

Human Development Across the Life Span

FAML 1500/PSY 1100

Fall 2008

TR, 2:30 p.m.-3:45 p.m.

HSL 129

S Y L L A B U S

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Office Hours: as posted and by appointment

Text: Berk, Laura E. 2008. Exploring Lifespan Development. Boston: Pearson Educational, Inc.

Course Objectives:

"This course is a general education class intended for all students. It is required for all pre-elementary education and nursing students. It will introduce students to stages of development from prenatal and infancy through childhood, adult and old age. Major developmental theories will be considered, as will the domains of development such as physical, cognitive, psycho-social and moral, and the behavioral aspects of each" (2007-2008 General Catalog, page 153, CEU).

This course will use lecture, discussion, film/video, assignments, and testing as learning tools. Supporting these general objectives and utilizing these tools are mastery objectives, including the following. Students will:

1. demonstrate an understanding of the basic terminology and key concepts in human development;
2. develop a scientific attitude; demonstrate an understanding of scientific methods employed in human development; become critical "consumers" of writings in human development;
3. explore ways human development principles may be applied in our lives; and

4. develop an understanding and appreciation of the complexity of human behavior across the life span; and in so doing become more tolerant and compassionate about the behavior of others.

A survey course in human development will necessarily cover a lot of material in order to accomplish course goals; this is the nature of an introductory course. Successful students will need to be committed students. Be serious. Work hard. Have fun.

This course will require effort to learn many new terms from the physical and social sciences related to human development. Essentially, you will become more familiar with the language of science as it is applied to growth and change. You will need to read your textbook thoroughly, study it deeply, and work with your class mates in mastering this vocabulary. This will require constant attention in class, strong preparation in doing your reading and other homework assignments, and in attending class every day.

Course Procedures:

Attendance and participation

Students are encouraged to attend all class sessions. Attendance helps to ensure success in all learning activities. Participation is also encouraged. Students who come to class having read the assignment for the day, before class, and then ask questions, answer questions, and bring up points of interest also are more successful. If you find that you will need to miss a class, please contact the instructor first. I am more willing to work with you if you communicate with me.

Textbook reading

Lectures, class discussions, and activities are all based on readings in the text. Since our class time is limited, it will be impossible for us to discuss all of the relevant information in each chapter. You will, however, be responsible for the material from each chapter. Read each chapter before it is discussed in class. Check your course schedule to keep up with reading assignments.

Academic honesty

The College of Eastern Utah abides by a policy of academic honesty. This means that students are responsible for their own work, both in class and homework. If you do a written assignment and use web or library references, you need to "cite" the sources. Students who violate this college policy are subject to the policy

consequences. If you have questions, you can get help at the CALL Center (ext. 8205) or the Reading and Writing Lab (ext. 8146).

Make-ups and late assignments

Make-ups are not automatically given. They are a privilege and not a right. A make-up will only be considered in cases of extreme unforeseen events. In the case of a serious problem, it is your responsibility to contact me before the exam/quiz is given.

As a general policy, I do not accept late papers. All assignments are due at the start of class on the assigned date, without exception. Plan ahead and get started early on assignments and study early for quizzes.

Study groups

Research has shown that students do better in class when they work with other students in study groups. Study groups allow students to expand their study resources, build in self-testing, and reinforce study habits. You are encouraged to form and participate in a study group for this class.

ADA Accommodation

Any student with a documented disability condition (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange for reasonable accommodation must contact the instructor and Disability Resource Services at the beginning of the semester.

Grading:

Final grades are based on total points earned from quizzes, assignments, and examinations.

<u>Source of Points</u>	<u>Points</u>
Unit quizzes (10 @ 10)	100
Unit assignments (10 @ 15)	150
Exams (3 @ 50, 150, 100)	<u>300</u>
Total points possible	550

Students who earn 90% or more of total points will earn an "A" grade. Those who earn between 80-89% will earn a "B" grade, and so forth.

Unit Quizzes

There will be ten quizzes based on the vocabulary of the ten units in the course. Quizzes will be held during each unit, at random times.

Unit Assignments

There will be ten short assignments, one for each of the ten units in the course. Assignments are meant to help make unit material personally meaningful.

Examinations

There will be three examinations:

Examination one - two units (3 chapters)	50 points
Examination two - four units (9 chapters)	150 points
Examination three - four units (7 chapters)	100 points

Examinations will take the form of multiple choice and short essay answer questions.

