

Psychology 207
Life-Span Development
Moravian College
Fall 2007

Instructor: Dr. Susan Scholtz
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Class Time: MWF 7:50 am- 8:40 am
Office Hours: MW 9:00 am – 1100 am
By appointment as needed also

Course Goal

Life-Span Development focuses on the study of individual development as a life-long process. Representative theories, research, and controversial issues on conception and birth, infancy, childhood, adolescence, adulthood, and old age are examined. Biological, cognitive, social, and emotional aspects of development will be explored. The major focus of the course is to help the student gain insight into the multidimensional process of aging.

Specific Course Objectives

- To introduce the subject matter of the human being from conception through old age.
- To explore a number of current social and ethical issues which are a part of current life-span development.
- To encourage application of cognitive, psychosexual, psychosocial, and moral theories to understand growth and development across the lifespan.
- To expose the latest findings in developmental psychology in order to understand issues unique to each stage of development.
- To stimulate and challenge critical thinking and discussion among class participants.

Required Reading

Berk, L.E. (2007). Development through the lifespan (4th ed.). Boston: Allyn & Bacon.

Readings as assigned.

Course Requirements

Demonstration of Course Competency

1. Exams: Students will complete 4 examinations. Specifications in terms of format will be presented prior to the exam. (i.e. multiple choice, case studies, take home etc)
2. Process Recording: Each student will be randomly assigned to a study a population ranging from infancy through old age. The purpose of this assignment is to correlate the textbook picture of this stage of development with observed behaviors. Students will gain a heightened awareness of psychological, cognitive, psychosocial, and physical developmental milestones in the select populations. Students will share their experience and insights in a roundtable discussion. The student is encouraged to meet with the instructor to discuss the “logistics” of the experience.
3. Enrichment Activities: Students will be required to complete all worksheets/quizzes as assigned and attend select presentations as scheduled. Class participation is strongly encouraged.

Choice of: The student may elect to complete one of the following two research projects.

- 4a. The student will select a topic related to a lifespan issue. The focus of the paper must be discussed with the instructor for approval. (The intent of the meeting is to facilitate the research process and offer direction as needed). The student will be responsible for reviewing the topic using peer-reviewed journals and databases such as PsycInfo, ERIC, or EBSCOHOST. The paper will be written in APA format and have a minimum of 6 sources. The paper will be approximately 8 pages in length and will have a title page, running head, and works cited. Each student will summarize the findings in a handout to be distributed to the class. Specific guidelines will be distributed regarding format. The student is encouraged to link the topic in the textbook with the research findings. Students who do not turn in their written reports on the scheduled due date will receive a 5-point deduction for each partial or full day the assignment is late. Students have the option of submitting an outline or draft prior to submission of the paper for instructor input. The draft must be submitted no later than two weeks prior to submission of the paper.

or

- 4b. The student will participate in a Learning Service Activity. The student will identify a population of interest and identify a need experienced by the population. Once this need is identified, the student will be responsible for reviewing the topic using peer-reviewed journals using databases such as PsycInfo, ERIC, or EBSCOHOST. (For example, the student may want to study loneliness in the elderly and strategies such as reminiscing to alleviate these feelings.) The student (in conjunction with the instructor) will identify a resource to participate in a learning service initiative. The student will complete an expressive journal, reflective journal, and observations commonalities/disparities) within the group. Students have the option of working in groups of 2-3. The student will link observations with the research findings relative to the specific stage of development and submit a 4-5 page written report. Students who do not turn in their written reports on the scheduled due date will receive a 5-point deduction for each partial or full day the assignment is late.

Grading:

Examinations (4)	60%
Process Recording	10%
Paper/Learning Service Project	20%
Enrichment Activities	10%

Class Attendance: Class attendance is required. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. Please arrive promptly in order to avoid distractions to other students. If unable to attend a class due to illness, please contact the instructor at least one hour before class via email or phone. Any absence from class must be accompanied by an appropriate written verification of absence (doctor's /nurse practitioner's note for illness or other written verification of emergency circumstances). Absences without this appropriate written verification will be considered as unexcused. Based on a 4 point scale, a grade point reduction of .25 may be taken off the final course grade for each unexcused absence or tardiness. Students are responsible for obtaining any notes, handouts, or other class items from classmates.

Inclement Weather: College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.

Learning Disability Accommodations: Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510). Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

Academic Honesty: Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone's work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author's work; using the author's words/thoughts as one's own; purchasing a paper from a professional service; using illustrations without citation etc. If uncertain about what constitutes plagiarism, it is the student's responsibility to seek clarification from the professor, librarian, or the Writing Center. Because of the no tolerance policy, ignorance of the policy is not acceptable. If there are grounds for suspicion of plagiarism, the assignment will be forwarded to the Dean for Academic Affairs. Please review Moravian College's policy on academic honesty found in the Student Handbook. Infractions will be subject to the consequences outlined in the Student Handbook.

