

LIFE SPAN DEVELOPMENT -- PSY 1110-01
Spring Semester 2011 MWF 9 - 9:50, GC 110

Professor

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Office Hours

Wednesdays 10-11AM & 1-2PM; Tuesdays/Thursdays 1:30 ~ 3PM, and by appointment
(send an eLearning Mail message ahead of time to alert me when you expect to come to office hours)

Text (Required)

Belsky, J. (2010). *Experiencing the lifespan* (2nd Edition). New York: Worth. ISBN: 1-4292-1950-5.

Objectives

The main objectives of this academic course are to deepen appreciation and understanding of the research-based scientific study of the stages of lifespan human development from theoretical perspectives, and applications to real life individuals, as part of your professional/personal development.

Evaluation

You will receive a score for each of the following items on a 0-100 point scale. These 7 items will be weighted according to the following proportions to calculate your grade for the course.

Exam #1	23%	Final Exam	15%
Exam #2	15%	Project Paper Assignment	15%
Exam #3	23%	Homework/In-Class Assignments	4%
		Attendance & Participation	5%

Overall course grades will be based on the following percentages and cut-offs.

A = 92-100%	B+ = 88-89%	C+ = 78-79%	D+ = 68-69%	F= 0-59%
A- = 90-91%	B = 82-87%	C = 72-77%	D = 62-67%	
	B- = 80-81%	C- = 70-71%	D- = 60-61%	

Exams

Exams will be mainly in a multiple choice format, sometimes along with a short-answer component. Bring a Scantron form and pencil to each exam. The final exam will be mainly on materials from Chapters 13-15. We will go over a review sheet in class prior to each exam.

Attendance and Participation

Attendance will be taken at class every day. There will be bonus points for perfect attendance, and a penalty for more than 5 unexcused absences. Preparing for and participating in classroom discussion, especially asking questions, will improve your learning. Occasional homework assignments and in-class assignments count as part of your grade, and are typically not announced in advance. If you do not attend a particular class you are responsible for find out what material you missed (exchange contact info with a classmate, so you can contact that person to find out what you missed). Please read the chapters listed in the Calendar and go over posted Powerpoints before each class.

Project Paper Assignment

As detailed in the "Project Paper Assignment" handout (to be posted on eLearning under Learning

Modules/Project Paper Assignment), you will write a 5-page paper on one of 19 topics. The assignment will involve interviews or observations of at least 2 individuals. The paper is due on April 18.

Extra Credit

Bonus points may be earned by writing a paper (or papers) about 1 or 2 books related to any stage of lifespan development, due by April 27. A brief oral summary of your paper should be given to the class, too. Bonus points in some cases might change a borderline grade. Writing bonus papers cannot hurt your course grade. The details of bonus papers are explained in a separate document, posted on eLearning under Learning Modules/Bonus Papers.

Classroom Etiquette

We will show respect for others. Respect is shown in particular by getting to class on time, not leaving early, and listening when I call for your attention (and when other students are addressing the class). Laptops are allowed in class only for class purposes, and there is no texting or Facebooking (etc.) in class.

Late Assignments & Make-Ups

Homework and in-class assignments may be given without advanced notice. It is your responsibility to find out if homework was assigned on a day you missed class. Homework and in-class assignments are not accepted late. To take a make-up test, you must get advanced permission from me before the time of the actual test, based on a legitimate reason. Make-ups are generally more difficult than regular tests.

Concerns or Questions?

Please contact me immediately if you have any concerns or questions about your grades or anything else about our class. I keep my office door open and am ready to listen respectfully. It is best for all concerned that you express any concerns while they can still be remedied.

Check eLearning/WebCT Regularly

Points for each assignment and exam will be posted promptly on eLearning. Attendance will *not* be posted on eLearning. Review sheets, class-wide e-mail messages, announcements, Powerpoints, and other documents will also be posted on eLearning. You should check eLearning at least weekly.

