LIFESPAN DEVELOPMENT - PSYC 16, SECTIONS 4198 & 4199 - SUMMER 2015
3 units; 3 hours lecture ~ Prerequisite: Psyc 5 with a minimum grade of C ~ Recommended Preparation: eligibility for English 1A ~ Credit, degree applicable ~ Transfer CSU, UC ~ Note: This course does not meet the requirements of the El Camino College Nursing Program

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REQUIRED MATERIALS: This course requires both a text and an online access code.

- TEXT - Invitation to the Life Span, 2nd edition, with updates on DSM 5, by Kathleen Stassen Berger, Ph.D.
- ONLINE ACCESS CODE - LaunchPad (view this video for helpful information)

There are three options for purchasing the text and access code:

3. Online access only (includes ebook): Purchase online for instant access, or click “temporary access” to get 21 days for free while deciding.

Still confused about how to get LaunchPad? This video can help you review your options.
NOTE: If you buy a used text, you will still have to purchase access to LaunchPad.

LaunchPad Registration Instructions

- Visit the LaunchPad page for this class. PLEASE bookmark the page!
- Enter your access code (or choose 21-day temporary access for now), and follow the steps to complete your registration.
- If you have problems registering, purchasing, or logging in, please contact LaunchPad Customer Support. You can reach a representative 24 hours a day, 7 days a week through the online form, by chat, or by phone from 9 a.m. to 3 a.m. EST, 7 days a week, at (800) 936-6899.
- Need more help? Read the Get Started guide, especially the system requirements which list the recommended browsers. You can also view this video for more help.

ETUDES Registration Instructions
Visit the ETUDES login page and follow the login instructions.

ABOUT THE COURSE

Course Description
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 Outcomes**

1. Students who finish this course with a grade of A, B, or C will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each. Students will be assessed through essay exam questions, multiple choice exam questions, or writing assignments.
2. Students who finish this course with a grade of A, B, or C will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.
3. Students who pass this course with a grade of A, B, or C will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.

**REQUIRED WORK**

**Grading Criteria:** This class is graded on a straight scale based upon the percentage of total points you have earned (e.g., 90-100% = A, 80-89% = B, etc.).

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<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Orientation Assignments</td>
<td>10</td>
<td>A</td>
<td>448 - 500</td>
</tr>
<tr>
<td>LCAs (LearningCurve Activities)</td>
<td>140</td>
<td>B</td>
<td>398 - 447</td>
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<tr>
<td>Exams</td>
<td>240</td>
<td>C</td>
<td>348 - 397</td>
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<tr>
<td>Discussion</td>
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<td>D</td>
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<tr>
<td>Paper</td>
<td>50</td>
<td>F</td>
<td>0 - 297</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>500</strong></td>
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**Announcements:** Announcements appear on the ETUDES homepage. You are responsible for all of the information found there. Check for new announcements each time you log in.

**Podcast Lectures:** Lectures are delivered through podcast episodes and outlines. Simply click the Podcast tab on the ETUDES menu. Start listening as soon as possible!

**Orientation Assignments** (10 points): This assignment prepares you to participate in online work for this class.

**Discussion** (60 points): You will participate in six discussions throughout the term, each worth 10 points. The details are explained in the All About Discussion section of this syllabus.

**LearningCurve Activities** (140 points) - on LaunchPad - You will complete LearningCurve Activities (LCAs) worth 10 points for each chapter. The lowest 2 chapters are dropped. These activities are like quiz questions presented in a game-like format. For more information, see the All About LCAs section of this syllabus.

**Exams** (240 points): There are 7 multiple choice exams (all non-cumulative), each worth 40 points. The lowest exam is dropped. See All About Exams section for more details.

**Development Analysis Paper** (50 points): You will complete one 50-point course paper to be submitted on http://www.turnitin.com. Instructions are posted on ETUDES.

**Extra Credit:** Very little extra credit is offered in this class. Students are expected to focus on the many opportunities to earn points “for credit” instead (e.g., exams, discussions, and quizzes). Five extra credit points will be given for completing a course evaluation survey at the end of the semester. Unannounced extra credit opportunities may be posted on LaunchPad.

