This course syllabus is intended as a set of guidelines for (Course). Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:

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Office #A361
Office Hours: by appointment

Course Information
Course title: Life Span Development
Course number: 2314
Section number: all on line sections
Credit hours: 3
Class meeting time: on line

DEVELOPMENTAL PSYCHOLOGY
Psychology 2314 – On Line

INSTRUCTOR: Professor Christian Amundsen

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Office Hours: By Appointment
Office Phone #: 972-273-3546
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Read this syllabus thoroughly and retain it for future reference. It contains valuable information about this On Line Course.
CATALOG DESCRIPTION

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading and Psychology 2301 recommended. This course is a study of human growth, development, and behavior. Emphasis is on psychological changes during life. Processes of life from prenatal beginnings through adulthood and aging are included. (3 Lec)

COURSE DESCRIPTION

Psychology 2314 -- Developmental Psychology -- Through dramatizations, experiments, interviews with experts, and real-life films, this course presents the biological factors, human interactions, social structures, and other cultural forces that shape the growing human being from the earliest womb environment through death and dying. This 3-credit course, required for many majors, is transferable as a social science credit.

COURSE MATERIALS

ISBN: 10:0-134-556-941

Core Objectives for PSYC 2314

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for PSYC 2314

Upon successful completion of this course, PSYC 2314 students will:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage, and parenting.
4. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic, and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Assessment of Course-Level Outcomes

Psychology 2314 students will be able to expect the following outcomes at the end of this course.

1. All students in PSYC 2314 will be able to recognize and comprehend the stages associated with Jean Piaget’s Theory of Cognitive Development, as demonstrated by an 80% level of achievement/proficiency as measured by an online departmental exam.
2. All students in PSYC 2314 will be able to recognize and comprehend the stages associated with Erik Erikson’s Theory of Psychosocial Development, as demonstrated by an 80% level of achievement/proficiency as measured by an online departmental exam.
3. All students in PSYC 2314 will be able to recognize and comprehend the stages associated with Lawrence Kohlberg’s Theory of Moral Development, as demonstrated by an 80% level of achievement/proficiency as measured by an online departmental exam.
**REQUIREMENTS**

As a student, you are required to
1. Red and study the textbook.
2. Take three exams.
3. Complete two (2) special projects from the options listed elsewhere in this syllabus.
4. Participate in the on-line discussion board.

**TESTING SCHEDULE**

There are three (3) examinations scheduled for the semester. You must consult this syllabus for the specific testing dates.

The exams consist of 50 multiple choice questions (2 points each). You can determine your exam grade from the following grading scale:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<td>B</td>
<td>80 - 89</td>
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<td>C</td>
<td>70 - 79</td>
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<td>D</td>
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<td>0 - 59</td>
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<table>
<thead>
<tr>
<th>TEST #</th>
<th>TEST Deadlines</th>
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<tbody>
<tr>
<td>I</td>
<td>Monday, July 22 at 8 pm (chapters 1-4)</td>
</tr>
<tr>
<td>II</td>
<td>Monday, July 29 at 8 p.m. (chapters 5-7)</td>
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<tr>
<td>III</td>
<td>Monday, August 5 at 8 p.m. (chapters 8-10)</td>
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You may take the tests anytime before these deadlines, but not after. **No exceptions!**

**TEST SCORE FEEDBACK**

Test grades will be posted on ecampus as soon as possible after each testing period.

**PROJECTS (Papers)**

You will complete two projects for this course. Select one project from the list, "Critical Thinking Projects," and one project from the list, "Application Projects." For each project that you select, you simply carry out the project as described, then write a paper that reports the results of your project. Refer to your text for assistance. Of course, your instructor is available also to answer any questions.

Each paper, based on the project selected, **must be double spaced and a minimum of 1500 words.** Your grade on each project will be based upon:

- evidence of comprehension of the material,
- thoroughness of the project/paper, and
- demonstrated ability in written communication (i.e., paragraph and sentence structure, grammar, spelling, etc.).

