

Syllabus: PSYC& 200 Lifespan Psychology (# 3746)
Winter, 2012

Course Introduction

Text (Required): Berk, L.E. *Development Through the Lifespan* (5th Ed).
ISBN: 0-205-49125-1

Instructor: Dr. Dan E. Dunlap
Contact Info: (360) 917-4924 (cell); email: profdandunlap@gmail.com
Location of class: Bus 105
Class Schedule: TTh 10:00 am – 12:15 pm
Class website: <http://www.profdandunlap.com>

Description of the Course

The course will draw on many of the principles learned in general psychology and apply these to biological, psychological, social, environmental, cultural, and other changes that occur across the lifespan. The student will appreciate that development is a lifelong, multidimensional, dynamic, plastic process involving many divergent contexts. The textbook favors a bidirectional perspective involving both biological and environmental variables. Recent research from neuroscience is deepening understandings that may make us more tolerant, as well as, more hopeful regarding certain developmental delays and disabilities. The study of development across the lifespan requires an interdisciplinary effort for understanding and remediation. The importance of linking theory, research, and the application of research findings to the real-world will be apparent. Finally, learning complex material is most likely to be retained when experiential methodologies are employed, so the textbook author offers opportunities to review, apply, connect, and reflect the material presented in each chapter.

Course Learning Objectives

- I. Understanding the diverse array of theories
 - a. Basic knowledge of multiple theories is emphasized.*
 - b. Newer theories clarify previously overlooked aspects of development.*
- II. Integrative approach
 - a. The lifespan perspective is presented as an organizing framework to appreciate development from conception to death.
- III. Acquire knowledge of human development as including sequences and underlying processes

- a. Biological and environmental factors (heredity/constitutional, social & cultural context) may maintain or transform the individual*
 - b. Understanding has evolved considerably regarding the very young and old.
 - c. Certain developmental milestones are becoming less predictable.
- IV. Influence of context and culture
- a. Physical and social contexts affect all domains of development*
 - b. Socioeconomics and ethnicity contribute to diversity*
 - c. The zeitgeist, history time period, and cohort membership is of increasing interest
 - d. Gender issues, evolving experiences, roles, social experiences (family-of-origin, school), random opportunities, affect individual life paths
 - e. Larger societal structures (societal values, laws, programs) impact lifelong well-being*
- V. Interdependence/interaction between physical, cognitive, emotional, and social domains
- a. Sources for multiple feedback loops
- VI. Interrelatedness of theory, research, and application of findings
- a. Necessary to influence and justify needed social change
 - b. Offers hope rather than the disappointment associated with untested and often unsuccessful clinical judgments.

* indicates multicultural content will be included in teaching the objective

Class Website: <http://www.profdandunlap.com>

Your instructor has created a website which may helpful to your success in this course, and perhaps, your interest in psychology. On the Lifespan Development webpage you will find links to practice exams, lecture notes in Power Point format, extra credit opportunities, baby pictures of your instructor and his delusional cousin, and other links pertinent to psychology, philosophy, and human relations. If you are unable to attend a particular class meeting, please be sure to borrow a classmate's notes.

Grades and Grading

Performance Measures: Grades will be based upon the following criteria: The crossword puzzles and examinations will be worth a total of: 480 points. Weekly research write-ups: 270 points. Attendance: 200 points. Critical Thinking/Small Group Activities: 100 points. Total points for the course: 1050. Please note that your progress for the course will be updated weekly on the Lifespan Development webpage. Small-Group Activities may not be made up. However, Extra Credit projects are available should you feel a need for additional points.

Measuring Student Learning: You will not be required to take any formal exams in this course. Exposure to course material and concepts will be measured on the basis of your completion of Take Home Assignments. These may take the form of crossword puzzles, Treasure (or Scavenger) Hunts, or take home exams. All of these are available online (<http://www.profdandunlap.com>). Research suggests that students learn at least as much from these activities, perhaps more, as they do require the equivalent amount of preparation time. This is an advantage for those who struggle with test anxiety. Activities for the first eight (8) assigned chapters will be due on: February 2, 2012 The last eight (8) assigned chapter activities will be due on (and no later than) March 8. Total points possible: 480

Weekly Research Write-ups: 270 points total. You will find and read three news articles pertinent to lifespan development and submit a one paragraph summary of each article. That is, a total of three (3) paragraphs. Each approximately one-page summary will be worth 30 points. These may come from journals available in local bookstores or online (Science News, Discovery, Scientific American Mind, etc.).

