

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

**Department** : Psychology & Sociology

**Course Title** : Lifespan Growth and Developmt

**Section Name** : PSYC\_2314\_WB\_WB9

**Start Date** : 08/22/2011

**End Date** : 12/09/2011

**Modality** : WEB

**Credits** : 3

---

**Instructor Information**

**Name** : Kelie Jones

**OC Email** : kjones@odessa.edu

**OC Phone #** : (432) 335-6308

---

**Course Description**

**Present the growth and developmental stages of prenatal, birth, childhood, adolescence, young and middle adulthood, old age and death. Focuses on the influence of, and interaction between, biological/genetic factors (nature) and environmental/learned factors (nurture). Studies cognitive, physical, socioemotional and psychological development at all stages. Requires six hours of observation of a preschool child and a written case study. Also requires a special written project involving interaction with an adolescent and adult.**

---

**Prerequisites/Corequisites**

None

---

**Scans**

**SCANS 1, 2, 4, 6, 9**

---

## Course Objectives

- Discuss the life-span perspective of development
- Identify the most important developmental processes and periods
- Describe three key developmental issues.
- Describe theories of life-span development.
- Explain how research on life-span development is conducted
- Discuss research challenges in life-span development
- Discuss the evolutionary perspective on development
- Describe what genes are and how they influence human development
- Characterize some of the ways that heredity and environment interact to produce individual differences in development
  
- Describe prenatal development.
- Discuss the birth process and the postpartum period
- Discuss physical growth and development in infancy
- Describe infants' motor development
- Explain sensory and perceptual development in infancy
- Summarize the cognitive processes in Piaget's theory and the stage of sensorimotor development
- Describe how infants learn, remember, and conceptualize
- Explain language development in infancy
  
- Discuss emotional and personality development in infancy
- Describe how attachment develops in infancy
- Explain how social contexts influence the infant's development
  
- Identify physical changes in early childhood
- Describe three views of the cognitive changes that occur in early childhood
- Summarize how language develops in early childhood

- **Evaluate different approaches to early childhood education**
  
- **Discuss emotional and personality development in early childhood**
- **Explain how families can influence young children's development**
- **Describe the role of peers, play, and television in young children's development**
  
- **Describe physical changes and health in middle and late childhood**
- **Identify different types of disabilities that affect children, and describe issues in educating children with disabilities**
- **Explain cognitive changes in middle and late childhood**
- **Discuss language development in middle and late childhood**
  
- **Discuss emotional and personality development in middle and late childhood**
- **Describe parent-child issues and societal changes in families**
- **Identify changes in peer relationships in middle and late childhood**
- **Characterize contemporary approaches to student learning and sociocultural aspects of schooling and achievement**
  
- **Discuss the nature of adolescence**
- **Identify adolescent problems related to health, substance use, and eating disorders**
- **Explain cognitive changes in adolescence**
- **Summarize some key aspects of how schools influence adolescent development**
  
- **Discuss changes in the self and emotional development during adolescence**
- **Describe changes that take place in adolescents' relationships with their parents**
- **Characterize the changes that occur in peer relations during adolescence**
- **Explain how culture influences adolescent development**
- **Identify adolescent problems in socioemotional development and strategies for helping adolescents with problems**
  
- **Describe the transition from adolescence to adulthood**

- **Identify the changes in physical development in young adults**
  - **Discuss sexuality in young adults**
  - **Characterize cognitive changes in early adulthood**
  - **Explain the key dimensions of careers and work in early adulthood**
- 
- **Describe stability and change in temperament and attachment from childhood to adulthood**
  - **Identify some key aspects of attraction, love, and close relationships**
  - **Characterize adult lifestyles**
  - **Discuss the challenges in marriage, parenting and divorce**
  - **Summarize the roles of gender and communication in relationships**
- 
- **Explain how midlife is changing, and define middle adulthood**
  - **Discuss physical changes in middle adulthood**
  - **Identify cognitive changes in middle adulthood**
  - **Characterize career development, work, and leisure in middle adulthood**
  - **Explain the roles of religion and meaning in life during middle adulthood**
- 
- **Describe personality theories and development in middle adulthood**
  - **Discuss stability and change in development during middle adulthood, including longitudinal studies**
  - **Identify some important aspects of close relationships in middle adulthood**
- 
- **Characterize longevity, the biological aspects of aging, and physical development.**
  - **Describe how a person's brain and body change in late adulthood**
  - **Identify health problems in older adults and how they can be treated**
  - **Describe the cognitive functioning of older adults**
  - **Discuss aging and adaptations to work and retirement**
  - **Describe mental health problems in older adults**

