

# Los Angeles Mission Community College

## Course Syllabus

Course:	Lifespan Development	Course Code:	Psy 41 SEC # 3426
Instructor:	Dr. F. Christopher Williams	Contact Phone:	818-833-3413
Start Date:	02-04-13	E-mail:	williacf@mission.edu
End Date:	05-25-13 Final: 6::50-05/28/13 (8:00-10:00)	Drop Days: With a refund Without a W With a W Last Day	02/18 02/18 05/03/Internet 05-05 05/25
Office hours	Mon-Thurs 8:30-8:55/3-3:30 Tues. 5:00-6:30 Wed. 3-3:30 or By appt.	Holidays	02/15-18/13 President's Day 04/01/13-Cesar Chavez Day 03/29---04/05-Spring Break 05/27/13 Memorial Day
Class Days:	T	Time:	T 06:50-10:00
Prerequisites	Psychology 1		
Textbook:	Exploring Lifespan Development—Laura E. Berk		
Materials:	Handouts, experiments		

### My Teaching Philosophy

I teach from an interpersonal philosophy. What this means is that I think that every interaction in your life is that of an interpersonal nature. Throughout the lifespan we all learn and take/give things to each other; I wish for the same give and take to occur during the semester. Class participation is instrumental in the continuous development of both you and me; basically I mean let's get to know each other. Sometimes when we stay quiet in class, we lose much because we may not understand the material and may be apprehensive about asking questions. Let's not allow for concepts to go over our heads, let's raise our hands and find out why babies keep making annoying noises. I'd like to create an atmosphere that is safe to participate and engage one another without fear of reprisal from me. I believe that there is no such thing as a stupid question, please feel free to engage me and assist in your learning in a respectful manner.

### Course Description

This course explores the development of an individual from the time of conception until the eventual termination of life. Students will become familiar with the major theoretical approaches to lifespan development. The student will also have an understanding of how history, biology, cognition, physical development, emotional and social development impact an individual during the lifespan.

This syllabus is to be utilized as a framework or outline of material that will be covered throughout the semester. The atmosphere I wish to create is one of openness, positivity, and creative learning. During the semester material may be omitted from the syllabus at my leisure, while some material may be covered in depth. I will inform you of ALL material that will be due. If you have any questions, please do not hesitate to ask.

## Grading Scale – 500 Point Scale

Five exams will be given throughout the semester. 300 points are possible through exams, including dropping the lowest two exams. A paper will also be due which is worth 100 points. The point breakdown for the paper is as follows:

APA format	50 points
Spelling	25 points
Content	15 points
References	10 points

Homework, quizzes, extra credit, and class participation will be worth no more than 100 points.

### Participation/homework/extra credit (total • 100 points)

You are expected to make meaningful contributions during class discussions; don't be afraid to raise your hand. I'm sure that any question you may have, others have the same question. We learn from making mistakes, and we learn from wrong answers, and I've had my share, so keep those questions coming and I will do my best to answer them.

On a more concrete level however, this grade is also based on the following:

- Discussion of lecture material, so please read the material before class has started
- Answers to questions asked by myself
- Score on any quizzes given, quizzes will be given at the start of each class.
- Completion of homework assignments.
- Cooperation and meaningful questions and class material
- In class exercises

\*\*\*\*\*Extra Credit will be given at various times throughout the course\*\*\*\*\*  
the amount of credit will be added to the total score for the class  
at the end of the semester.

### Grading Description:

Three exams, a mid-term and a final will comprise the main portion for grading. Homework assignments, projects, class participation and extra credit will complete the grading for this course. Students will describe and explain the basic tenets of human development, including but not limited to: psychological theory, development, brain function and sub-divisions, prenatal development, childbirth, body growth, heredity, language development, morality and peer relationships, diversity, mental illness and death. A Final paper will also be required that will discuss a chapter from the book and how you have seen, heard, or otherwise understood key concepts from that chapter. I will announce exams at least one week before they are due.

### Unit Plan

Course Code:	PSY 041	Course Title:	Lifespan Development	Clock Hours:	
Key:	Student Learning Outcomes = Student Will=Objectives			Credits:	3

	1. SW: Describe and explain with a basic understanding, the goals of lifespan development, and identify a psychological theory relevant towards today's world.
	2. SW: Define and explain a theory of lifespan development.
	3. SW: Compare and contrast two theories of psychological development i.e.: childhood, Adolescent/ adulthood and lifespan development.
	4.SW: Write a paper on one chapter of the book, and compare/contrast the theory with current events, and personal references.

