

West Los Angeles College  
Spring 2015  
Syllabus

**Course Title: Psychology 41, Lifespan Psychology, From Infancy to Old Age, 4772**  
**Life Span Psychology (UC: CSU) 3:00 units**

|                                    |                                                                                                                         |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Adjunct Assistant Professor</b> | Robert Irvin, PhD, MPH                                                                                                  |
| <b>Email: Phone</b>                | <a href="mailto:1robvine@gmail.com">1robvine@gmail.com</a> , <a href="mailto:irvinrh@wlaac.edu">irvinrh@wlaac.edu</a> , |
| <b>Office hours:</b>               | 30 minutes before or after class, by email                                                                              |
| <b>Meeting Place:</b>              | Monday, 6:45 PM – 10:00 PM, GC 330                                                                                      |

**Course Description and Learning Objectives:**

This course surveys the major areas of lifespan developmental psychology - the science of individual human development. The course emphasizes an understanding of the important methods, terms, theories, and findings in the field of lifespan psychology. The course is organized in a topical format, exploring the basic theories and tracing development across the entire lifespan for each psychological topic covered. Emphasis is placed on theories and their application to the behavioral, cognitive, psychosocial domains, and stages of life.

**The general goals and objectives of Lifespan Psychology are to help the student:**

- ◆ Learn and gain mastery over the basic facts and research findings, terminology, principles, and theories important in the various areas of lifespan developmental psychology.
- ◆ Develop understanding, skills, and techniques for analyzing human behavior using a scientific approach.
- ◆ Gain a basic understanding of the interaction between genetic and environmental influences on human development.
- ◆ Gain a basic understanding of cognitive and social development across the lifespan.
- ◆ Gain a basic understanding of family, school and work achievement, and death and dying as they apply to lifespan development.
- ◆ Analyze current issues and controversies in the field of developmental psychology.
- ◆ Practice and develop critical thinking skills, and written communications skills.
- ◆ Find ways to apply psychological findings to everyday life.

**Psychology Department Student Learning Outcome (Psy41):** Student will apply knowledge of developmental changes in physical, cognitive, and socioemotional/psychosocial processes across the lifespan, to real life.

**Required Textbook:** Berger, Kathleen Stassen, Invitation to the Life Span, 2e  
Worthpublishers, 2014.

**Required Technology-** Access to a relatively modern computer with internet access

**Method of Instruction:**

The class will primarily consist of lecture, discussion, topical presentations. There will be regular viewing of the video series, *The Journey through the Lifespan*, Worthpublishers, which will offer a survey of each stage of the developing person lifespan. It is important for your success that you read the material before we discuss this in class, and allow adequate time per week from your schedule for studying. Although there are not prerequisites for this course, it is strongly recommended that you have passed an introductory psychology course before taking this class. In support of the course, eligibility for English 101 is recommended.

***Guidance on How to Approach Study:*** *Most students will have established study patterns and do not require advice. Those students that are new to higher education generally, and college specifically will find this discipline and its various methods of subject delivery challenging. The best advice is, do not let work pile up, and stay on course. Heed the timetable, make it work around your family, social, and work commitments. There are two types of content in this course, conceptual (editorial/introductory/theoretical) and factual, so students need to study using different methods. The former is harder because students might be asked to apply acquired knowledge or theory to resolve an issue – in other words, they need to understand concepts and relationships to do well. Facts are hard to remember for some. A good method is to print out four equal sized summary cards per page on paper and flick through them until you have the details conceptualized and generalized. Talk to your instructor if you are experiencing problems or if you need special consideration. You can get help from other students or faculty. That way everyone benefits from the answers and advice. Be friendly, introduce yourself, participate in general class discussions, and try to respond to class discussion. Let people know who you are, what your skills are, what you are doing, and where you are going.*

***Here is an “A-Student” quick start checklist for the first week of classes.***

*Register for your classes before the term begins, obtain a printout of your classes, become familiar with the campus and locations of the departments/services and facilities, inquire how to access computer labs, email accounts, and the internet, visit the library, organize your notebooks, create a long-term calendar, decide on a system to record all coursework assignments, become familiar without textbooks by surveying each chapter, show the first day of class ready to learn, make a commitment to dedicate sufficient time each week to studying, plan to ask questions about the class, the expectations, and the assignments, monitor your stress levels.*

**Course Policies:**

- **Attendance:** College policy is that students are expected to attend all class meetings, with necessary materials, texts, and preparation to ensure that you do not miss important information. I maintain an attendance log. Non-communicated absences will be considered, and can negatively affect your final grade in this course. Excessive tardiness, in light of the fact that this is an evening class, can also negatively affect your grade. It is the student's responsibility to be informed about the College's policy regarding drop/withdrawal from enrolled coursework. All cell phones/pagers must be turned off or set to a non-ringing mode. If you receive a message, you may leave for an emergency. This is a learning environment, and distractions must be kept to a minimum.