- **Discuss four theories of socioemotional development and aging**
  - **Describe links between personality and mortality, and identify changes in the self and society in late adulthood**
  - **Characterize the families and social relationships of aging adults**
  - **Summarize how ethnicity, gender, and culture are linked with aging**
  - **Explain how to age successfully**
  - **Evaluate issues in determining death and decisions regarding life, death, and health care**
  - **Describe the roles of sociohistorical and cultural contexts in understanding death**
  - **Explain the psychological aspects involved in facing one's own death and the contexts in which people die**
  - **Identify ways to cope with the death of another person**
- 

#### **Required Readings/Materials**

a) You must purchase the following *required* readings/materials:

***LIFESMART, FIORE, MCGraw Hill, 2011***

Course key for book site access

SCANTRON

THUMB DRIVE WITH MINIMUM 2GB memory/storage

---

#### **Course Requirements (Lectures, Assignments and Assessments)**

1. **Complete observation and case study of an individual preschool child**
2. **Complete Special project involving interaction with an adolescent and adult**
3. **Utilization internet resources and *Blackboard Academic Suite*<sup>TM</sup>**
4. **Complete tests and assignments/projects online and in class, unless otherwise indicated by instructor**
5. **All work submitted on line must be in rtf (rich text format) or it will not be graded**
6. **All work must be typed and saved on thumb drive.**
7. **Check blackboard and email every 24-36 hours**
8. **Read all assigned chapters of the text book**
9. **Activate, check and use Odessa College email account.**

## Summary of Assignments & Activities

\*NOTE: The assignments and activities can change. Please check this syllabus on a regular basis for any updates.

<b>Item(Name)</b>	<b>Type</b>	<b>Description</b>
<p>Week 1-2</p> <p>Welcome</p> <p>Chapter 1 Introduction</p> <p>Chapter 2 Theories of development</p>	<p>Test</p> <p>Online assignment</p>	<p>Pre test</p> <p>Online assignment</p> <p>Test covering chapter 1</p> <p>Pretest</p> <p>Online assignment</p> <p>Test covering chapter 2</p>
<p>Weeks 3-4</p> <p>Chapter 3 and chapter 4</p>	<p>Online VOD assignment</p> <p>Begin observation of child</p>	<p>Online assignment</p> <p>Tests covering chapters 3-4</p>
<p>Week 5</p> <p>Chapter 5</p>	<p>Online assignment online class</p>	<p>/test</p> <p>Online class internet assignment/test</p>
<p>Week 6</p> <p>Chapter 6</p>	<p>case study/test online</p>	<p>case study</p> <p>Test</p>
<p>Week</p> <p>Chapter7</p>	<p>Movie review assignment in class and online</p>	<p>Lecture face to face</p> <p>Movie review</p> <p>test</p>
<p>Week 8</p> <p>Chapter 8</p>	<p>Begin teen/adult assignment</p> <p>Case study due</p>	<p>Test online</p> <p>Begin assignment</p>
<p>Week 9</p> <p>Chapter 9</p>	<p>Test online</p>	<p>test</p>

Week 10 Chapter 10	completion of teen adult assignment test	Completion of teen and adult assignment Test online
Week 11-13 Chapters 11-12	Movie review online	Movie review
Week 14	Review face to face and online	Review
Week 15	Comprehensive final face to face and online	

### GRADING POLICY

Students will receive grades on submitted assignments within 7-14 days of the submission unless other wise notified. Late work will not be accepted unless there is a documented medical excuse for the student or for an individual the student is responsible for. There may be times during the semester when extra credit may be earned. Step by step procedures on how to figure your grade as well as test and assignment schedule contained in the course calendar will be provided to each student. It may vary from semester to semester.

Grades
90-100%= A
89-89%= B
70-79%= C
60-69%= D
59% and below = F

*Incomplete Policy:* A grade of “Incomplete” may be given only if (1) the student has passed all work completed, and (2) he/she has completed a minimum of 75% of the required coursework. A grade of “I” will only be assigned when the conditions for completions have been discussed and agreed upon, and signed by the instructor and the student.

**Academic Ethics: Your work is expected to be your own. Plagiarism and or collusion will not be tolerated. Please use proper citation when need. If unethical behavior is detected, all parties involved will be denied points for that project or exam. The questioned material and a report of the ethics violation will be submitted to the department chair for further action as deemed necessary**

**Note to students:** Keep track of all deadlines. The instructor will help you as much as possible to successfully complete this course, however, if you believe that you will not be able to stay in this course or if you fall to far behind in the course work, it is your responsibility to officially drop this course. If you do not, you will receive a  
F. \_\_\_\_\_

**Special Needs:** Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability

services at 432-335-6861 to request assistance and accommodations.

---

**Learning Resource Center (Library):** The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

---

**Student E-mail:** Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All correspondence will be submitted using your Odessa College email.**

---

**Technical Support:** For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

---

**Important School Policies:** For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).