PSYCHOLOGY 16: LIFESPAN DEVELOPMENT
Section 2922: MW 2:45 – 4:10 pm  SOCS 207

INSTRUCTOR: Amy Himsel, Ph.D.

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OFFICE: ARTB 302F  OFFICE HOURS: M & W 11-12 pm, T 10-11 am
ONLINE OFFICE HOURS: M 8-10 pm

COURSE DESCRIPTION
This course traces physical, cognitive, and psychosocial development of the individual throughout the lifespan from conception to death. A special emphasis will be the impact of the family and culture on the individual. Attention will also be devoted to the application of research findings to ongoing developmental problems. This course is of value to students majoring in psychology and other behavioral sciences.

COURSE OBJECTIVES
1. Differentiate the major theories of lifespan development on main focus, key concepts, and basic assumptions.
2. Analyze the major developmental changes of the prenatal and neonatal periods.
3. Assess the physical and cognitive developmental changes of infancy.
4. Compare and contrast the cognitive and psychosocial developmental changes of early childhood.
5. Examine the developmental improvements from early childhood to later childhood.
6. Evaluate the major issues and concerns of adolescence.
7. Compare and contrast the physical, cognitive, and psychosocial development of early, middle, and later adulthood.
8. Analyze the major concerns and fears about death and dying.

Student Learning Outcome:
As part of the accreditation process, community colleges in California are developing student learning outcomes (SLOs) to assess the quality of learning. Professors are asked to include SLOs in their syllabi as a matter of record only. This is not an assignment.

• Students who successfully complete this course and its requirements will be able to identify research methods for assessing development. Students will be able to describe and contrast longitudinal, cross-sectional, and sequential designs and assess the strengths and weaknesses of each. Students will be assessed through essay exam questions, multiple choice exam questions, or writing assignments.

REQUIREMENTS

This text comes with a free, companion website containing online flashcards and practice tests:
http://wps.ablongman.com/ab_berk_exploring_1/

Grade Aid for Berk Exploring Lifespan Development is the study guide for the text. It contains numerous practice questions and other learning exercises for each chapter. Although the study guide is not required, it is highly recommended.
Attendance Policy: Regular attendance is required, and it is imperative that you minimize disruptions by arriving on time and remaining in your seat for the duration of the class period. An absence is defined as missing a class or arriving late. Students are allowed 5 absences before they will be dropped from the class. Absences will be excused only in cases of emergency with documentation.

Lectures: Attendance at lectures is very important if your goal is to be successful in this course. You are responsible for all information presented in class, from lecture content to announcements about readings, due dates, and other aspects of the course. If you miss a class, it is your responsibility to contact a classmate and find out what you missed.

STUDENT EVALUATION
Exams: There will be four non-cumulative exams that cover material from the text and lecture notes. Each exam will be worth 60 points and may consist of multiple choice, short-answer, and essay questions. You will need Scantron form 882-E for each exam. You will be tested on material presented in lecture and in the text. Dates are listed in the Course Schedule at the end of the syllabus.

Paper: You will write one course paper worth 60 points, due on W 5/20. The paper must be submitted electronically through the ETUDES course website. Instructions will be provided in class.

Participation: Students are expected to engage actively in discussions, group work, and other in-class activities. Participation will be considered at the end of the semester for students whose course grades are on the borderline (within 1%, or three points, of the next grade).

ELECTRONIC COMMUNICATION
E-mail: Email sent to instructors or other college staff should be written in a professional style, using Standard English. Include your section number (2922) in the subject line.

I will respond to your emails within 48 hours. With technology, glitches are always possible. If you have not received a reply from me within 48 hours, it is likely that I did not receive your message. Please resend.

Course Website: Handouts and course grades are posted on the ETUDES course website. Handouts include materials passed out during class, such as study questions. Lecture notes and powerpoint slides are not available online. Follow the instructions below to gain access to the website:

1. Go to the ETUSES portal: https://etudes-ng.fhda.edu/portal
2. Enter your User ID, which follows this format: firstname_lastname (all lowercase) e.g., amy_himsel
   Note: If you have trouble with your User ID, go to this site to verify it: https://secure.elcamino.edu/portal/logininfo/main.aspx?item=forgot
3. Enter your Password. By default, your password is the month and day of your birth. e.g., My birthday is January 14th, so my password would be 0114. You can change your password later.
4. Press Login.
5. Click on ECC PSYC 16 2922 AH SP09
GRADING
Your course grade will be determined by the number of points you have earned.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>269 – 300</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>239 – 268</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>209 – 238</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>179 – 208</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>0 – 178</td>
<td>F</td>
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Note: Keep all of your returned work! If there is ever a mistake in the grade file, you must have documentation to support it.

Extra Credit: Extra credit questions may appear on exams, but there will be no separate or last-minute extra credit assignment.