DATE	TOPIC	READINGS*
Week 1 M 8/27	Course Introduction	
W 8/29 F 8/31	Theory , Theorists, Ethics <ul style="list-style-type: none"> ❖ Nature vs Nurture ❖ Psychoanalytical ❖ Psychosocial ❖ Cognitive ❖ Moral Research Strategies	Read: Berk Chapter 1 for in class discussion. Prepare to share your insights on the issue of nature vs nurture

Week 2

No Class 9/3 Labor Day

Read: Berk Chapter 2

Biological Foundations & Environmental Contexts

Week 3

(9/10)

Movie: The Perfect Baby

Biological Foundations & Environmental Contexts, cont.

Quiz 1 (chs 1,2) to be completed by midnight 9/11

(9/12)

Prenatal Development, Birth, and the Newborn

Ch 3(AE:4)

Week 4

(9/17)

Prenatal Development, Birth, and the Newborn, cont.

Infancy & Toddlerhood: Physical Development

Ch 4(AE:7)

(9/19)

Infancy & Toddlerhood: Physical Development, cont.

Week 5

(9/24)

Quiz 2 (chs 3,4) to be completed by midnight 9/23

Infancy & Toddlerhood: Cognitive Development

Ch 5 (AE:9)

(9/26)

Infancy & Toddlerhood: Cognitive Development, cont.

Week 6

(10/1)

Infancy & Toddlerhood: Social-Emotional Development

Ch 6(AE:8)

(10/3)

Infancy & Toddlerhood: Social-Emotional Development, cont.

Quiz 3 (chs 5,6) to be completed by midnight 10/5

Week 7

No Class 10/8 Fall Break

(10/10)

Early Childhood: Physical & Cognitive Development Ch 7(AE:12)

Week 8

(10/15)

Early Childhood: Physical & Cognitive Development, cont.

(10/17)

Early Childhood: Social-Emotional Development

Ch 8 (AE:25)

Week 9

(10/22)

Early Childhood: Social-Emotional Development, cont.

Quiz 4 (chs 7,8) to be completed by midnight 10/23

(10/24)

Middle Childhood: Physical & Cognitive Development

Ch 9(AE:22)

Week 10

(10/29)

Middle Childhood: Physical & Cognitive Development, cont.

(10/31)

Middle Childhood: Social-Emotional Development

Ch 10 (AE:20)

Week 11

(11/5)

Middle Childhood: Social-Emotional Development, cont.

Quiz 5 (chs 9,10) to be completed by midnight 11/6

(11/7)

Adolescence: Physical & Cognitive Development

Ch 11(AE:28)

Week 12

(11/12)

Adolescence: Physical & Cognitive Development, cont.

Adolescence: Social-Emotional Development

Ch 12(AE:27)

(11/14)	Adolescence: Social-Emotional Development, cont.	
Week 13		
(11/19)	Quiz 6 (chs 11,12) to be completed by midnight 11/18 Adulthood: Physical Development Letter to Child Due	TBA: Sections of chs. 13, 15, 17 (AE: 38)
(11/21)	Adulthood: Physical Development, cont.	
Week 14		
(11/26)	Quiz 7 (Physical Dev.) to be completed by midnight 11/25 Adulthood: Cognitive Development	TBA: Sections of chs. 13, 15, 17 (AE: 33)
(11/28)	Adulthood: Cognitive Development, cont.	
Week 15		
(12/3)	Quiz 8 (Cognitive Dev.) to be completed by midnight 12/2 Adulthood: Social-Emotional Development	TBA: Sections of chs. 14, 16, 18 (AE: 35)
(12/5)	Adulthood: Social-Emotional Development, cont.	
Week 16		
(12/10)	Quiz 9 (Social-Emotional Dev.) to be completed by midnight 12/9 Letter to Grandchild Due	

* Note: Listed readings reflect the assigned chapter in Berk, followed by the article number in Annual Editions (AE) parentheses (these are the focus of the threaded discussions on Blackboard).

An outline for each lecture will be provided on Blackboard. These outlines will guide your reading for class and will direct you to the sections of the chapters to be covered on quizzes.

It is very possible that we will fall behind at certain points in the semester and, as a result, the schedule will need to be modified. We will discuss necessary alterations to the schedule in class and changes will be posted as announcements on Blackboard as further reminders. Student presentations may be delayed by a class or two but will never be moved up.