



PSY 204-R7: Lifespan Development (4)

Dr. Mary Kay Fleming

S220
Thurs. 6:30-9:20pm
CL 103

MOUNT ST. JOSEPH
UNIVERSITY

IMPORTANT INFORMATION ABOUT THIS COURSE:

This course is offered in a blended format that requires significant independent work and meets face-to-face only seven times. Online assignments begin **before the first class**. Blended courses were originally designed for students—often, returning adults with daytime jobs—who could not attend traditional daytime classes. Those who do well in these courses are students who study independently and **manage their time aggressively**. If you procrastinate or need in-class review of the readings, do not choose this format. You will devote as much time and energy to this course as you would a standard-format 4-credit course, so plan accordingly. MSJU policy requires attendance at every class meeting for the entire time. If you miss the first class meeting, you will be withdrawn from the course. For all other meetings, emergencies with medical or other documentation may allow you (**instructor's discretion**) to remain in the course, but points for in-class work will be forfeited. Do NOT enroll in this blended 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. 23, Feb. 6 and 20, March 5 and 26, April 9 and 23
Pre-assignment due by Jan. 22.
- 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; I do not check office voicemail regularly
- Office and Hours** Cl. 12K / 3-6pm class days, plus 3-6pm on Tuesdays of our off-weeks; Other days/times by appt.
- Pre-requisite course** Passing grade in Introduction to Psychology, PSY 103
- Required Materials**
 - Berger, K. S. (2019). *Invitation to the Life Span*. New York: Worth Publishers. (Do NOT buy LaunchPad.) **Purchase of text NOT required; copy is available at Reserve Desk of MSJU Library.**
 - 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, 206, or transfer equivalent) 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:

<i>COURSE-SPECIFIC OUTCOMES</i>	<i>CORE CURRICULUM OUTCOMES*</i>	<i>ASSESSMENT</i>
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 ● Labs ● In-class activities
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"> ● Labs
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 ● Labs ● In-class activities
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"> ● Labs ● 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 ● Labs

*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 policies and deadlines including, but not limited to, course withdrawal (<http://registrar.msj.edu/undergraduate-catalog/advising-registration/registration/course-withdrawal-policy/>), incomplete grades (<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/grades/#incompletegrades>), and academic honesty (<http://registrar.msj.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 the Director of Academic Support at 513-244-4524 to present documentation and develop individualized accommodation plans. (See: <http://www.msj.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, oral presentations, 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 try to complete it all in one sitting. Read each assignment and watch assigned videos well before class time, **study** the material, complete the online quiz, collect lab data, and come to class prepared to offer your insights and examples. If you encounter difficulty, 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. Online 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 (6pm on the due date), the answers are in the public domain and the quizzes cannot be taken or made up for any reason.

Requirements and Grading

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

- **Online Quizzes**

After completing the text and video assignments for each meeting, take the associated quiz on Bb before the posted deadline. Each quiz will be open for three days 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. Quizzes are scored and reopened for viewing at 6pm on the due date and cannot be taken late. **Please note** that for Meetings 2-7, the deadline for quizzes

is at the **midpoint between class meetings**. This is necessary in order to ensure that readings are completed before you do the mini labs (see below) required for class. Budget your time accordingly.

- **In-Class Participation**

Participation points for in-class discussions and activities are earned by students who prepare thoroughly, engage actively, and contribute substantively.

- **Mini Labs**

You will collect data (interviews, surveys, observations) on assigned topics before Meetings 2-7, submit a typed summary via Bb, and present the results orally in class. Details are posted on Bb.

- **Final Exam**

There will be a short multiple-choice test over the major concepts of the course at the end of Meeting 7.

- **Extra Credit**

Extra-credit opportunities are available throughout the semester. See Bb for details.

Check your grades on Bb 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%.

Weekly Quizzes (@15-20 pts.)	120 pts.	(almost 40% of course grade)
In-class Participation (@5-15 pts.)	50 pts.	(15%)
Mini Labs (@20 pts.)	120 pts.	(almost 40%)
Final Exam	<u>25 pts.</u>	(almost 10%)
TOTAL	315 pts.	

Meeting 1 – January 23

Controversies, Theories, Research Methods, Prenatal Development and Birth

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. Contact me by (home) phone or email if you have questions. Our first unit of study lays the groundwork for the study of the human lifespan by introducing the central controversies of developmental psychology, major theories, and important research methods. We launch our chronological study of the lifespan with prenatal development and birth in Chapter 2. Do the readings and view the video assigned below. Complete Quiz 1 (opens Jan. 19) **before noon on Wed., Jan. 22**. If you lose your Internet connection while working online, contact me immediately so that I can reset the quiz for you. Quiz 1 will be scored and reopened for viewing at 6pm on Jan. 22 after which the answers are in the public domain and it cannot be taken for any reason.

