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PSY 185.01: Human Life Span Development

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The University of Montana College of Technology
Summer Course Syllabus
Psychology 185-Human Life Span Development

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[do not use either of these for email. I do not check for email using the messengers, even though there is an email associated with this account.]

REQUIRED

Prerequisite: Introductory Psychology
PSY 100S is a requirement for all students wishing to take this course. You must have already completed a course in introductory psychology (and received a C or better) in order to be admitted to this class. Concurrent enrollment with this class and Introductory Psychology will not satisfy the prerequisite requirement.

Textbook: Development through the Lifespan 3rd Ed., Laura E. Berk, 2004
Mydevelopmentlab starter kit —your access to the Course WebSite
[Packaged with your text, OR purchased separately from the Publisher.]

IMPORTANT THAT YOU READ THIS!!
Go to Website to access the Student Stand Alone Kit if you buy a used text www.mydevelopmentlab.com using a debit or visa you will have instant access [no mail time—they give you automatic enrollment, but you will need a course ID from me which I will give you in class.]
Also, if you do not want to purchase a text, there is an electronic text associated with the course [identical to the hard bound book] that is available for you to use on the mydevelopmentlab website.]

Course Description
Human development is an incredibly complex process that grows out of the interaction between a changing person and a changing world and that continues throughout the lifespan. This course will introduce you to major theories of human development and show you how they guide researchers and others to analyze “real life” issues that developing persons face. This course will strive to help you to appreciate that the best advice about such matters as enriching environments for infants, raising children, working with troubled adolescents, and elder care is based on research reports rather than on armchair speculation. This course will provide opportunities to explore current scientific knowledge and theories, including both classic and contemporary research concerned with understanding developmental processes.
One of the goals of this class will be teach you to examine your own personal insights based on personal experiences and observations of others using the knowledge and techniques learned throughout the semester. It is important to remember that critical thinking and mastery of the course content as presented in the text, class lecture, observations, and videos are crucial to your success in this class.

Course Objectives
At the end of the semester, you should be able to:
1. Describe development—including biosocial, cognitive, and psychosocial—as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
2. Analyze different developmental events from real time observations using the perspectives of major theories of development including cognitive, learning, humanistic, and psychoanalytic theory to name a few—and recognize those theories when used by others to analyze events.
3. Explain how research contributes to the understanding of development and evaluate and use research findings to investigate a topic of interest to you.
4. Recall important developmental concepts and be able to recognize and apply these concepts in various situations. Emphasis is on application rather than memorization of concepts and theories, therefore critical thinking is stressed.

5. Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions.

**COURSE REQUIREMENTS AND EXPECTATIONS**

**Class Meetings/Policies:** Class meetings will follow lecture format, topic discussion OR either large group or small group PROJECTS; Questions and discussions are most welcomed! You are expected to read all assigned textbook chapters prior to attending class and master all concepts presented by guest speakers and in lectures, demonstrations, videos, and the text.

**Classroom Activities and Assignments:**

The lectures may not necessarily follow the format of the text, as the lectures are designed to compliment the material you read, not duplicate it. The lectures are designed to EXPAND your assigned readings. This also means that I will not lecture on each and every chapter, but you will be responsible to understand the material and may be quizzed on it. You will be asked to review relevant chapters prior to class sessions. New information outside the text will also be introduced and it is your responsibility to. I will not provide my lecture notes for students who miss class. If you miss lectures, you will need to get notes from someone in the class. Consequently, attendance to all classes is strongly recommended, as there will be information presented by myself or guest speakers that may not be in your text. You may audio tape lectures if you so desire. The use of lecture time will vary according to topic; for example, lectures will sometimes be used to clarify or expand on textbook material, and at other times to introduce new, related topics. There may be video or guest speakers as well as internet assignments.

**Class participation and in-class exercises:** You are expected to participate in class discussions by asking questions, offering answers, and debating issues; although you do not have to be verbally involved in every discussion, you must be attentive to the discussion as it occurs. **Please do not conduct side conversations while I am lecturing or someone else is talking. It is also inappropriate to be doing other homework, activities, or reading during this class period. I find it rude and annoying. Other students have complained about these activities as distractions. Students who violate this policy will be asked to leave.** You are expected to be involved in every in-class exercise and observation.

**Observations -5**

Observations of human behavior will be conducted: infancy (0-2), pre-school (3-5), middle childhood (6-11) and adolescence (12-18) and late adulthood (over 70). Some of the observations will be in the classroom and others will be on-your-own. **Attendance to observations is REQUIRED.**

You will be required to submit written evaluation/interpretations for these observations. They are 40% of your grade. Instructions as well as the lab sheets for recording the behaviors during observations will be available through your course website. I have provided sample copies of completed observations on your website under Course Documents.

