

**Development Through the Lifespan**  
**PSYC 207**  
**Fall, 2013**

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**Office Hours:** **Mon & Weds** 8:00 – 8:55 A.M. Room TBD  
**Mon & Weds**– 5:00 P.M. – 7:00 P.M. by appointment  
**CLASS MEETINGS:** Mon & Weds 8:55 - 10:05 A.M. (Hurd Academic Complex)

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**Course Description/Goal:**

The focus of Development Through the Lifespan is on the study of individual development as a life-long process. These include representative theories, research, and controversial issues on conception and birth, infancy, childhood, adolescence, adulthood, and old age being examined. Biological, cognitive, social, and emotional aspects of development will be explored. The major focus of this course is to assist the student to gain insight into the multidimensional process of aging.

**Specific Student Learning Outcomes and Objectives:**

Outcome I: Students will be introduced to the subject matter of the human being from conception through old age. At the conclusion of this course you should be able to: 1) recall and recognize a range of issues and problems organized around the major concepts, theories, and principles of the field Psychology and Developmental Through the Lifespan, and 2) consistently and creatively use the terminology of this course with accuracy and relevancy.

Outcome II: Students will be able to explore and comprehend a number of current social and ethical issues, which are a part of current life-span development. At the conclusion of this course you should be able to: 1) demonstrate comprehension of current social and ethical issues encountered during the developmental process of life-span, and 2) make be able to make assessments involving the psychological development through the life-span.

Outcome III: Students will be encouraged to utilize the application of cognitive, psychosexual, psychosocial, and moral theories to understand the growth and the development across the life-span.

Outcome IV: Students will be exposed to the latest findings in developmental psychology in order to comprehend the issues unique to each stage of development.

Outcome V: Students will be stimulated and challenged with critical thinking and discussion during classroom participation.

**Required text:**

Berk, L. E. (2010) Development Through The Lifespan (5<sup>th</sup> ed.), Allyn & Bacon Publishers.

Any additional reading requirements will be identified in class.

**Classroom Management Policy:**

Cell phones and electronic equipment are not permitted during class without express permission. Turn them off completely or do not bring them into the classroom. If you must leave the classroom request permission.

**Attendance and Class Participation:**

The attendance policy is simple. You need to make every class on time and prepared unless the college has canceled classes. Govern your schedules accordingly. Missing class and being late is disrespectful to Moravian, your classmates, and to yourself. The lectures are intended to supplement the readings and presuppose your familiarity with assigned subject readings.

If there is an emergency, communicate this to me directly via the contact information at the beginning of this document.

Your productive and positive participation in the classroom is encouraged. Successful dialogue and participation in class requires diligent preparation by keeping current with assignments. Demonstrating an open mindedness to new viewpoints and a willingness to explore and explain your own thinking in a positive and appropriate manner is part of your total grade.

**Academic Policy:**

Academic honesty is a value expected at Moravian and the academic community expects you to conduct yourselves and your work ethically and honestly. Plagiarism and cheating will not be tolerated. The policy is that the student must keep all note cards and rough drafts of a paper or presentation. The instructor may request these materials, along with the sources at any time. If you need help I will assist you with the material.

Students are solely responsible for their work and for making sure that their work represents their own efforts to meet the academic requirements of this course. The penalty for plagiarizing or cheating on an exam will be an "F" for the course.

**Summary of Final Grade and Evaluation Determination:****Grading scale determined by point accumulation:**

There is a possible total of 550 points distributed accordingly: 3 Exams (100 points each), 1 Reflections/Critical Thinking Journal (100 points), 1 Book Analysis (50 points), 1 Film Analysis (50 points), and class participation (50 points)

**Book Analysis:** Students will select a book (Options below) that addresses a common adolescent problem and complete a written assignment that enables the student to correlate theory with behaviors  
Selection Options:

\*Please Stop Laughing At Me: A woman's inspirational story by Jodee Blanco

\*Queen Bees and Wanna Bees by Rosalind Wiseman

\*Odd Girl Out: The Hidden Culture of Aggression in Girls by Rachel Simmons

\*Will I Ever Be Good Enough? Healing the Daughters of Narcissistic Mothers by Karyl McBride

\*From Binge To Blackout: A Mother and Son Struggle with Binge Drinking by Chris Volkman

**Film Analysis:** On Golden Pond. Students will watch the film and address a common problem found in the elderly related to developmental changes in their lives.