Each project is worth up to **100 points.** You can determine your grade on each project from the following grading scale:

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<td>F</td>
<td>0 - 59</td>
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The due dates for each project are listed below. **Projects will not be accepted late. No excuses.**
The CRITICAL THINKING PROJECTS from which you must choose are:

1. **A case study.** Deborah Shore, aged 45, works for a small corporation in the Research and Development department. When she first became a member of the department 15 years ago, Deborah was an unusually creative and productive researcher; her efforts quickly resulted in raises and promotions within the department and earned her the respect of her colleagues. Now, Deborah finds herself less interested in doing research; she is no longer making creative contributions to her department, although she is making contributions to its administration. She is still respected by the coworkers who have known her since she joined the firm, but not by her younger coworkers.

   Analyze the case study from the psychoanalytic, learning, and contextual perspectives: how would a theorist from each perspective explain Deborah's development? Which perspective do you believe provides the most adequate explanation, and why?

2. Interview your mother (and grandmothers, if possible), asking about experiences with childbirth. Include your own experiences if you have had children. Write a paper summarizing these childbirth experiences and comparing them with the contemporary experiences described in the text.

3. Identify a "type" of parent (e.g., single parent, teenage parent, low-income parent, dual-career couple) who is most likely to be distressed because an infant has a "difficult" temperament. Explain why you believe that this type of parent would have particular problems with a difficult infant. Write an informational brochure for the selected type of parent. The brochure should include an explanation of temperament in general and of the difficult temperament in particular, and give suggestions for parents of difficult infants.

4. Plan an educational unit covering nutrition, health, and safety for use with preschoolers and kindergartners. Take into account young children's cognitive and linguistic characteristics. The project should include (1) an outline of the content of the unit; and (2) a description of how the content would be presented, given the intellectual abilities of preschoolers. For example, how long would each lesson be? What kinds of pictures or other audiovisual materials would be used? How would this content be integrated with the children's other activities in preschool or kindergarten?

5. Visit two day care centers and evaluate each center using the information in the text as a guide. Request a fee schedule from each center. Write a paper summarizing your evaluation of each center. Note: Unless you are an actual potential client of the center, contact the director beforehand to explain the actual purpose of the visit, obtain permission to visit, and schedule your visit so as to minimize disruption to the center's schedule.

6. Watch some children's television programs and advertising, examine some children's toys and their packaging, read some children's books, and listen to some children's recordings, looking for evidence of sex-role socialization. Write a paper comparing these contemporary influences with those you remember from your own childhood, and discuss the implications of the differences and similarities you find.

7. Write a paper describing things your parents did to help you in school and anything your parents did that hindered you in school. If you have young brothers and/or sisters, include your parents' influences on their education. Analyze your parents' actions from the standpoint of the characteristics discussed in the text.

8. Write a paper summarizing the theoretical perspectives on identity presented in the textbook. Identify the perspective you find most acceptable, and justify your choice. Evaluate the information in light of your own development in adolescence.

9. **A case study.** Julie is a 40-year-old homemaker. Besides chauffeuring her very active 13-year-old son and 15-year-old daughter to school activities, maintaining the household, and providing emotional support.
to her husband (who is facing a stressful job situation), Julie cares for her 70-year-old widowed father. Her father had a stroke last year. After her father’s stroke, Julie dropped the two college courses she had been taking, so that she could visit him regularly in the hospital and help with his rehabilitation there. When he was released from the hospital, he moved into her home for an indefinite period. That seemed to be the only option other than a nursing home. Julie’s brother and sister live out of town and are unable to provide physical care for their father. It has now been several months since Julie’s father moved into her home. Julie is feeling overwhelmed as she tries to meet the needs of her father, her husband, and her children.

Write a paper discussing steps that could be taken to solve or prevent problems for Julie and possible pitfalls in taking these steps. Dimensions of the situation that you will want to consider include (1) finances, (2) health, (3) emotional functioning of individuals, and (4) relationships between family members.

10. Many colleges and universities allow older people to audit courses tuition-free. But—perhaps because the arrangement does not generate tuition—most institutions do not actively promote this option or encourage people to take advantage of it; the number of older people who actually enroll in such courses tends to be fairly low. Suppose that your college began taking aggressive and effective measures to encourage elderly people to enroll in courses, with the eventual result that around half of the students in most classes were 65 or older. Write a paper discussing two issues. First, how should instructors modify their teaching and their evaluation and testing procedures in response to this change in the student population, given the material in the text describing older adults’ cognitive performance and abilities? Second, how would classes be enriched by an increase in the proportion of older students, and how would classes suffer through such an increase?