**COURSE POLICIES**

**ADA Statement:** El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability who would like to request an academic accommodation is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.
**Online Communication:** Online courses provide an opportunity for dialogue with other students. However, we do not have facial expressions or tone of voice to convey our intent. Misunderstandings are common. Do not take misunderstandings personally or respond out of anger. If you think you have been the target of someone else’s anger or disrespect, send me an email at ahimsel@elcamino.edu. Do not allow yourself to be provoked by someone else’s post, because you will be held responsible for the content of your posts regardless of who started the conflict. Disrespectful communication be handled according to the ECC Standards for Student Conduct.

**Student Code of Conduct**

**Student Rights and Grievances Procedure 5530**

**Drop Policy:** Students who have not logged into ETUDES by W 6/24 at 11:59pm will be dropped. In addition, students who have missed two or more exams by the deadline to drop with a “W” will be dropped from the class.

**Academic Honesty:** I do not tolerate cheating of any kind. If you plagiarize or cheat at any time in this class, the minimal consequence will be an F for the assignment, and you may be reported to El Camino Student Affairs. Serious or repeat offense may result in your failing the course or being expelled from the college.

**Missed or Late Work:** You will not be able to make up missed work. You may not submit assignments late. Obviously, real life sometimes intervenes to create unavoidable obstacles. If you experience a true emergency this semester (e.g., medical emergencies, car accidents, death of a loved one), please send me an email at ahimsel@elcamino.edu, and we will work it out. I do require documentation of the emergency; this is necessary to insure that other students do not attempt to abuse this policy. I have found that students who have truly experienced an emergency are very willing to provide documentation.

**ADVICE**

**General Advice:** Online classes are challenging! Here are some tips for doing your best in this online course:

- Get started right away and don’t fall behind.
- Log in every day and check for new announcements/reminders.
- Create and stick to a regular work schedule for this class.
- Stay on top of the assignments by frequently logging into ETUDES.
- Complete ALL required work: Listen to ALL podcast episodes, complete ALL LearningCurve Activities, complete ALL exams, discussions, and papers.
- Prepare your technology back-up plan. Know where you will go to do your work if your computer or internet connection fails you.
- Technological problems are not adequate excuses for missed work. Advanced planning is required on your part. Do not wait until the last minute to do your work. Leave yourself plenty of time so you can go to your back-up location if you encounter an unexpected problem with your computer.
- Ask questions and contribute replies in all discussions, including the Questions forum (under Discussion and Private Messages). **Engage.** You get out of it what you put into it!

**Writing Help:** If college-level writing is a challenge, please visit the Writing Center on campus. You can even schedule a pre-writing conference to make sure you are on the right track with an assignment. It is located in Humanities 122 (ph 310-660-3593 ext. 3873. I am available to assist you with your paper, but only if you are prepared enough in advance to attend my office hours or schedule an appointment. I do not read drafts over email.