**Participation in Online Discussion Board:** This course will include a supplemental online discussion board and internet access. Through this access using Mydevelopmentlab, you will be able to access your exams, be contacted via email, and view announcements. Additionally, sources for research topics may be available for your viewing as well as all homework assignments. All students will be required to participate in a discussion of some relevant topic to human development.

**Exams Policies And Procedures**

For all Exams you are required to use a #2 pencil and a Scantron— you can purchase this Scantron form in the COT bookstore for 15 cents.

If you do not use the correct Scantron or if you use INK to fill it in rather than pencil, your exam will have 10 points deducted from the exam score.

**Exams will cover material discussed both in the textbook and in class. they will test mainly the material covered in the specific segment of the course indicated in the syllabus, however you may be asked questions that require you to use information from a previous segment.**
1. The Exams may be multiple-choice, true-false, or short-answer formats
2. Exams may be in class and open book. That is you may use your text and your notes. The instructor has the option of either sending exams home or giving them in-class.
3. If you are not in class to receive the exam and you do not have a legitimate excuse (see below) you will not be allowed to makeup the exam.
4. You are responsible for information in text, videos, and assigned reserved readings, whether or not it was specifically discussed in class. I may not lecture on some of the chapters, but you are responsible for the material.
   - You are required to take all Exams.
   - The final will be NOT given early, so plan your travel accordingly.
   - I will not allow students to take exams early due to travel plans, rafting trips, or family reunions etc.
   - THIS course expects that you will attend the entire semester, including finals week. There are NO provisions for making up the last exam. NO late exams will be ACCEPTED!

**There are No Make-up Exams**- Late submissions are not accepted. You generally will have several days to complete an exam, so you have plenty of time to complete them if you plan your time accordingly.

**Make Up Policy:** In rare instances there may be circumstances that prevent a student from attending the class or submitting an assignment, but these are RARE. There are university guidelines in the student handbook on the University of Montana Website. Requirements!!! (1) prior notification via my EMAIL and (2) written documentation – both mandatory! Without both, you will not be allowed to make up any assignments.

To make up an assignment, you must meet the following criteria:
- Notify your Instructor before the time of the quiz/exam and bring proper documentation. You must have legitimate documentation verifying the reason for your absence. Examples of Documented circumstances that may merit approval include the following: illness or accident, death or family emergency.

**PLEASE** do not bring your children to class [unless as part of an observation] as this tends to be disruptive to both the instruction process and is distracting to your own learning process. Make back-up arrangements for emergency childcare issues or transportation difficulties. You need to have the backup plan in place so that you do not find yourself without a way to attend classes. **PLEASE do not ask for exceptions.**

**CELL PHONES:** Cell phones are required to be turned off during this class. If you have it set to vibration, **Please DO NOT answer your phone while I am lecturing,** as I have found that I lose the continuity of thought and may forget where I am in the lecture.

**GRADING**

NO PASS/FAIL /Audit option is available for this class

Grades will be determined from performance on:

1. 3 Exams 300
2. Late Adulthood Analysis Project (Movie/Paper) 200
3. Participation--Discussion Board [5 times] 50
4. 3 required observations (100 points each) 300
5. 2-Assigned On your own projects [25 each] 50

Total points 1000

The final grade is based upon the total number of points

**BONUS POINTS**

**Attendance** – You will receive a maximum of 50 Points added to final grade after all scores. If you miss a class, even if you are ill or have a legitimate excused absence, you will not receive attendance points because these are only **bonus points, given only when you sign in.** So you can choose when you need to miss a class at no penalty to you.
LATE ASSIGNMENTS??
No assignments/papers will be accepted after 2 class periods have elapsed-- you will receive zero for the late work --- You will lose 11% of the points for the first day the paper/assignment is Late. In no case will late papers/assignments receive a 90% [A] or above. Thereafter you will lose an additional 10% per day until 2 class periods have passed. (Includes the class the paper was due). This does not apply to the final exam. It is DUE on the FINAL DATE— No exceptions.

Example:
If your paper is due in class on Monday at 10 am, and you turn it in after the class ends (say Noon), you can earn no more than 89%. If you turn it in the following Tuesday (next day), you would earn no more than 79%, and if you turn it in by the following Wednesday during class, you would earn no more than 69%. If you do not turn it in until after the class is over on that Wednesday, your paper will receive a zero. (“I forgot to bring it in” is no excuse—no is “my computer failed, printer, etc”. Proper time management will prevent these difficulties from affecting your ability to meet course guidelines and due dates. It also will give you adequate time in the unlikely event of some adverse circumstances that may occur such as equipment failure.