11. Although most older people prefer to live independently in the community, and most are successful in doing so, institutional care is an essential option for an aging population. Some facilities are excellent, providing high-quality care, comfort, and intellectual and social stimulation. However, even in these excellent settings, there is probably some room for improvement. Develop a description of an ideal nursing home. Your description should include the approximate number of residents, the approximate number of staff members, the qualifications of the staff, the physical design of the facility, provisions for promoting contact between residents and the community, and activities offered within the facility.

APPLICATION PROJECT DUE DATE

Deadline: Wed., July 31 at 8 p.m.

The APPLICATION PROJECT OPTIONS from which you must choose are:

1. **Prenatal Development**
   Design an education course for expectant parents. At the minimum, prepare an outline of all the topics that you would cover in this course and include a description of any activities and resources you would use.

2. **Infant Development**
   Observe the motor behavior of an infant (0-3 years) over three (3) periods of at least 30 minutes. You may interact with the infant during this time. Record your detailed, objective observations, then write out your evaluation of the infant’s motor development based on the information presented in this course.

3. **Preschool Development**
   Observe the language behavior of a preschool child (3-6 years) over three (3) periods of at least 30 minutes. You **may** interact with the child during this time. Record your detailed, **objective** observations, then write out your evaluation of the child’s language development based on the information presented in this course.

4. **Middle Childhood Development**
   Observe the play behavior of a middle-years child (6-12 years) over three (3) periods of at least 30 minutes. **Do not** interact with the child during this time. Try to make your presence as inconspicuous as possible. You may want to go to a park or playground. Record your detailed, **objective** observations then write out your evaluation of the child’s play/social development based on the information presented in this course.

5. **Adolescent Development**
Make up at least ten (10) open-ended questions and ask them of a minimum of 5 adolescents. The questions could concern school, sex, food, use of time, occupation, plans for the future, etc. Record their answers as best you can and then write out your evaluation of the adolescents’ identity formation based on the information presented in this course.

6. **Adult Development**
   Write your autobiography from your earliest memories to your present stage of adult development. The focus of this paper should be on the determinants of your present personality. Using Erik Erikson’s theory of psychosocial development, state how you think you resolved each of the crises of development (for early stages, you may have to ask others or draw conclusions based on your present personality). _Give specific examples from your life story to support your conclusions._

7. **Aging**
   Make up at least ten open-ended questions and ask them of a minimum of 5 individuals over the age of 65. Among the questions that you should ask them are, “What would you do differently if you had your life to live over again?” and “What advice would you give a person of my age on how to live a meaningful life?” Write your questions and the answers received in your paper and include any conclusions you would make about aging.

8. **Death and Dying**
   Design a death education course that would help you deal with your own death or the death of a loved one. Prepare an outline of all of the topics you would cover in this course, and include a description of any activities and resources you would use.

**DISCUSSION BOARD POSTING: CLASS DIAGLOUE**

There are 5 questions. It is your responsibility to contribute to a class discussion in a meaningful way, by posting your comments, responses to other students, or ideas related to the instructors posting. Your posting must be relevant and engaged. No single word postings or single sentence posted will be counted as an adequate post. For each complete discussion you will be given a maximum of 20 points for your contribution for a total of 100 possible points. The number of points you receive will be judged by the instructor based on the quality and content of your posting. Your weekly grade will be updated on ecampus.

**GRADING**

The final scores on each of the Three (3) examinations and the two (2) projects, as well as the discussion board postings will be added together to determine your final semester grade according to the following scale.

- 540 - 600 = A
- 480 - 539 = B
- 420 - 479 = C
- 360 - 419 = D
- below 360 = F

There are three (3) tests worth 100 points each, totaling 300 points.
There are two papers worth 100 points each = 200 points.
There are 5 discussion questions worth 20 points each, totaling 100 points.

**NLC INSTITUTIONAL POLICIES**

Institutional Policies relating to this course can be accessed from the following link: [www.northlakecollege.edu/syllabipolicies](http://www.northlakecollege.edu/syllabipolicies)