



PSY 204-R7: Lifespan Development

Dr. Mary Kay Fleming

S219
Thurs. 6:30-9:20pm
CL 204

MOUNT ST. JOSEPH
UNIVERSITY

IMPORTANT INFORMATION ABOUT THIS COURSE:

*This course is offered in a blended format that meets face-to-face only seven times. Success depends on your working at a steady pace and aggressively managing your time. Blended courses were originally designed for students who could not attend traditional daytime classes (adults with daytime jobs). **Students who procrastinate or need in-class review should not choose this class format.** You will devote as much time and energy to this course as you would a standard four-credit course, so plan your time accordingly. MSJU policy requires attendance at every class meeting. If you miss the first meeting, you will be automatically withdrawn from the course. For all others, emergencies with medical/other documentation may allow you (at instructor's discretion) to remain in the course, but points earned during class will be forfeited and other work, if the instructor decides that it can be made up, must be done independently. Do NOT choose this section if you have a scheduled event (e.g., out-of-town work or family commitment) on one of the class nights.*

Meeting Dates	Thursday evenings: Jan. 17 and 31, Feb. 14 and 28, March 21, April 4 and 18 Pre-assignment due by Jan. 16.
Time	6:30-9:20 pm, attendance required every meeting start to finish (see message above)
Instructor	Mary Kay Fleming, Ph.D.
Contact	E-mail: mary.kay.fleming@msj.edu Ofc: 513-244-4945 Home*: 859-331-0991 *Leave messages on home phone rather than office phone except during office hours
Office and Hours	Cl. 12K / 3-6pm on class days Also 3-6pm on Tuesdays: Jan. 15 and 29, Feb. 12 and 26, March 19, April 2 and 16 Other days and times by appointment
Pre-requisite course	Passing grade in Introduction to Psychology, PSY 103
Required Materials	<ul style="list-style-type: none"> ➤ Kuther, T. (2017). <i>Lifespan Development: Lives in Context</i>, Los Angeles, CA: SAGE Publishing. (extra copy on MSJU library reserve) ➤ Daily access to Blackboard (Bb), MSJU email, and online readings/videos ➤ Ability to open PDFs and create/save documents in Microsoft Word and PowerPoint

Catalog Description of Course

A comprehensive study of human development from conception through death. Theories and research including physical, cognitive and psychosocial aspects of development. This course cannot be taken by students who have completed Child and/or Adult Development (PSY 205 or 206) due to duplication of content.

Course Goals and Learning Outcomes

The catalog description above indicates the topics that this course will include. It is even more important, however, that we commit ourselves to what you will know and be able to do upon completion:

COURSE-SPECIFIC OUTCOMES	CORE CURRICULUM OUTCOMES*	ASSESSMENT
1. Draw meaningful conclusions from descriptive, correlational, experimental, cross-sectional, and longitudinal research on human development.	<ul style="list-style-type: none"> • Critical Thinking (Quantitative literacy, Scientific literacy) 	<ul style="list-style-type: none"> • Quizzes/Exam • In-class activities • Lab Report
2. Write a scientifically-accurate and compelling narrative about your observational study of children or adults.	<ul style="list-style-type: none"> • Written Communication • Critical Thinking (Information, Quantitative, and Scientific literacy) 	<ul style="list-style-type: none"> • Lab report
3. Compare and contrast major developmental theories.	<ul style="list-style-type: none"> • Critical Thinking (Problem definition) 	<ul style="list-style-type: none"> • Quizzes/Exam • Lab Report
4. Apply knowledge of human development across the lifespan (concepts, research, milestones) to the understanding of individual lives, families, cultures, and social policies.	<ul style="list-style-type: none"> • Written Communication • Integrative Learning (Blending experience and knowledge) • Oral Communication 	<ul style="list-style-type: none"> • Lab Report • Quizzes/Exam • In-class activities
5. Provide examples of how heredity, maturation, parenting style, SES, culture, and historical cohort affect human development.	<ul style="list-style-type: none"> • Cultural Competence (Awareness of own and other cultures) 	<ul style="list-style-type: none"> • Quizzes/Exam • Lab Report

*Core Curriculum Outcomes are learning goals associated with the Mount's general-education requirements. Full list: <http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>

University Policies

Every student is responsible for following University-wide policies and deadlines including, but not limited to, course withdrawal (<http://registrar.msje.edu/undergraduate-catalog/advising-registration/registration/course-withdrawal-policy/>), incomplete grades (<http://registrar.msje.edu/undergraduate-catalog/rights-policies/academic-policies/grades/#incompletegrades>), and academic honesty (<http://registrar.msje.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>). Violations of academic honesty will be penalized using one or more options allowed by the Mount; the minimum penalty for plagiarism is a zero for the assignment. All incidents of academic dishonesty are reported to the Provost as required by University policy. **If you are uncertain about what constitutes plagiarism, ask me.**

Students with documented disabilities should speak to me about their needs before the semester begins. In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with disabilities should contact Meghan Littrell, Director of Academic Support at 513-244-4524 (meghan.littrell@msje.edu) to present documentation and develop individualized accommodation plans. (See: <http://www.msje.edu/academics/disability-services/>).