Success in This Course: Learning occurs both within and outside of the classroom. I provide a number of tools to help you learn about lifespan development, including lectures, in-class activities, and discussions. I am also available outside of class during office hours if you need assistance or if you want to discuss the course, college in general, or future education or career plans.

The rest of the learning process is your responsibility. To do your best in this course, read the assigned material before class meets, attend every class and take careful notes, and review your lecture notes between class meetings. You should expect to spend two or three hours working outside of class for every hour of lecture. With three hours of lecture per week, you should spend at least six hours studying the material on your own.

THE CLASSROOM ENVIRONMENT
The best learning environment is one where students are able to concentrate and absorb the material presented. I will not permit disruptions because they interfere with other students’ ability to pay attention and learn. You are expected do your part to keep the disruptions to a minimum: arrive on time, turn off ALL electronic devices, put ALL electronic devices away (including cell phones, Bluetooth devices, and earbuds), do not carry on conversations during class, and stay in the classroom until class ends. Also, remember that arriving late counts as an absence.

Students who disrupt the class may be asked to leave, and habitual disruption may result in more serious disciplinary action such as suspension or expulsion. See “Standards of Student Conduct” on pp. 25-26 of the 2008-2009 ECC College Catalog for more information. [http://www.elcamino.edu/admissions/catalog.asp](http://www.elcamino.edu/admissions/catalog.asp)

ACADEMIC DISHONESTY
Academic dishonesty will not be tolerated. Cheating, plagiarism, or any other form of academic dishonesty will be dealt with in accordance with El Camino College policy (see the ECC College Catalog, p. 25). The student will receive an F for the work and may be suspended from the class. The student will receive a 0 for the work and may be suspended from the class.

MAKE-UP POLICY
If you miss one of the first three exams, you may make it up only by taking a make-up test during the two last weeks of the semester. The score you earn on the make-up will be reduced by 10 points. You must submit a written request (email is fine) by Friday 5/29, requesting the make-up. Exam 4 cannot be made up.
In the event of emergency circumstances (medical emergencies, car accidents, death of a close family member), the above policy may be modified if you discuss your situation with me in advance of the exam or the due date. In fairness to all students, I require you to verify the extreme circumstance with adequate documentation.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS &amp; READINGS</th>
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<tbody>
<tr>
<td>W 2/18, M 2/23</td>
<td>Introduction History, Theory, and Research Strategies, Ch. 1</td>
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<tr>
<td>W 2/25, M 3/2</td>
<td>Biological and Environmental Foundations, Ch. 2</td>
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<tr>
<td>W 3/4, M 3/9</td>
<td>Prenatal Development, Birth, and the Newborn Baby, Ch. 3</td>
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<td>W 3/11</td>
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<td>M 3/16, W 3/18, M 3/23</td>
<td>Infancy Physical Development, Ch. 4</td>
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<td>W 3/25, M 3/30, W 4/1, M 4/6</td>
<td>Cognitive Development, Ch. 5 Emotional/Social Development, Ch. 6</td>
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<td>W 4/8</td>
<td>Early Childhood Physical/Cognitive Development, Ch. 7 Emotional/Social Development, Ch. 8</td>
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<td>M 4/13 &amp; W 4/15</td>
<td>Spring Break</td>
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<td>M 4/20, W 4/22</td>
<td>Middle Childhood Physical/Cognitive Development, Ch. 9 Emotional/Social Development, Ch. 10</td>
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<td>W 5/6, M 5/11</td>
<td>Early Adulthood Physical/ Cognitive Development, Ch. 13 Emotional/Social Development, Ch. 14</td>
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<td>W 5/13</td>
<td>EXAM #3</td>
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<tr>
<td>M 5/18, W 5/20</td>
<td>Middle Adulthood Physical/ Cognitive Development, Ch. 15 Emotional/Social Development, Ch. 16</td>
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<tr>
<td>W 5/27, M 6/1, W 6/3</td>
<td>Older Adulthood Physical/Cognitive Development, Ch. 17 Emotional/Social Development, Ch. 18</td>
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<td>M 6/8</td>
<td>Death, Dying, and Bereavement, Ch.19</td>
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<td>W 6/10</td>
<td>EXAM #4</td>
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There is no class on M 2/16 (Washington’s Day Holiday) and M 5/25 (Memorial Day Holiday).

OTHER IMPORTANT DATES:
Last Day to Add: Friday, 2/27
Last Day to Drop and be Eligible for a Refund: Friday, 2/27
Last Day to Drop without Notation on Permanent Record: Friday, 3/6
Last Day to Drop with a “W”: Friday, 5/8
Fall Semester Ends: Friday, 6/12

NOTE: I reserve the right to modify any part of this syllabus as the semester progresses. Changes to scheduled readings and/or due dates will be announced in class.