Class Day	SLO's Met	Objectives	Process	Materials	Assessment
Week 1,2,3	1,4	SW: Describe the lifespan perspective. SW: Discuss mid-twentieth-century theories. SW: Demonstrate competency in naming theories of lifespan development	TW: Discuss course requirements, and lecture on goals of psychology. In class discussion on psychology and development. Outline a psychological theory. TW: Explain the uses of psychology and the major settings where it is used.	Textbook, Handouts	HW: Write the distinction of continuous vs. discontinuous development, and how they relate to stability and plasticity throughout the lifespan  Exam # 1 (wk 3)

Class Day	Objective #'s Met	Objectives	Process	Materials	Assessment
Week 4,5,	1, 3, 4	SW: Plan an experiment based on the naturalistic observation method of experimentation.	TW: Describe the differences between biological and environmental foundations and prenatal development and the newborn.	Textbook, Handouts.	Discuss psychological process, mental awareness, and the scientific method.
Week 6,7,	1,7,4	SW: Describe the differences between infant, childhood, adolescent, adult, and lifespan development. SW: Compare and contrast two psychological theories.	TW: Explain the psychological theories of lifespan development from infancy through adulthood.	Textbook, handouts.	Compare and contrast Freud, Erickson, and other lifespan theories.  Exam#2 (week 6)
Week 08,09	1,8,4	SW: Describe the differences between infant, childhood, adolescent, adult, and lifespan development. SW: Compare and contrast two psychological theories.	TW: Discuss Piaget, cultural influences, and language development.	Textbook, handouts.	HW: outline a chapter for a possible in-class presentation.  Mid-term
Week 10,11		SW: Describe the differences between infant, childhood, adolescent, adult, and lifespan development. SW: discuss Piaget, cultural influences, and language development.	TW: Discuss emotional and social development in middle childhood.		Quiz, extra credit opportunities.
Week 12-13	1,3,4	SW: Describe the differences between infant, childhood, adolescent, adult, and lifespan development. SW: discuss emotional and social development in middle childhood.	TW: Lecture on the psychological theories of lifespan development from infancy through adulthood. A specific focus with cover cognitive development		Exam # 3 HW: discuss cognitive development in adolescence in a one-page summary.

Class	Objective	Objectives	Process	Materials	Assessment
-------	-----------	------------	---------	-----------	------------

Day	#'s Met				
Week 14	1,4	SW: Describe the differences between infant, childhood, adolescent, adult, and lifespan development. SW: discuss emotional and social development in middle childhood	TW: Discuss emotional and social development in middle childhood A specific focus with cover cognitive development	Textbook, handouts.	Oral quiz on stress, and intelligence in early adulthood.
Week 15	1,3	SW: Identify moral development. SW: Lead discussion on gender typing and peer relations. Take Final Exam	TW : Lecture on the psychological theories of late adulthood. A specific focus will cover coping with death	Textbook, handouts.	Student responses to discussion questions; quiz.  Final Exam

## Grading

You are assigned letter grades (A through F) in your course work for each class attempted. I use a percentile breakdown and assign final letter grades as follows (see accompanying chart). You may complete a class with a D (1.0). However, to graduate, you need to maintain a minimum, cumulative grade point average of 2.0 (C). A Grade Point Average (GPA) is calculated from the letter grade using the following values:

Letter Grade	Percentile Range	Percentile Entered	Grade Point Assigned
A	90-100	100	4.0
B	80-89	89	3.0
C	65-79	72	2.0
D	60-64	62	1.0
F	<59.9	50	.0

## Expanded Grade Symbol Definitions

- A: (Excellent) Meeting course requirements with a superior level of performance.
- B: (Good) Meeting course requirements with a high level of performance.
- C: (Satisfactory) Meeting course requirements with an acceptable level of performance.
- D: (Unsatisfactory) Repeat course.
- F: (Failing) Repeat course.

Plagiarism –This is important

### Plagiarism Defined

Plagiarism means using another person's work, writing, words, ideas, research, graphics, programs, music, pictures, data, and/or other creative expression without giving the other person full credit. You must enclose another person's words in quotation marks and cite your source(s), and you must give citations when using the ideas of another person, even if those ideas are paraphrased in your own words.

Using words, ideas, computer code, or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.

### Plagiarism and the Internet

The Internet has become a very popular resource for information for student assignments. The same rules regarding plagiarism apply to resources found on the Internet as do to a printed source: when a student refers to work, writing, words, ideas, and the like or quotes from a internet site, he or she must cite that source. Many of the same rules apply when using visual information from an internet site; the source of the visual information or graphic must be cited.

## Useful Strategies to Avoid Plagiarizing Another Person's Work

If you copy words, sentences, phrases, and the like from a text, put what you copy in quotation marks. This is especially important when you take notes.