Course Methodology, Expectations, and Etiquette

This course involves collaborative learning for all of us, and that means mutual investments of time, hard work, and respect. For my part, I promise to prepare thoughtfully, accommodate all reasonable requests to facilitate your learning, respond to messages in a timely fashion, set high expectations, support you in achieving them, and grade fairly. In return, I expect you to read and study ahead of time, reflect, participate in class, keep track of your grades, ask for help when you need it, and observe University policies. **Each of us will demonstrate courtesy by arriving on time, listening attentively, speaking one at a time, avoiding side conversations, and not using cell phones or laptops unless assigned to do so. Surfing/texting during class is insulting and gives the message that we are unworthy of your full attention.**

Class time includes discussion, media, group-work, writing, and a limited amount of lecture to augment and apply the assigned readings. **The reading load is manageable as long as you don't let it accumulate** and don't plan to complete it all in one sitting. Read each assignment and watch assigned videos well before class time, **study** the material, complete the online reading quiz, and come to class prepared to offer your insights, examples, and questions. If you have difficulty between classes, contact me immediately. If you need study assistance, contact the Learning Center for a peer tutor.

Attendance Policy

By University policy, attendance at every meeting of a blended course is required from start to finish. Anyone missing the first meeting is automatically withdrawn. If a true emergency causes you to miss a subsequent class, it may or may not be possible for you to continue the course (instructor's discretion). If it is possible to continue, points that would have been available for in-class activities are forfeited and missed work must be made up within 48 hours.

Late Policy

All deadlines are posted on this syllabus and/or on assignment guidelines on Blackboard (Bb). Written work submitted after the deadline is subject to a 10% penalty per day over the first three days; nothing is accepted thereafter. Reading Quizzes close at the noon deadline and scores are posted six hours later. The delay between closing and posting is deliberate—a short grace period for anyone who experiences a computer glitch. If you experience a problem taking the quiz, EMAIL OR CALL ME immediately. After quizzes are scored and reopened for viewing, the answers are in the public domain and they cannot be made up.

Requirements and Grading

You will have many occasions and opportunities to demonstrate your learning, including:

- **Reading Quizzes**

There is a major text and/or video assignment for each class meeting. It is **IMPERATIVE** that you spread this work over the entire two weeks before class. Letting it accumulate until the last day, or even the last week, is a disaster from which you will not recover. After completing the assigned readings/videos, take the online Reading Quiz (RQ) on Blackboard before the posted deadline. Each RQ will be open for one week before the deadline. Contact me

immediately if you lose your Internet connection while taking a quiz; I may be able to reset it and let you start over. RQs are scored and opened for viewing at 6pm the night before class and therefore cannot be taken late.

- **Participation**

Interactive activities will be assigned for completion either BEFORE OR DURING each class. Participation points for these activities are earned by students who prepare thoroughly, engage actively, and contribute substantively.

- **Integrative Essays**

An essay requiring integration and application of the assigned material will be written in class at the end of each of the first six class meetings.

- **Final Exam**

There will be a comprehensive multiple-choice test at the end of Meeting 7. Topics are posted on Bb in advance.

- **Lab Report**

You will conduct observations, interviews, or surveys on a chosen topic at some point during the semester, submit a written summary, and present the results in class during meeting 7. Details are posted on Bb.

- **Extra Credit**

Extra-credit opportunities are built into each written assignment including, especially, the Lab Report. Take advantage of these as they are offered. There are no separate end-of-semester opportunities.

Check your grades on Blackboard each time new ones are posted and calculate your cumulative standing (letter grade). There should never be a surprise at the end of the semester if you keep up with your grades online. Final grades are assigned based on the total points you earn. Approximate point values for each component appear below.

A (outstanding) = 90-100%, B (above average) = 80-89%, C (average) = 70-79%, D (below average) = 60-69%, F = 0-59%.

Reading Quizzes (@15-25 pts., before Meetings 1-6)	120 pts.	(approx. 35% of course grade)
Discussion Board (@5 pts., before Meetings 1-6)	30 pts.	(approx. 10%)
Participation Activities (@5-15 pts., each class)	60 pts.	(approx. 20%)
Integrative Essays (@7-10 pts., Meetings 1-6)	50 pts.	(approx. 15%)
Final Exam (Meeting 7)	30 pts.	(approx. 10%)
Lab Report	40 pts.	(approx. 10%)
TOTAL	330 pts.	

