This course examines physical, cognitive, and psychosocial development throughout the human lifespan from conception to death. Special emphasis is placed on culture, family relationships, and the interplay of genes and environment. Attention is also devoted to the practical application of research findings to ongoing developmental issues.

COURSE OBJECTIVES

1. Compare and contrast the main focus, key concepts, and basic assumptions of the major theories of lifespan development.
2. Describe the steps of the scientific method and explain specific research methods used in the study of lifespan development.
3. Evaluate the bidirectional influences of genetic and environmental factors on various aspects of development.
4. Identify and appraise the influence of multiple contexts such as history, culture, and socioeconomic status on lifespan development.
5. Discuss the major developmental milestones of the prenatal periods and distinguish the specific effects of teratogens on each.
6. Discuss normative cognitive changes across the lifespan as suggested by Piaget and other developmental psychologists.
7. Outline the sequence of and influences on language development throughout the lifespan.
8. Describe gains and losses in intellectual functioning across the lifespan and explain factors that contribute to decline and thriving at each stage.
9. Trace the development of the brain from conception through the end of life, noting genetic and environment influences at different ages.
10. Assess the role of relationships with family and friends on the development of the individual.
11. Explain how research on temperament, personality, and attachment illustrate both stability and change in development.
12. Differentiate typical and atypical development across the lifespan.
13. Recognize how the physical, cognitive, and psychosocial domains of development interrelate.
14. Analyze the major psychological challenges of death, dying, and bereavement.

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.

**REQUIREMENTS**

**Textbook:** The required textbook for this course is *Exploring Lifespan Development* by Laura E. Berk (2007), ISBN: 978-0-205-52268-2, $120. Bring the text with you to class each day. You may choose to purchase the looseleaf version the text at a reduced price (ISBN 978-0-205-57152-9, $80).

A free companion website containing online flashcards and practice tests can be found here: [http://wps.ablongman.com/ab_berk_exploring_1/](http://wps.ablongman.com/ab_berk_exploring_1/)

An optional study guide is *Grade Aid for Berk Exploring Lifespan Development*. It contains numerous practice questions and other learning exercises for each chapter. It is highly recommended, but not not required.

**Lectures and Participation:** You 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 3 points of the next grade).

You are responsible for all information presented in class. If you miss a class, it is your responsibility to contact a classmate and find out what you missed.

**In the Classroom:** The classroom must be free of disruptions for you and everyone else to have the best opportunity to learn, so join the rest of us in following these commonsense rules:

- **Be early or on time. If you come late, the door may be locked. Do not disturb the class by knocking.**
- **Stay in the room for the entire class period.** Attend to personal needs before class starts.
- Turn all electronic devices (include cell phones) off and put them away.
- Listen carefully. Don’t disrupt others by talking during lecture.

In cases of repeated disruption, I follow the El Camino policy described on p. 25 of the College Catalog (access here: [http://www.elcamino.edu/admissions/catalog.asp](http://www.elcamino.edu/admissions/catalog.asp))

**STUDENT EVALUATION**

**Exams:** There will be four non-cumulative exams that cover material from the text and lecture. Each exam will be worth 50 points and may consist of multiple choice, short-answer, and essay questions. You will need Scantron form 882-E for each exam. Dates are listed in the Course Schedule at the end of the syllabus.

**Paper:** A course paper worth 50 points is due on W 5/19. The paper must be submitted electronically to (1) www.turnitin.com and (2) the ETUDES course website. Instructions will be provided in class.
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 (2794) in the subject line.

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 presentation slides are not available online. Follow the instructions below to gain access to the website:

ETUDES Log-in Instructions

You will be required to enter two pieces of information in order to login into Etudes and access your course (1) your User ID and (2) your Password (see Steps 1 and 2 below).

STEP 1: Locate your User ID. Your Etudes User ID is the same as your userid used to login to MyECC. EXAMPLE: Albert Einstein is enrolled in an online ETUDES classes and has the following User ID: albert_einstein [all lower case].

*Some ECC student id numbers have been adjusted to accommodate multiple persons with the same name. If step 2 does not work please visit this site to verify your id: https://secure.elcamino.edu/portal/logininfo/main.aspx?item=forgot

STEP 2: Locate your Password. Your default Password is the month and date of birth included in your ECC record. EXAMPLE: Albert Einstein’s birth date is March 25 so his Password is: 0325.

STEP 4: Now you are ready to login! Starting on the first day of the semester (wait at least 24 hours after registering) log in to your class by going to the Etudes portal https://myetudes.org/

GRADING

Your course grade will be determined by the percentage of points you have earned.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>59% and below</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 be awarded 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 three hours working outside of class for every hour of lecture. With three hours of lecture per week, this means you should spend **nine hours** studying the material on your own.

**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 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 take 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 5/28. 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.

**DROP POLICY**

If you miss two or more exams by Friday 5/14, you will be dropped with a W. You may also be dropped if it appears as though you have stopped participating in the class (e.g., you have not attended class for several days in a row). After Friday 5/14, all students enrolled in the class will be given a letter grade, regardless of participation.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS &amp; READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 2/17, M 2/22</td>
<td>Introduction History, Theory, and Research Strategies, Ch. 1</td>
</tr>
<tr>
<td>W 2/24, M 3/1</td>
<td>Biological and Environmental Foundations, Ch. 2</td>
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<tr>
<td>W 3/3, M 3/8</td>
<td>Prenatal Development, Birth, and the Newborn Baby, Ch. 3</td>
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<td>W 3/10</td>
<td>EXAM #1</td>
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<td>W 3/24, M 3/29, W 3/31, M 4/5</td>
<td>Physical Development, Ch. 4</td>
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<tr>
<td>W 4/7</td>
<td>EXAM #2</td>
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<tr>
<td>M 4/12 &amp; W 4/14</td>
<td>Spring Break</td>
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<tr>
<td>M 4/19, W 4/21</td>
<td>Middle Childhood Physical/Cognitive Development, Ch. 9</td>
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<tr>
<td>M 4/26, W 4/28, M 5/3</td>
<td>Adolescence</td>
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<tr>
<td>W 5/5, M 5/10</td>
<td>Early Adulthood Physical/Cognitive Development, Ch. 13</td>
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<tr>
<td>W 5/12</td>
<td>EXAM #5</td>
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<td>M 5/17, W 5/19</td>
<td>Middle Adulthood Physical/Cognitive Development, Ch. 15</td>
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<td>M 5/24, W 5/26, W 6/2</td>
<td>Older Adulthood</td>
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<tr>
<td>M 6/7</td>
<td>Death, Dying, and Bereavement, Ch.19</td>
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<tr>
<td>W 6/9</td>
<td>EXAM #4</td>
</tr>
</tbody>
</table>

There is no class on M 2/15 (Washington’s Day Holiday) and M 5/31 (Memorial Day Holiday).

### OTHER IMPORTANT DATES

- **Last Day to Add:** Friday, 2/26
- **Last Day to Drop and be Eligible for a Refund:** Friday, 2/26
- **Last Day to Drop without Notation on Permanent Record:** Friday, 3/5
- **Last Day to Drop with a “W”:** Friday, 5/14

**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.