- Guidelines for Sharing: I look forward to a rewarding and interesting session with you, and I really want you to succeed in this class. If you are having any problems that you think is affecting your performance, consult me, communication is extremely important, and I support your efforts. Feel free to leave me a message, phone, or email. Cell phones/pagers should not interrupt the class. Turn it off, or put it on a silent mode (vibrate). Talking to other students during a lecture or while another student is speaking is rude and is not acceptable behavior. Leaving during the middle of a class is equally rude and disruptive.



3/16 Chapter 5 Early Childhood: Body and Mind

**Quiz 2 Chapters 3-4**

**Chapter 5**

1. *Why do some young children get too fat?*
2. *Should left-handed toddlers become right-handed adults?*
3. *How should adults answer when children ask, "why?"*
4. *Does it confuse young children if they hear two or more languages?*
5. *What do children learn in preschool?*

3/23 Chapter 6 Early Childhood: Psychosocial Development

**Chapter 6**

1. *Why do 2-year-olds have more sudden tempers, tears, and terrors than 6-Year-olds?*
2. *If a child never plays, is that a problem?*
3. *What happens if parents let their children do whatever they want?*
4. *What are the long-term effects of spanking children?*
5. *Do maltreated child always become abusive adults?*

3/30 Chapter 7 Middle Childhood: Body and Mind

**Quiz 3 Chapters 5-6**

**Due: Behavioral Observation Report**

**Chapter 7**

1. *Whose fault is it if a child is obese?*
2. *Why are math concepts difficult at age 4 but much easier at age 8?*
3. *What is the best way to teach a child a new language?*
4. *Are schools in the United States similar to schools in other nations?*
5. *What causes a child to have autism?*

Spring Break

4/13 Chapter 8 Middle Childhood: Psychosocial Development

**Chapter 8**

1. *Why do children collect worthless things, like pebbles or unusable stamps?*
2. *Do children always suffer if their parents' divorce?*
3. *Why are friends (more than teachers or parents) the best defense against bullies?*
4. *How is it moral for a child to lie to protect another child who has done something wrong?*

4/20 Chapter 9      Adolescence: Body and Mind

**Quiz 4 Chapters 7-8**

**Chapter 9**

1. *What makes a particular child reach puberty early or late?*
2. *Why would any adolescent starve herself to death?*
3. *How can teenagers be both logical and impulsive?*
4. *Why does bullying increase in middle school?*

4/27 Chapter 10      Adolescence: Psychosocial Development

**Chapter 10**

1. *Why do many teenagers find it hard to achieve sexual identity?*
2. *How could adolescent rebellion be considered a good sign?*
3. *Who is the best source for sex education during adolescence?*
4. *Is adolescent suicide rare, common, or an epidemic?*
5. *When does drug use become drug abuse?*

5/4 Chapter 11      Emerging Adulthood: Body, Mind, and Social World

**Quiz 5 Chapters 9-10**

**Due: Life Span Research Paper**

**Chapter 11**

1. *When is it a problem to be fertile?*
2. *How can imagining other people's stereotypes be harmful?*
3. *Does cohabitation precede, ruin, or substitutes for marriage?*
4. *Is independence from parents a sign of health adulthood/*

5/11 Chapter 12      Adulthood: Body and Mind  
Chapter 13      Adulthood: Psychosocial Development

**Quiz 6 Chapter 11**

**Chapter 12**

1. *Why don't people feel as old as they are?*
2. *Why are lung cancer rates decreasing in American men but increasing in American women?*
3. *Do adults get smarter or dumber from age 25 to age 65?*
4. *Is everyone an expert in something?*

**Chapter 13**

1. *Do adults still have the personality they had as infants?*
2. *When is it better to divorce than to stay married?*
3. *When is it better to be unemployed than to have a job?*