If you choose to paraphrase, be certain that you are not just rearranging or changing a few words. A useful technique is:

- a. Read the area you want to paraphrase carefully;
- b. Cover up the text with your hand, or close the book or computer page so you cannot see any of the words;
- c. Write out the idea in your own words without referring back to the words
- d. Check your attempt at paraphrasing against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate

At times students accused of plagiarism claim that their plagiarism occurred without their knowledge or intent. Since ignorance of this fundamental rule is not a reasonable defense, it is best to become thoroughly familiar with the various ways in which plagiarism can occur and how to avoid plagiarizing someone's work. If you have any doubts or questions, it is your responsibility to ask your teacher for clarification.

If you are found guilty of plagiarizing, you are subject to disciplinary actions up to and including suspension or termination from the program, so please study and do your best.

Remember: If you plagiarize:

- a. You are only cheating yourself
- b. You don't learn to write out your own ideas or thoughts in your own words, and
- c. You don't get specific feedback to meet your specific needs.

## Attendance Policy

Attendance in all scheduled courses is essential for academic achievement. Perfect attendance – no absences, tardiness or early departures – is encouraged as punctuality develops within you a sense of responsibility that will have a positive impact upon your professional career. I will have quizzes at the beginning of each class (small scantron), if you are late you may miss the quiz and it may impact your class participation grade, please try to be on time.

Attendance is directly linked with the final grade a student receives in a course-(via class participation/if you are not here, you can't participate). To receive a passing grade in this course, you must maintain 85% attendance or greater. Should absences exceed 15% in this course (2 absences), you will be either excluded from my class, or you will receive a failing grade for the course. There will be NO TEXTING IN THIS CLASS!! I will ask you politely to stop text the first time; if I have to ask you again I will drop you from the course or you will receive a failing grade. You are in this class to learn, not to text. Please be respectful and save your texting until after class. Cell phones should be turned off or on vibrate. If you must take a call please do so outside.

Attendance is taken each day at Mission. You are responsible for notifying me, if you are going to be absent from school. I will excuse (2) absences throughout the semester, anything over (2) absences, and a half a letter grade will be deducted from your grade, so please use them wisely; you never know when an emergency may occur. You are strongly encouraged to make non-school personal appointments at times that will not conflict with your scheduled classes.

Remember, if you treat me with respect, you will be treated with respect! Please avoid side conversations, if you have any questions please ask me! Do not be afraid of utilizing my student engagement hours, I am there for you! If you need to see me outside of my office hours, please let me know and I will do my best to accommodate you!

## Student Resources

**LAMC Bookstore:** For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: <http://www.lamissionbookstore.com/>

· **Counseling Department:** For appointments and information call 818-364-7655 or visit <http://www.lamission.edu/counseling/>

· **Disabled Students Programs and Services:** For appointments and information call 818-364-7732 or visit <http://www.lamission.edu/dsps/>

· **Extended Opportunity Programs and Services:** For appointments and information call 818-364-7645 or visit <http://www.lamission.edu/eops/>

· **Financial Aid:** For information and applications call 818-364-7648 or visit <http://www.lamission.edu/financialaid/>

· **Library:** For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or <http://www.lamission.edu/library/>

· **Tutoring Services in Learning Center:** Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit [www.lamission.edu/learningcenter](http://www.lamission.edu/learningcenter)

I know that no one really pays much attention to the syllabus, so I have prepared a small acknowledgement section for you to sign as way to let me know that you have read and that you understand what has been mentioned in the syllabus.

### **Please read and initial the following:**

Please do not assume I will drop you from class if you stop attending class. If you do not drop yourself, you will receive an "F" at the end of the course **Initial**\_\_\_\_\_.

Three occurrences of attending class late are the equivalent to one absence **Initial**\_\_\_\_\_.

If you miss part or all of a class session you are still responsible and accountable for all announcements, all assignments, and material covered in that session **Initial**\_\_\_\_\_.

If you need clarification on **anything** you will come to me **Initial**\_\_\_\_\_.

I do not accept assignments via-e-mail **Initial**\_\_\_\_\_.

You are expected to have read the assignments before coming to class **Initial**\_\_\_\_\_.

Attend every class with text books, journals, any handouts and all completed assignments **Initial**\_\_\_\_\_.

I will not accept late work during the last week of the semester **Initial**\_\_\_\_\_.

If you are caught plagiarizing, you will receive an "F" for the entire class. To reiterate; If you are caught plagiarizing, you will not just receive an "F" for the paper you've plagiarized, but will most certainly receive the final grade of an "F" for the class. Plagiarism may result in possible expulsion from LAMC **Initial**\_\_\_\_\_.

During the course of the semester you must meet with me during scheduled student engagement hours, and you can also just stop by if I'm available **Initial**\_\_\_\_\_.

Handwritten assignments of any kind are not acceptable **Initial**\_\_\_\_\_.