- Chapters 1-2 and pages A-1 to A-5 (Appendix)
- www.youtube.com/watch?v=8B271L3NtAw (correlation and causation in research)
- www.cdc.gov/ncbddd/fasd/facts.html (Fetal Alcohol)
- www.youtube.com/watch?v=URyEZusnjBI (contractions)
- www.radiolab.org/story/288733-23-weeks-6-days/ (premature birth)

Meeting 2 – February 6

Infancy

Our second unit of study concerns infancy (0-2 years). **START EARLY** on this long reading/viewing list, complete Quiz 2 before noon on Wed., Jan. 29, and submit Lab 2 before noon on Wed., Feb. 5, via Bb.

- Chapters 3-4
- www.youtube.com/watch?v=HTzTt1VnHRM (hearing)
- www.youtube.com/watch?v=qyVLD0hIOXY (reflexes)
- www.youtube.com/watch?v=rAGHXMq9ttw (herd immunity)
- www.facebook.com/kimbrough.pace/posts/10216220516121662 (growing self-awareness)

- www.youtube.com/watch?v=hwOj57XVoal (synchrony)
- www.youtube.com/watch?v=PnFKaaOSPmk (attachment)
- “Science of Neglect” video:
http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/

Meeting 3 – February 20

Early Childhood, the Play Years

Our third unit includes the preschool years (ages 2-6), often called the “play years” in recognition of the important learning and socialization opportunities in children’s play. Complete Quiz 3 before noon on Wed., Feb. 12, and submit Lab 3 before noon on Wed., Feb. 19, via Bb.

- Chapters 5-6
- Cognition: www.ted.com/talks/alison_gopnik_what_do_babies_think
- 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/

Meeting 4 – March 5

Middle Childhood, the School Years

Our fourth unit examines development of children from ages 6-12. Complete Quiz 4 before noon on Wed., Feb. 26, and submit Lab 4 before noon on Wed., March 4, via Bb.

- Chapters 7-8
- www.youtube.com/watch?v=tkpUyB2xqTM (stereotypes and prejudice)
- www.youtube.com/watch?v=FRvVFW85IcU (morality)
- www.youtube.com/watch?v=z7NeBs5wNOA (autism)
- www.youtube.com/watch?v=38AGD4c4I9Y (school problems)
- www.youtube.com/watch?v=tkpUyB2xqTM (racial stereotypes)

March 8-14: HAPPY SPRING BREAK!

Meeting 5 – March 26

Adolescence and Emerging Adulthood

Our fifth unit is adolescence and emerging adulthood—a formative time when we discover who we are and build a life structure around relationships and career. Complete Quiz 5 before noon on Wed., March 18, and submit Lab 5 before noon on Wed., March 25, via Bb.

- Chapters 9-11
- Intro paragraphs, Biography, and Stage 5: <http://webspace.ship.edu/cgboer/erikson.html>
- www.facebook.com/usatoday/videos/10157512094629698/UzpfSTEwMDAxMTE4ODUzNjYyMzo1NTI1ODEyMDg0NTgxNTk/ (local heroin epidemic)
- www.ted.com/talks/meg_jay_why_30_is_not_the_new_20 (early adulthood)

Meeting 6 – April 9

Adulthood

Our sixth unit explores the period of adulthood from the 30s through the early 60s when people build their families, work lives, and legacies. Complete Quiz 6 before noon on Wed., April 1, and submit Lab 6 before noon on Wed., April 8.

- Chapters 12-13
- Read Stage 7 here: <http://webspace.ship.edu/cgboer/erikson.html>

- Adverse Childhood Experiences (ACEs):
www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

Meeting 7 – April 23 Late Adulthood and Death

Our last unit is late adulthood (ages 65+), life review, the making of meaning, and death. Complete Quiz 7 before noon on Wed., April 15, and submit Lab 7 before noon on Wed., April 22. The course concludes with an in-class Final Exam.

- Chs. 14-15 + Epilogue
- <http://www.youtube.com/watch?v=1e1JxPCDme4> (empathy and patient care)
- www.nytimes.com/2017/12/16/opinion/sunday/are-you-old-infirm-then-kindly-disappear.html (ageism)
- www.npr.org/sections/health-shots/2014/12/09/368539057/this-nursing-home-calms-troubling-behavior-without-risky-drugs (nursing care)
- www.ted.com/talks/bj_miller_what_really_matters_at_the_end_of_life (palliative care and end of life)

