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PSY 185.01: Human Life Span Development

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The University of Montana College of Technology
Course Syllabus Fall 2004
Psychology 185-Human Life Span Development

INSTRUCTOR: Dr. Linda EagleHeart Thomas

Office: White Annex

Hours:—To be announced--by Appointment

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 **Course Web site:** www.mydevelopmentlab.com

Blackboard: WE ARE NOT USING umonline

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 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 [packaged with your text, or purchased separately from the Publisher.]

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 observations using the perspectives of the major theories of development-cognitive, learning, humanistic, and psychoanalytic-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

Classroom Activities and Assignments: 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.

Observations

Observations of human behavior will be conducted in the classroom: the four infancy (0-2), pre-school (3-5), middle childhood (6-11) and adolescence (12-18). Instructions as well as the lab sheets for recording the behaviors during observations will be available through your course website. There sample copies of what a completed observation should look like on reserve in the

library an on your website under course documents. It is to your advantage to be present as we will be discussing results during the observations.

Participation in Online Discussion Board:

This course will include a supplemental online discussion board and internet access. Through this access using Blackboard, you will be able to access your grades, exams, be contacted via email, and view announcements. Additionally, sources for research topics may be available for your viewing. All students will be required to participate in a discussion of some relevant topic to human development. Discussion topics will be posted approximately every two weeks. You will be given points for your Participation.

Course Writing Requirements

All papers (observations, applied project and applied paper are to be written as formal academic compositions. In other words, **grammar and spelling are important**. If grammar or spelling is poor it can make it impossible for you to get your point across to the reader. Be careful about spelling. While not important in and of itself, poor spelling makes a paper seem flawed. Use your spellchecker and proofread.) **Double space, type, and use APA format** or other composition format (see the librarian). Each project grade guidelines are included in your faculty packet. You are responsible for understanding these guidelines. IF you have questions or are unclear, see me during office hours.

Class Meetings/Policies

Class meetings will follow a lecture format; however 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. **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. This also means that I will not lecture on each chapter, but you will be responsible to understand the material and may be quizzed on it. 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.**

Attendance: You are expected to attend each class and be on time. Attendance is part of your grade. You will earn up to 100 points for attendance (10% of your grade). If you must leave early, please notify me prior to beginning of class. Anyone who has not informed me and leaves early will be counted absent. Students who are habitually late or leaving early will lose attendance points.

- **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. **In other words, it is not acceptable to be completing other homework, activities, or reading during this class period. I find it rude and annoying.** You are expected to be involved in every in-class exercise and observation.

Exams Policies And Procedures

You will have both Quizzes and Exams. For all quizzes and Final Exam **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 a Scantron, your quiz will have 10 points deducted from the quiz or exam score.

(1) Quizzes will cover material discussed both in the textbook and in class. Quizzes will be non-cumulative; that is, they will test only the material covered in the specific segment of the course indicated in the syllabus.

- The quizzes may be multiple-choice, true-false, or short-answer formats
- Quizzes may be in class and open book, or take-home. That is you may use your text and your notes. The instructor has the option of either sending quizzes home or giving them in-class.
- If you are not in class to receive the quiz and you do not have a legitimate excuse (see below) you will not be allowed to makeup the quiz.
- You are responsible for information in text, videos, and assigned reserved readings, whether or not it was specifically discussed in class.

(2) Final: You are required to take the Final Exam. No final exams will be given early, so plan your travel accordingly. I will not allow students to take exams because they have tickets to go somewhere early. THIS course expects that you will attend the entire semester, including finals week.

Make Up Policy: Requirements!!! (1) prior notification and (2) documentation – both mandatory!

Without both, you will not be allowed to make up the quiz or exam.

To make up a missed quiz or exam, 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. [*unable to find a baby sitter **does NOT** constitute a legitimate excused absence; * **“I am scheduled to work”** also **does not constitute a legitimate excused absence.. If the final is a TAKEHOME exam, NO late exams will be ACCEPTED!**

PLEASE do not bring your children to class 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 child-care 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.

Grading --

Grades will be determined from performance on:

- | | |
|-------------------------------------|---------------------------|
| 1. 4 quizzes (at 50 points each) | 200 (20% of grade) |
| 2. Final (200) | 200 (20% of grade) |
| 3. Attendance | 100 (10% of grade) |
| 4. Participation--Discussion Board | 100 (10% of grade) |
| 5. 3 observations (100 points each) | 300 (33% of grade) |
| 6. Assigned projects | <u>100 (10% of grade)</u> |
| Total points | 1000(100%) |
- Part of your grade [60%] in this class is based on actual observations, your discussion board participation, your attendance and short projects. The balance is based on quizzes and exams [40%].
 - The final grade is based upon the total number of points accumulated and is calculated in absolute percentages: 90% and above is an A, 80% and above is a B, etc. **NO PASS/FAIL option is available for this class**

NOTE:

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**. It is unethical. 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, 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

Timeline Psychology 185, Fall Semester 2004

- Topics: Course introduction/Overview of Developmental psychology/Syllabus/
- Objectives: Learn the general scope of this class and how you will cover the material over the coming weeks. Learn about testing, class participation, and in-class exercises, all of which will affect your grade.
- Homework:
 READ:
 Chapter 1, The History, systems and Research Methods within Human Development Study;

Week 2

Chapter 1-Theories

- Topics: -.Developmental definitions, the three domains, strategies in research and ethics. Psychoanalytic, cognitive and learning theories, described, compared and critiqued.
- Objectives: The study of human development as the study of how and why people change as they grow older, as well as how they stay the same. Discussion of contributions by various theories and the trend for the future.