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

A friendly warning: Plagiarism or cheating of any kind will not be tolerated. This means that if you have exams that are take home, you are NOT to consult with each other as to the answers. NOR are you to compare answers before you turn in your exams. It is unethical. Please do not turn in exams or work for other students.

You are to work on your observations on your own as well. This means that I do not want you to work on “interpretations” as a group effort. The purpose of the observation write-up is to examine your understanding of the material in the course as it applies to the observed behaviors in corresponding chapters. These observations are considered the same as exams. By consulting with others, you present work that is not representative of YOUR understanding, but rather a collaborative effort. While collaboration can be productive, in this course it is the searching out the theories ON your OWN that assists in the learning process.

Honesty:
Both plagiarism and cheating will result in the assignment of an “F” to the test or paper and the deduction of 100 points from the final grade. I reserve the right to assign an “F” for the course if either occurs. In addition, you could be subject to university sanctions which could include suspension or expulsion. If you do not understand what plagiarism is, please ask. I assume if you do not ask, that you understand this policy. If you have questions about the material covered, or problems about any other aspect of the course, I urge you to meet with me.
TENTATIVE Course Schedule—From time to time I may extend a topic.
Please try to stay current in your readings even if we are not at the current topic.

THIS TIME LINE IS SUBJECT TO CHANGE

Please Note: It is your Responsibility to understand due dates. I will not remind you. I have deadlines in the time line and expect you to understand them.

Week 1—Chapters 1-4
- First day of Class—Introduction and History of Development & Theory Overview –
- Computer lab presentation of ONLINE supplement
- ASSIGNMENT:
  2nd Class Meeting: Submit a 1-page TYPED with the following information: Name
  1. Major
  2. Year in School
  3. Other Degrees
  4. Experience with children including parenting
  5. The age you are most interested in learning about [infancy, adolescent etc]
  6. 2 questions you would like addressed in this class—or the discussion board

- Chapter 3 Topics Not covered in class, but you need to read:
  Genetics and heredity: prenatal development and birth
  Chapter 2, Biological Foundations
  Teratogens—Fetal Alcohol syndrome
  Chapter 4—Physical Development in Infancy and Toddler hood;

Week 02—Chapters 4-6 Infancy and Toddlers
- Monday, 9/5 Labor Day — no class
- Infancy & Toddlers—Birth to 2 years—Newborn Infants
- Topics: Observation techniques—Demonstration of Observation (small group)
- Video Presentation of Previous Observations, discussion of lab write-up, what is meant by interpretation etc
- Writing objective observations and reports, and using theory to interpret observed behaviors.

Week 03—Infancy & Toddlers Monday,
- 9/12 COT Professional Development Day - no class
- Chapter 5—Cognitive Development of Infancy & Toddler hood
- Chapter 6—emotional Social Development in Infancy and Toddler hood
- Observation 1 (Infants and Toddlers, & childhood-2-6 years).

Week 04—Early Childhood
- Chapter 7—Physical & Cognitive Development—Early Childhood
- Chapter 8—Emotional Social Development—Early childhood

Week 05—Early Childhood Continued—
- Observation #1 Due
- Exam #1 Chapters 1—Chapter 8
  - Introduce Middle childhood-6-10 years
  - Chapter 9—Physical/Cognitive-Development
  - Observation #2

Week 06—10 Middle Childhood Social/Emotional Development
- Observation 3

Week 07—Chapter 11 & 12—Adolescence
- Observation #2 due
- Movie: Thirteen
- Physical, Cognitive, Emotional & Social Development in Adolescents

Week 08—Observation 4—Adolescent Panel—October 20-21 No School
- Begin Early Adulthood 13 & 14
- OBSERVATION #3 DUE
Week 9 — Early Adulthood finish
- Chapter 13 & 14
- EXAM #2 Chapters 11-14 [Middle childhood & Adolescence]

WEEK 10—11—12 Early & Middle Adulthood
- Chapters 15 &16-Middle Adulthood -
- Observation #4 Due

WEEK 11 -Chapter 16- Physical & Cognitive Development Middle Adulthood

WEEK 12-- Middle Adulthood-
- Chapter 16 Emotional Social Development in Middle Adulthood

WEEK 13 -- Wednesday, 11/23 Travel Day – no class—Thanks Giving Break- classes Meet Monday & Tuesday
- Chapter 17 & 18 Topics: Late Adulthood, Geriatrics
- Movie Applied Project-“On Golden Pond”-Shown in Class-TIME TBA –

WEEK 14 Chapter 19-Elders, elder abuse- Death and Grief
- Tuesdays with Morrie
- Hospice
- Living Wills

WEEK 15 FINAL EXAM #3—Chapters15-19
- Death & Dying-Grief
- Final exam due WEEK 16

WEEK 16-FINALS Week