**Cumulative Grade Ranges:**

484-550 = A      429 – 483 = B      374 – 428 = C      330 – 373 = D      329 & below = F

**Reflections/Critical Thinking Journal:**

This journal requires an entry for every class session and will be turned in at the end of the semester. Your grade for this project is directly indicative of the amount of effort you put into your reflections of the class subject material and your position and perception from a critical thinking perspective. This journal must be turned in typed (handwritten journals will not be accepted). The length of each entry is left to your discretion; understand however, your reflection and critical position must be defined for comprehension.

**The Presentation (Book Analysis and Film Analysis):**

The particulars and requirements of these assignments will be fully explained in class. It must be 3-5 pages and 5 minutes for each analysis. You must be prepared to defend your paper.

**Accommodations:**

Should you require special accommodations for a disability, you must obtain this documentation for special accommodations through the Learning Services Office. Contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510). Students require accommodations for support of other disabilities contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street, (ext. 1510). Accommodations cannot be provided without authorization from the appropriate disability support provider on campus.

The syllabus is a plan for the semester and is subject to change. Any changes will be communicated in class.

**Course Schedule**

8/26 Mon	Introduction and Organization Syllabus review, Book and Film Analysis Presentation's Ch 1: History, Theory, and Research Strategies
8/28 Wed	Ch 1: History, Theory, and Research Strategies Ch 2: Biological and Environmental Foundations
9/2 Mon	No Class – Labor Day
9/4 Wed	Ch 2: Biological and Environmental Foundations Ch 3: Prenatal Development, Birth, and the Newborn Baby
9/9 Mon	Ch 3 Prenatal Development, Birth, and the Newborn Baby Ch 4: Physical Development in Infancy and Toddlerhood
9/11 Wed	Ch 4 Physical Development in Infancy and Toddlerhood Ch 5: Cognitive Development in Infancy and Toddlerhood

9/16 Mon	Ch 5: Cognitive Development in Infancy and Toddlerhood Ch 6: Emotional and Social Development in Infancy and Toddlerhood
9/18 Wed	Ch 6: Emotional and Social Development in Infancy and Toddlerhood Review Material: Exam, Book & Film Analysis
9/23 Mon	Exam # 1 Chapters 1-6 Lecture Material
9/25 Wed	Ch 7: Physical and Cognitive Development in Early Childhood
9/30 Mon	Ch 7: Physical and Cognitive Development in Early Childhood Ch 8: Emotional and Social Development in Early Childhood
10/2 Wed	Ch 8: Emotional and Social Development in Early Childhood Ch 9: Physical and Cognitive Development in Middle Childhood
10/7 Mon	Ch 9: Physical and Cognitive Development in Middle Childhood Ch 10: Emotional and Social Development in Middle Childhood
10/9 Wed	Ch 10: Emotional and Social Development in Middle Childhood Ch 11: Physical and Cognitive Development in Adolescence
10/14 Mon	Fall Recess – No Class
10/16 Wed	Ch 11: Physical and Cognitive Development in Adolescence Ch 12: Emotional and Social Development in Adolescence
10/21 Mon	Ch 12: Emotional and Social Development in Adolescence Review Material Exam, Book & Film Analysis
10/23 Wed	Exam # 2, Chapters 7-12 Lecture materials
10/28 Mon	Ch 13: Physical and Cognitive Development in Early Adulthood
10/30 Wed	Ch 13: Physical and Cognitive Development in Early Adulthood Ch 14: Emotional and Social Development in Early Adulthood
11/4 Mon	Ch 14: Emotional and Social Development in Early Adulthood Ch 15: Physical and Cognitive Development in Middle Adulthood
11/6 Wed	Ch 15: Physical and Cognitive Development in Middle Adulthood Ch 16: Emotional and Social Development in Late Adulthood
11/11 Mon	Ch 16: Emotional and Social Development in Late Adulthood Ch 17: Physical and Cognitive Development in Late Adulthood
11/13 Wed	Ch 17: Physical and Cognitive Development in Late Adulthood Ch 18: Emotional and Social Development in Late Adulthood

11/18 Mon	Ch 18: Emotional and Social Development in Late Adulthood Ch 19: Death and Dying
11/20 Wed	Ch 20: Death and Dying Review Material: Exam (Final), Book & Film Analysis
11/25 Mon	Book Analysis Presentations Film Analysis Presentations
11/27 Wed	Thanksgiving – No Class
12/2 Mon	Book Analysis Presentations Film Analysis Presentations
12/4 Wed	Book Analysis Presentations Film Analysis Presentations
12/9 Mon	Book Analysis Presentations Film Analysis Presentations Turn in Journals Study/Review
12/11 Wed	Final Exam Chapters 13-20