Chapter 2, Biological Foundations

Topics: Chapter Genetics and heredity; prenatal development and birth.

Objectives: Genetic inheritance, contribution of environmental factors to particular traits, additive and non additive patterns of genetic interaction, age-related changes in the sex ratio. Understand the processes related to prenatal development and teratogens. Learn about critical time in development. Identify stages of birth.

Week 3

Chapter 3 Topics: Prenatal Development, Birth and the Newborn Infants

Topics: Observation techniques

Chapter 4 – Physical Development in Infancy and Toddler hood

Objectives:, writing objective observations and reports, and physical development of infants and toddlers. Cephalo-caudal / Proximo-distal development.

Chapter 5- Cognitive Development of Infancy & Toddler hood

Objectives: Social interactions/play of toddler; development of fine and gross motor skills; language development; social skill; development of self and self-consciousness; "discipline"; Piaget's Cognitive Theory, Vygotsky & Learning, Moral Development

Week 4 Chapter 6-Emotional Social Development in Infancy and Toddler hood

Topics: The PRE-school years,

Objectives: The day care & preschool environment, health issues, physical development and language.

Objectives: To learn about development and the social life of infants and toddlers. Preoperational thinking of toddlers, including egocentrism.

Observation 1a,b, c (Infants and Toddlers-Faculty Packet).

Week 5

Chapter 7Physical & Cognitive Development-Early Child-Hood

Chapter 8 Emotional Social Development-Early childhood

EXAM I –Chapters 1-6 (History, Theory, infancy & toddlerhood)

Week 6 Observation #2 --2a, b, c-Early childhood

Chapter 9 & 10 Physical/Cognitive/Social/Emotional Development Middle Childhood

Week 7 Chapter 11 & 12

Observation 3 (Middle Childhood 6-10 years)

Week 8 Chapter 11 & 12

Physical, Cognitive, Emotional & Social Development in Adolescents

Objectives: Moral development, puberty and secular trends. Pubertal timing and social development. Sexuality, and STD & teens; teen pregnancy/suicide; Egocentrism and thought. Development of self.

Objectives: Social groups of Teens.

Observation 4-Adolescent Panel--6 teens --12-18 (3 girls and 3 boys)

Objectives: Moral development, puberty and secular trends. Pubertal timing and social development. Sexuality, and STD & teens; teen pregnancy/suicide; Egocentrism and thought. Development of self.
Objectives: Social groups of Teens.

Week 9-EXAM #2 Chapters 7-12 (Middle childhood & Adolescents)

Chapter 13 Physical/Cognitive Development of Early Adulthood

Objectives: Discuss Contraceptives, domestic violence, substance abuse--causes and consequences, Sexual responsiveness & age-related trends, Changes in growth and strength in early adulthood; eating disorders. Social clock, and two basic tasks of early and middle adult hood

Chapter 14 Social Emotional Development of Early Adulthood

Week 10-Chapter 14 continued

Chapter 15- Middle Adulthood Chapter Physical & Cognitive Development Midlife crisis; grandparent-grandchild relationships; balancing work, family, self during middle adulthood.

Objectives: Fluid and crystallized intelligence; Sternberg's forms of intelligence; Gardner's theory of intelligence; context and cohort effects;

Week 11

Chapter 16 Emotional Social Development in Middle Adulthood

Objectives: Marriage and divorce; parenthood, taking care of aging parents; employment; menopause and sexuality; typical physical changes in middle adulthood

Exam #3 – 13-16 (Early & Middle Adulthood)

Week 12

Chapter 17 Physical & Cognitive Development Late Adulthood

Objectives: Ageism, primary and secondary aging, maintenance of optimal functioning; physical changes and lifestyle of healthy older adults; Alzheimer's Disease, dementia and reversible dementia, Erickson's stages, achieving integrity in old age; attachment patterns; the frail elderly; alternative care arrangements for frail elderly; elder abuse;

Chapter 18 Social & Emotional Development Late Adulthood

Week 13 Late Adulthood Continued Topics: Elders, elder abuse,

HAPPY THANKSGIVING BREAK!

Week14 Chapter 19

Epilogue Death and Grief

Class Debate—Assisted Death/terminal medication

Older Adults, Geriatrics

Exam #4 17-19

Week 15

Death and Dying Objectives: The Kubler-Ross stages of dying; age-related differences in concept of death, advantages and disadvantages of hospices; physician-assisted suicide and voluntary euthanasia; cultural variations in view of death process

Hospice Guests

WEEK 16--Finals Week – 12/13-12/17

FINAL

Per Announcement