Meeting 1 – January 17

Research Methods, Theories, and Developmental Controversies

Pre-assignment – due before first class meeting

Begin by reading the entire syllabus so that you are acquainted with expectations, grading, and deadlines for the course. Call or email me with any questions. Our first unit of study lays the groundwork for the study of human development from conception to death. It introduces you to the major controversies of developmental psychology, the major theories, and the most important research methods. Do the readings and view the video assigned below. Participate in the Discussion Board **before noon on Jan. 15** and complete RQ 1 **before noon on Jan. 16**. If you lose your Internet connection while working on an online quiz, contact me immediately so that I can reset it for you. RQ 1 will be scored and reopened for viewing at 6pm on Jan. 16 after which the answers are in the public domain and it cannot be taken for any reason.

- Chapters 1 and 2
- www.youtube.com/watch?v=8B271L3NtAw (on correlation and causation in research)

Meeting 2 – January 31

Life Begins: Prenatal Development and Infancy

Our second unit of study concerns the prenatal and infancy periods from conception—when genetic material from both parents writes a script for the new person's physical, cognitive, and psychosocial development—to age 2. Each new life is likewise influenced by the environment—what the mother eats/breathes/experiences, etc. Nature and nurture interact throughout development, with genes preprogramming responding to the type and quality of environmental stimulation.

START EARLY on this long reading/viewing list, and participate in the Discussion Board before noon on Jan. 29. Complete RQ 2 before noon on Jan. 30.

- Chapters 3-6
- www.radiolab.org/story/288733-23-weeks-6-days/ (1-hr podcast)
- www.cdc.gov/ncbddd/fasd/facts.html (Fetal Alcohol)
- www.youtube.com/watch?v=HTzTt1VnHRM (hearing)
- www.youtube.com/watch?v=qyVLD0hl0XY (reflexes)
- www.youtube.com/watch?v=rAGHXMq9ttw (herd immunity)
- www.facebook.com/kimbrough.pace/posts/10216220516121662 (growing self-awareness)
- “Science of Neglect” video:
http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/

Meeting 3 – February 14

The Play Years: Early Childhood

Our third unit of study includes the preschool years of early childhood (ages 2-6). Participate in the online discussion before noon on Feb. 12, and complete RQ 3 before noon on Feb. 13.

- Chapters 7-8
- Cognition: www.ted.com/talks/alison_gopnik_what_do_babies_think and “The Early Catastrophe” (available on Bb under “handouts”)
- Child Maltreatment: www.radiologyassistant.nl/en/43c63c41ef792, <http://www.facesofchildabuse.org/mary-ellen-wilson.html>, <https://vimeo.com/22091005>, and www.theatlantic.com/national/archive/2014/07/when-the-state-gets-between-kids-and-parents-3-radically-different-perspectives/374954/
- Adverse Childhood Experiences (ACEs):
www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

Meeting 4 – February 28

The School Years: Middle Childhood

Our fourth unit of study examines development of children from ages 6-12. Participate in the online discussion by noon on Feb. 26, and complete RQ 4 before noon on Feb. 27.

- Chapters 9-10
- www.youtube.com/watch?v=tkpUyB2xqTM (stereotypes and prejudice)
- www.youtube.com/watch?v=FRvVFW85IcU (morality)
- www.npr.org/2017/08/25/545848025/people-helped-you-whether-you-knew-it-or-not

Meeting 5 – March 21

Finding Yourself: Adolescence and Early Adulthood

Our fifth unit of study is about adolescence and emerging adulthood—a very formative time of life when people discover their identities and build their life structures including relationships, family, and career. Participate in the online discussion by noon on March 19, and complete RQ 5 before noon on March 20.

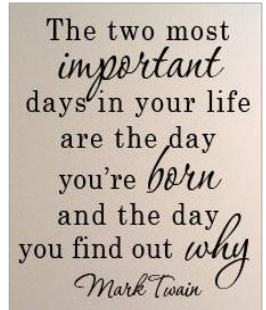
- Chapters 11-14
- www.nytimes.com/2006/07/04/health/04teen.html (teen drinking)
- “Whatever Happened to the Cool Kids?” (available on Bb under “Handouts”)
- Intro paragraphs, Biography, and Stage 5: <http://webspace.ship.edu/cgboer/erikson.html>
- www.ted.com/talks/meg_jay_why_30_is_not_the_new_20 (early adulthood)

Meeting 6 – April 4

Making Meaning: Middle and Late Adulthood

Our sixth unit explores the periods of middle and late adulthood, from age 40 onward, when people evaluate their lives and legacies, and attempt to make meaning of it all. Participate in the online discussion by noon on April 2, and take RQ 6 before noon on April 3.

- Chapters 15-18
- <http://www.youtube.com/watch?v=1e1JxPCDme4> (empathy and patient care)
- www.npr.org/blogs/health/2014/05/05/309006780/learning-a-new-skill-works-best-to-keep-your-brain-sharp
- www.ted.com/talks/bj_miller_what_really_matters_at_the_end_of_life



Meeting 7 – April 18

Student Presentations

On April 18, you will present your Lab Report and reflect on new learning during the course. The Final Exam will be given during the last hour of class.