce Child/Youth Observation Project</b> <b>Ch 5: Body, Brain, &amp; Health:</b> Building Blocks of Growth & Lifelong Health (pp. 127-133); The Infant (pp. 133-137);
	7	Thurs	Feb 10	<b>Ch 5: Body, Brain, &amp; Health:</b> The Child (pp.137-142); The Adolescent (pp.142-151); The Adult (pp. 151-161)
		<i>Monday</i>	<i>Feb 14</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <b><i>Chapter 5 MindTap assignments</i></b>
5	8	Tues	Feb 15	<b>Exam 1 Prep Game</b>
	<b>9</b>	<b>Thurs</b>	<b>Feb 17</b>	<b>Exam 1: Chapters 1, 2, &amp; 5</b>
6		<i>Tuesday</i>	<i>Feb 22</i>	<b><i>NO CLASS (Presidents' Day holiday week)</i></b>
	10	Thurs	Feb 24	<b>Ch 9: Intelligence &amp; Creativity:</b> Defining Intelligence & Creativity (pp. 265-273); The Infant (pp. 273-274); The Child (pp.274-277) The Adolescent (pp. 277-279) The Adult (pp.279-286) Factors the Influence IQ Scores over the Life Span (pp.286-291) The Extreme of Intelligence (pp. 291-295) <b>Introduce/assign Gardner Theory Paper</b>
		<i>Sunday</i>	<i>Feb 27</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <i>Child/Youth Observation Project – signed consent form</i>
7	11	Tues	March 1	<b>Review Exam 1 Results</b> <b>Ch 9: Intelligence &amp; Creativity:</b> The Adult (pp. 279-286) Factors the Influence IQ Scores over the Life Span (pp. 286-291) The Extreme of Intelligence (pp. 291-295)
		<i>Wed</i>	<i>March 2</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <b><i>Chapter 9 MindTap assignments</i></b>
	12	Thurs	March 3	<b>Ch 7: Cognition:</b> Piaget's Constructivist Approach (pp. 201-207); Vygotsky's Sociocultural Perspective (pp. 207-211); Fischer's Dynamic Skill Framework (pp. 211-212); The Infant (pp.213-216)
8	13	Tues	March 8	<b>Ch 7: Cognition:</b> The Child (pp. 216-220); The Adolescent: (pp. 220-226); The Adult (pp.226-229)
		<i>Wed</i>	<i>March 9</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <b><i>Chapter 7 MindTap assignments</i></b>
	14	Thurs	March 10	<b>Peer Review:</b> Gardner Papers
		<i>Sunday</i>	<i>March 13</i>	<b><i>DUE @ 11:59pm (PDT):</i></b> <i>Gardner Theory Paper</i>



9	15	Tues	March 15	<b>Ch 13: Social Cognition &amp; Moral Development:</b> Social Cognition (pp. 399-406); Perspectives on Moral Development (pp. 407-412); The Infant (pp. 412-415) <b>Introduce/Assign: Erikson Theory Paper</b>
	16	Thurs	March 17	<b>Ch 13: Social Cognition &amp; Moral Development:</b> The Child (pp. 416-418); The Adolescent (pp. 419-425); The Adult (pp. 425-429)
		<i>Wed</i>	<i>March 21</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <i>Chapter 13 MindTap assignments</i>
10	17	Tues	March 22	<b>Exam 2 Prep Game</b>
	<b>18</b>	<b>Thurs</b>	<b>Mar 24</b>	<b>Exam 2: Chapters 9, 7, &amp; 13</b>
<b>11</b>			<b>Mar 28 – Apr 3</b>	<b>NO CLASS SPRING BREAK</b>
		<i>Monday</i>	<i>April 4</i>	<b><i>DUE @ 11:59pm (PDT): Erikson Theory Paper</i></b>
12	19	Tues	April 5	<b>Review Exam 2 Results</b> <b>Ch 8: Memory &amp; Information Processing:</b> Conceptualizing Memory (pp. 233-239); The Infant (pp. 239-242); The Child (pp.242-250)
	20	Thurs	April 7	<b>Ch 8: Memory &amp; Information Processing:</b> The Adolescent (pp. 250-252); The Adult (pp. 253-261)
		<i>Monday</i>	<i>March 9</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <i>Chapter 8 MindTap assignments</i>
13	21	Tues	April 12	<b>Ch 11: Self &amp; Personality:</b> Conceptualizing the Self & Personality (pp. 333-336); The Infant (pp.337-340); The Child (pp. 341-342); The Adolescent (pp.343-348)
	22	Thurs	April 14	<b>Ch 11: Self &amp; Personality:</b> The Adult (pp. 349-361)
		<i>Monday</i>	<i>April 8</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <i>Chapter 11 MindTap assignments</i>
<b>14</b>	23	Tues	April 19	<b>Exam 3 Prep Game</b>
	<b>24</b>	<b>Thurs</b>	<b>April 21</b>	<b>Exam 3: Ch 8 &amp; 11</b>
15	25	Tues	April 26	<b>Review Exam 3 Results</b> <b>Ch 16: Developmental Psychopathology:</b> What Makes Development Abnormal? (pp. 501-506); The Infant (pp. 506-510); The Child (pp. 511-517)
	26	Thurs	April 28	<b>Ch 16: Developmental Psychopathology:</b> The Adolescent (pp. 517-524); The Adult (pp. 525-530)
		<i>Sunday</i>	<i>May 1</i>	<b><i>DUE @ 11:59pm (PDT):</i></b> <i>Child/Youth Observation Project</i>
		<i>Monday</i>	<i>May 2</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <i>Chapter 16 MindTap assignments</i>
16	27	Tues	May 3	<b>Ch 17: The Final Challenge:</b> Death & Dying: Matters of Life & Death (pp. 533-539); The Death Experience (pp. 539-543); The Infant (pp. 543-544); The Child (544-547); The Adolescent (pp. 548-549); The Adult (pp. 549-557); Taking the Sting out of Death (pp. 558-560)
	28	Thurs	May 5	<b>Exam 4 Prep Game</b>

		<i>Monday</i>	<i>May 9</i>	<b><i>DUE @ 11:59pm (PST):</i></b> <i>Chapter 17 MindTap assignments</i>
<b>17</b>	<b>Final</b>	<b>Tues</b>	<b>May 10</b>	<b>Exam 4: Ch 16 &amp; 17</b>
				<b>10:30 a.m. – 12:20 p.m.</b>