Course Schedule

Unit	Topic	Quiz	Assignment
1	Background Chapter 1 - History, theory, research	X	X
2	Foundations Chapter 2 - Biological, Environmental Chapter 3 - Prenatal, Birth, Newborn	X	X
Exam #1 (3 chapters)			50 points
3	Infancy Chapter 4 - Physical Chapter 5 - Cognitive Chapter 6 - Emotional/Social	X	X

4	Early Childhood Chapter 7 - Physical, Cognitive Chapter 8 - Emotional, Social	X	X
5	Middle Childhood Chapter 9 - Physical, Cognitive Chapter 10 - Emotional, Social	X	X
6	Adolescence Chapter 11 - Physical, Cognitive Chapter 12 - Emotional, Social	X	X

Exam #2 (9 Chapters) 150 points

7	Early Adulthood Chapter 13 - Physical, Cognitive Chapter 14 - Emotional, Social	X	X
8	Middle Adulthood Chapter 15 - Physical, Cognitive Chapter 16 - Emotional, Social	X	X
9	Late Adulthood Chapter 17 - Physical, Cognitive Chapter 18 - Emotional, Social	X	X
10	End of Life Chapter 19 - Death, Dying, Bereavement	X	X

Exam #3 (7 Chapters) 100 points

Quizzes: These will be closed-book, closed-notes, and may be given at any time during the unit. Identify or define the following terms in your own words:

Unit/chapters

1 /1

behaviorism, cohort effects, cross-sectional design, dependent variable, ethnography, experimental design, independent variable, longitudinal design, psychosexual theory, social learning theory

2/2-3

zygote, phenotype, extended household, DNA, mutation, Apgar scale, embryo, infant mortality, reflex, teratogen

3/4-6

brain plasticity, habituation, Kwashiorkor, unconditioned response (UCR), accommodations, babbling, make-believe play, attachment, basic emotions, slow-to-warm-up child

4/7-8

child-centered programs, corpus callosum, egocentrism, memory strategies, preoperational stage, androgyny, child-rearing styles, gender identity, instrumental aggression, self-concept

5/9-10

ADHD, concrete operational stage, divergent thinking, phonic approach, theory of multiple intelligences, blended families, distributive justice, learned helplessness, peer group, self-care children

6/11-12

anorexia nervosa, bulimia nervosa, growth spurt, menarche, secondary sexual characteristics, bicultural identity, gender intensification, identity achievement, identity moratorium, moral self-relevance

7/13-14

basal metabolic rate, senescence, emerging adulthood, free radicals, postformal thought, cohabitation, companionate love, egalitarian marriage, passionate love, triangular theory of love

8/15-16

crystallized intelligence, fluid intelligence, glaucoma, hormone therapy, osteoporosis, burnout, feminization of poverty, glass ceiling, midlife crisis, sandwich generation

9/17-18

Alzheimer's disease, cataracts, dementia, macular degeneration, remote memory, activity theory, congregate housing, disengagement theory, ego integrity vs. despair, successful aging

10/19

anticipatory grieving, bereavement, brain death, clinical death, euthanasia, hospice, grief, mourning, palliative care, persistent vegetative state

Assignments: There will be one assignment for each unit. These take the form of short thought questions. Each is due before the next unit begins.

Unit

- 1 To illustrate the chronosystem in ecological systems theory, select an important event from your childhood, such as the birth of a sibling or a class with an inspiring teacher. How did the event affect you? How might its impact have differed had you been five years younger? How about five years older?
- 2 If you had to choose five environmental influences to publicize in a campaign aimed at promoting healthy prenatal development, which ones would you choose, and why?
- 3 Seven-month-old Ben has just begun to crawl. Can his parents trust him not to go headfirst down a staircase? Explain.
- 4 Which types of punishments for a misbehaving preschooler do you endorse, and which types do you reject? Why?

- 5 In your own elementary school math education, how much emphasis was placed on computational drill and how much on understanding of concepts? How do you think that balance affected your interest and performance in math?
- 6 Think back to your own reactions to the physical changes of puberty. Are they consistent with research findings? Explain.
- 7 After dating for two years, Mindy and Graham reported greater love and relationship satisfaction than during their first months of dating. What features of communication probably deepened their bond, and why is it likely to endure?
- 8 Think of a middle-aged adult whom you admire. Describe the various ways that individual expresses generativity.
- 9 "The best way to adjust to this is to learn to like it," thought 65-year-old Herman, inspecting his thinning hair in the mirror. "I remember reading that bald older men are regarded as leaders." What type of coping is Herman using, and why is it effective?
- 10 Do you approve of passive euthanasia, voluntary active euthanasia, or doctor-assisted suicide? If you were terminally ill, would you consider any of these practices? Explain.