**COURSE SCHEDULE**
# Course Schedule

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>JUNE 22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Summer Session Begins&lt;br&gt;Start work on Ch. 1 &amp; 2</td>
<td></td>
<td>Orientation Assignments Due</td>
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<tr>
<td>JUNE 29</td>
<td>30</td>
<td>JULY 1</td>
<td>2</td>
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<tr>
<td>Last Day to Add or to Drop w/o Notation on Record&lt;br&gt;Exam 1 Opens (Ch. 1 &amp; 2)</td>
<td>LCAs due (Ch. 1 &amp; 2)</td>
<td>Exam 1 Due (Ch. 1 &amp; 2)&lt;br&gt;Disc 1 Opens</td>
<td>Start work on Ch. 3 &amp; 4</td>
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<tr>
<td>JULY 6</td>
<td>7</td>
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<td>9</td>
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<tr>
<td>Campus Closed (July 4th Holiday)&lt;br&gt;Exam 2 Opens (Ch. 3 &amp; 4)</td>
<td>LCAs due (Ch. 3 &amp; 4)&lt;br&gt;Disc 1 Closes</td>
<td>Exam 2 Due (Ch. 3 &amp; 4)&lt;br&gt;Disc 2 Opens</td>
<td>Start work on Ch. 5 &amp; 6</td>
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<tr>
<td>JULY 13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<tr>
<td>Exam 3 Opens (Ch. 5 &amp; 6)</td>
<td>LCAs due (Ch. 5 &amp; 6)&lt;br&gt;Disc 2 Closes</td>
<td>Exam 3 Due (Ch. 5 &amp; 6)&lt;br&gt;Disc 3 Opens</td>
<td>Start work on Ch. 7 &amp; 8</td>
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<tr>
<td>JULY 20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Exam 4 Opens (Ch. 7 &amp; 8)</td>
<td>LCAs due (Ch. 7 &amp; 8)&lt;br&gt;Disc 3 Closes</td>
<td>Exam 4 Due (Ch. 7 &amp; 8)&lt;br&gt;Disc 4 Opens</td>
<td>Start work on Ch. 9 &amp; 10</td>
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<tr>
<td>JULY 27</td>
<td>28</td>
<td>29</td>
<td>30</td>
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<tr>
<td>Exam 5 Opens (Ch. 9 &amp; 10)</td>
<td>LCAs due (Ch. 9 &amp; 10)&lt;br&gt;Disc 4 Closes</td>
<td>Exam 5 Due (Ch. 9 &amp; 10)&lt;br&gt;Disc 5 Opens</td>
<td>Last Day to Drop with a W, Start work on Ch. 11, 12, &amp; 13</td>
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<tr>
<td>AUGUST 3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Exam 6 Opens (Ch. 11, 12 &amp; 13)&lt;br&gt;Development Analysis Paper Due</td>
<td>LCAs due (Ch. 11, 12 &amp; 13)&lt;br&gt;Disc 5 Closes</td>
<td>Exam 6 Due (Ch. 11, 12 &amp; 13)&lt;br&gt;Disc 6 Opens</td>
<td>Start work on Ch. 14, 15, &amp; Epilogue</td>
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<tr>
<td>AUGUST 10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Exam 7 Opens (Ch. 14, 15, &amp; Epilogue)</td>
<td>LCAs due (Ch. 14, 15, &amp; Epilogue)&lt;br&gt;Disc 6 Closes</td>
<td>Exam 7 Due (Ch. 14, 15, &amp; Epilogue)&lt;br&gt;Course Evaluation Survey Due</td>
<td>Summer Session Ends</td>
</tr>
</tbody>
</table>
When to make your posts

Discussion basics

Here are some excerpts from the publisher's literature below to help you understand the purpose of LCAs.

- **In what way is the LearningCurve interface "game-like", and how does this benefit students?** From a student’s perspective, the goal of LearningCurve is to fill up their "progress bar"—a common device in video games—by answering questions correctly. The progress bar signals that this is not a formal, "summative" assessment. As students answer the multiple-choice and fill-in questions, they have access to hints and even links to specific sections in the eBook, and get immediate feedback after each question. You get fewer points for answering a question if you need help before getting it right, but you never lose points you've earned from previous questions, even if you have to give up and have the system show you the answer. This reinforces that the goal is learning, not proving what has been learned. In LearningCurve, the emphasis is on the journey, not the destination.

- **How is LearningCurve Quizzing "adaptive"?** LearningCurve adapts to each student's individual level of preparedness. If a student answers a question without any help, their next question will be at a higher level. If they need help but eventually get the question right, their next question will be at the same level. If they are unable to answer the question, their next question will be from a lower level. Regardless of whether a student breezes through the questions or takes a lot longer to complete them, all students who eventually make it to the Target Score by the due date are rewarded with full marks for the activity.

- **How has learning and memory research helped guide the development of Learning Curve?** The simple but powerful concept of testing-to-learn is the driving force behind LearningCurve. Recent studies highlight how retrieval practice is integral to the learning process. The act of remembering is crucial to learning something and retaining it.