Participation and Attendance: Points possible: 200.

Small Group Activities (in class): 100 points.

Mastery of course objectives and final grade will be determined by the course learning measures, instructor evaluation of class participation, small-group activities, weekly science article reviews, and discussion, with the possibility of extra credit, as discussed above.

Psych 200 Extra Credit Opportunities

- Refer to class website: <http://www.profdandunlap.com>

****Late assignments -- by arrangement only and only with a very compelling reason. AND **MUST** be made up prior to the last day of class (March 8, 2012). If this is not possible, it is your responsibility to make arrangements with your instructor for an Incomplete ****

General Description

Instructional methods: Lecture, class discussion/group interaction, small group activities, multimedia demonstrations, handouts, weekly write-ups, assessment measures, videos, etc.
General education requirements met by course: 5 Social Sciences transfer credits

Academic honesty policy/Plagiarism/Cheating policy:

“Any student shall be subject to immediate disciplinary action provided for in this Student Conduct Code who either as principal actor, or aided or abettor . . . commits any of the following acts which are hereby prohibited. (a) All forms of dishonesty including cheating, plagiarism, knowingly furnishing false information to the College, and forgery, alteration, or use of College documents or instruments of identification with intent to defraud...” (WAC 132C-120-065 Violations)

Accommodations:

"If you would like to request academic accommodations due to a permanent or temporary physical, sensory, psychological/emotional, or learning disability, please contact the Access Services office (formerly Disability Support Services), located in Humanities 114, or call 475-7540 to schedule an appointment."

Expected Classroom Decorum

Differences of opinion are encouraged and you should not expect your professor to know (or even pretend to know) everything about Lifespan Development. It is very likely that you will learn things from your weekly research that is unfamiliar to your professor. Please listen attentively when others are speaking in class (or when the class is watching a video) and show respect for those whose opinions or views may differ from your own. Please help your instructor stay on topic by contributing questions or comments pertinent to the chapter or topic being discussed.

Important Dates:

- Weekly science write-ups due at the beginning of class on Tuesday (beginning January 10, 2012)
- February 2, 2012 First 8 chapter course learning measures due
- March 8, 2012 Last 8 chapter course learning measures due

Discussion Topics and Reading Assignments

Week

1. January 3, 2012
Chapter 1 History, Theory, and Research Strategies
Chapter 2 Biological Environmental Foundations
2. January 10, 2012
Chapter 3 Prenatal Development, Birth, and the Newborn Baby
Chapter 5 Cognitive Development in Infancy and Toddlerhood
3. January 17, 2012
Chapter 6 Emotional and Social Development in Infancy and Toddlerhood
Chapter 8 Emotional and Social Development in Early Childhood
4. January 24, 2012
Chapter 10 Emotional and Social Development in Middle Childhood
5. January 31, 2012
Chapter 11 Physical and Cognitive Development in Adolescence
Take Home Exams, puzzles, etc. due February 2 (Chapters 1, 2, 3, 5, 6, 8, 10, & 11).

6. February 7, 2012
Chapter 12 Emotional and Social Development in Adolescence
7. February 14, 2012
Chapter 13 Physical and Cognitive Development in Early Adulthood
Chapter 14 Emotional and Social Development in Early Adulthood\
8. February 21, 2012
Chapter 15 Physical and Cognitive Development in Middle Adulthood
9. February 28, 2012
Chapter 16 Emotional and Social Development in Middle Adulthood
Chapter 17 Physical and Cognitive Development in Late Adulthood
10. March 6, 2012
Chapter 18 Emotional and Social Development in Late Adulthood
Chapter 19 Death, Dying, and Bereavement
Last learning measures due March 8 (Chapters 12, 13, 14, 15, 16, 17, 18, & 19)
11. March 13, 2012 Finals Week: No Class