E-mail Etiquette

Use the eLearning "Mail" interface for correspondence. When sending me an e-mail message, (1) summarize your message in the "Subject" line ("Question" and "Hey" are NOT SUMMARIES); (2) have a salutation, for example "Dear Dr. Shwalb"; (3) write your *full* name at the beginning of the message, e.g., "This is Debbie Gorder", because I need to know who is writing to me; (4) write the course name and section number; and (5) do not expect an immediate reply.

Instructor's Philosophy about This Course

This is my favorite class in psychology, because it is all about life, and about all of life. My approach to this course is based on these principles:

- Research and theory in developmental psychology can be used to make life better or worse for us and for others. It's what we do with the information that makes the difference.
- Studying psychology, our understanding of people of all ages can become better or worse.
- It helps to study psychology both with respect but also with a critical eye.
- It helps to start off thinking "I've got a lot to learn" rather than "I already know enough."
- It is helpful to start off thinking "This course is important" even if it is not in your major. Please do not assume that this course is any less important, or any easier, than classes in your major.

- Although every human being is unique, there are some things, including much of development, that are common to all people.
- Everybody at every age is always developing, and we should be sensitive to each person as both an individual and in terms of his/her level of development.
- Psychology doesn't have all answers because the mind is the most complex thing in the universe.

CALENDAR OF ACTIVITIES

Month	Day		Activity/Assignment	Ch. #
January	10	M	Introduction to Course; <i>First In-Class Assignment</i>	
	12	W	The People and the Field	1
	14	F		
	17	M	<i>No Class: Martin Luther King Day</i>	
	19	W	Prenatal Development, Pregnancy & Birth <i>Last Day to Drop without "W"</i>	2
	21	F		
	24	M	Infancy: Physical & Cognitive Development	3
	26	W		
	28	F	Infancy: Socioemotional Development	4
	31	M		
February	2	W	Catch-Up Day	
	4	F	<i>Review for Exam #1</i>	
	7	M	Exam #1	
	9	W	Childhood: Physical & Cognitive Development	5
	11	F		
	14	M	Childhood: Socioemotional Development	6
	16	W		
	18	F	Settings for Development: Home & School	7
	21	M	<i>No Class: President's Day</i>	
	23	W		
	25	F	<i>Review for Exam #2</i>	
	28	M	Exam #2	
March	2	W	Adolescence: Cognitive & Socioemotional Development	9
	4	F		
	7	M	Early/Middle Adulthood: Constructing an Adult Life	10
	9	W		
	11	F	Early/Middle Adulthood: Relationships & Roles	11
	14-18	MWF	<i>Spring Break</i>	
	21	M		
	23	W	Early/Middle Adulthood: Midlife	12
	25	F		
	28	M	Catch Up Day	
	30	W	<i>Guest Speaker or Film: TBA</i>	
April	1	F	<i>Guest Speaker or Film: TBA</i>	
	4	M	<i>Review for Exam #3</i>	
	6	W	Exam #3	
	8	F	Later Life: Cognitive & Socioemotional Development	13
	11	M		

	13	W	<i>Guest Speaker or Film: TBA</i>	
	15	F	<i>Guest Speaker or Film: TBA</i>	
	18	M	Project Paper Due at noon Later Life: Physical Challenges of Old Age	14
	20	W		
	22	F	<i>No Class: Good Friday</i>	
	25	M	Later Life: Death & Dying	15
	27	W	Optional Bonus Papers Due at noon <i>Review for Final Exam</i>	
	29	Tu	Study Day	
May	4	We	Final Exam (9-10:50AM)	

The following are 5 university-wide statements.

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at www.suu.edu/ad/facilities/emergency-procedures.html.

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

HEOA Compliance Statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Details are at <http://www.suu.edu/it/p2p-student-notice.html>.

Note

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor. Any changes will be announced in class and posted on eLearning.