All about discussion

Discussion basics

- Discussion assignments can be found in the Discussion and Private Messages area on ETUDES. Dates that they are available can be found in the Course Schedule in the syllabus. You will be assigned to a discussion group of about 15 students, and you will be able to see only your group’s forums for discussion assignments.
- Each discussion assignment is worth 10 points. None of your discussion scores will be dropped.
- For each discussion assignment you are required to make a minimum of three posts: one original post (OP), and two replies to other students' posts. Your three posts must be spread across three different days. Each of your posts must be between 100-250 words in length.
- Each discussion assignment contains two prompts provided by me (in ETUDES lingo, these are called "topics."). Choose ONE of the prompts, and make an Original Post (OP) in response to it. NOTE: Because you are responding to my "topic," ETUDES calls these posts "replies".
- Read the other students’ OPs, and make at least two replies. If you respond to another student’s response to your OP, that counts as well. ETUDES calls all of these posts "replies." Responses to other students’ posts must be substantive. Do not simply agree or disagree with the original poster. Responses can do many things: offer a clarification, present additional information, ask a question (and explain the thoughts leading up to it), suggest another way to look at the issue, or any combination of these.
- Your first post must be your OP. Do not make replies until after you have posted your OP.
- If you are posting more than the minimum (encouraged!), your "extra" posts have no length requirement and you might post more than once a day. That’s fine, as long as you meet the minimum of three posts, three different days.

When to make your posts

- Each of your required posts must be made on a different day while the discussion is available. The last day to post
always falls on a Tuesday. To fit your minimum of three posts in on three different days, that means the absolute last day to post your OP is on Sunday. Then you would be posting OP on Sunday, reply #1 on Monday, and reply #2 on Tuesday. However, I encourage you not to wait until Sunday to make your OP. Posting the OP earlier not only helps you cross an item off your to-do list, but it also allows other students to get started on their replies earlier.

- Why require posts to be made across three days? Without this requirement, students tend to make most of their posts on the very last day that discussion is open, which is like trying to have a conversation with everyone talking at the same time! Requiring you to post across three days is my way to encourage the possibility of an actual conversation, where people have the chance to read and reflect before making further posts.
- Students who make all posts on the same day will not be able to earn more than a C for that discussion (7/10).

EXPECTATIONS FOR QUALITY OF WRITING

- Discussion is like an intellectually stimulating conversation about the course material. It should be clear from your posts that you have read and thought about the material. Use your own words and incorporate course material.
- Serious effort is expected. Perfection is not expected. Students are not penalized for misunderstanding course material, but points are deducted for a lack of effort.
- Use proper English grammar and punctuation. Posts with several errors, typos, lack of capitalization and/or punctuation, and other significant problems that show a lack of basic proofreading will be marked down accordingly.
- Plagiarism in discussion will not be tolerated. See Academic Honesty policy in the syllabus.

A FINAL TECHNICAL TIP

- Compose your posts in a word processing program and save to your hard drive. Proofread, spell check and revise. Then, copy and paste into the forum on ETUDES. This will be helpful if your computer crashes as you try to post.

ALL ABOUT EXAMS

Exam dates and times are noted in the Course Schedule in the syllabus.

- Exams always open on a Monday at 8pm, closing two days later on Wednesday at 11:59pm.
- There are 7 exams in this class worth 40 points each, and the lowest score is dropped.
- Once the exam window opens, you can find the test under Assignments, Tests, and Surveys (AT&S).
- Each exam contains 40 multiple choice questions randomly selected from a large pool of questions.
- You may take each exam two times. However, I recommend you do all of your studying in advance and plan to take the exam only once. Do not assume you can “learn” the exam by taking it once just for practice because the second attempt will contain a new, random selection of questions from a very large pool of items. Nevertheless, if during your first attempt you have a technical problem, get interrupted, or encounter some other problem, you do have the option to take the exam a second time. Your highest score of the two exam attempts will be recorded in the gradebook.
- Each exam must be completed within 50 minutes. Do not click on an exam until you are ready to take it. If you open an exam, that counts as one attempt and the clock starts ticking. So, don't click until you're absolutely ready!
- It is not possible to pause or “rewind” the exam once it has started. If you stop in the middle of the test, it will be scored “as is” and will count as one of your two attempts. Make sure you have 50 minutes of uninterrupted time before you start.
- Study as hard for these exams as you would for a closed-book exam in a face-to-face class. There is not enough time to depend on looking up answers as a strategy for success on exams.
- After the exam deadline has passed, you will be able to see which questions you answered incorrectly (but not the questions you answered correctly). Send me an email at ahimsel@elcamino.edu if you have further questions about the items on your exam attempt, but do not make any public posts on ETUDES about the content of exam items. Doing so is a breach of academic honesty.
- There are no make-ups for missed exams, but the one lowest exam score is dropped.