5/18 Chapter 14      Late Adulthood: Body and Mind

**Chapter 14**

1. *What percentage of older people are in nursing homes?*
2. *At what age is it no longer possible to learn new things?*
3. *Is forgetting names the first sign of dementia?*
4. *Is wisdom always, sometimes, or never characteristic of the elderly? The young?*

Chapter 15      Late Adulthood: Psychosocial Development

**Chapter 15**

1. *Do older people become more depressed as time goes by?*
2. *Do the elderly hope to move to a distant, warm place?*
3. *What do adult children owe their elderly parents?*
4. *Is home care better than nursing home care?*

Memorial Day

6/1 FINAL EXAMINATION

*(Includes chapters 12, 13, 14, 15, + questions from the previous six quizzes)*

### **Course Requirements:**

As you can see, usually we will be covering a chapter each week. Although our class time mostly will be devoted to the material in the chapters, we will be focusing on major issues surrounding each chapter topic. Details and minor topics will be left to you outside of the class. This is your class! Feel free to participate. You will get more out of it if you do.

### **Points Distribution:**

|                                                                                       |                         |            |
|---------------------------------------------------------------------------------------|-------------------------|------------|
| The following items are assessed in this course to the value of the percentage shown: |                         |            |
| Quizzes                                                                               | (Six @ 20 Points = 120) | 35%        |
| Final Exam                                                                            | (50 Points)             | 20%        |
| Behavioral Observation Data Form,                                                     | (10 Points) and         | 10%        |
| Behavioral Observation Narrative Report                                               | (15 Points)             | 10%        |
| Term Paper                                                                            | (50 Points)             | 20%        |
| Quality Participation (is encouraged)                                                 | (5 Points maximum)      | 5%         |
|                                                                                       | Total                   | 250 points |

### **Course Marking Criteria**

- A = (250-225 points) - excellent, distinctive work and sophisticated understanding-nuanced and insightful account, powerful and effective application of concepts
- B = (224-200 points) – good above average work and accomplished understanding, thorough, well-documented account; adequate and apt application of concepts, frameworks and theories.
- C = (199-175 points) – average, reasonable, sufficient work, but not distinctive, acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories
- D = (174-150 points) insufficient work with naïve, limited or inadequate understanding, simplistic account and use of concepts, frameworks and theories discussed
- F = (<150 points) failure, unacceptable work

Your final course grade will be based on the estimated total points earned from the quizzes/final exam/behavioral observation reports/term paper, and any presentation and quality participation that you offer, which is considered punctual, enthusiastic and consistent class participation. Everything you do is converted to points. Your letter grade is based on percentages of an estimated 250 total points. \*Assignments submitted late will be penalized 5% per day. Multiple choice, true/false, and/or short answer quizzes will be given, usually bi-weekly. Although you are responsible for each chapter, you will find that significant material(s) will be presented in class. It will be easier for you to remain current in your studies by consistently previewing, reviewing text material, and related course resources.

**Quizzes:** *There are no makeup quizzes.* However, I realize that something could prevent you from coming to class such as transportation problems, illness, or a family emergency. If that should happen on a quiz day, you should email me in advance and leave a message.

For substitute credit [**ONE TIME ONLY**], you may write one (1) 300-word essay, for a maximum of 15 points. *The topic of the essay should be related to one of the three developmental domains; biosocial, cognitive, or psychosocial, also be related to the material covered by the quiz.*



Excused absences are not automatic. Final exam date is not negotiable. You need a valid reason to receive one and you may be required to provide documentation. You are encouraged to take notes from your textbook. You are allowed to use those notes when taking your quizzes, providing you follow the guidelines. Any deviation from these guidelines will be considered an indication of academic dishonesty--cheating. All of your notes must be in a standard notebook that has your name on the cover in clear and legible lettering. Notes must be handwritten, not photocopied/computer generated notes. You will not pass this class if you do not at least read the material closely enough to take effective notes. I want you to leave this class with useful information in your head, and I will support you in these efforts.

Class Participation: You will benefit from regular and consistent participation in the courses learning objectives and in class exercises. This is a factor of your final grade.

Email correspondence: When contacting or emailing the instructor, always include the name of the class in the subject box and if your name does not appear on the inbox, please include it in the subject box.

### **Supplemental Credit Exercises/Extra Credit (1 time only)**

Psychology 41, WLAC, spring 2015

Go to [http://bcs.worthpublishers.com/bergerls8e/default.asp#t\\_658648](http://bcs.worthpublishers.com/bergerls8e/default.asp#t_658648),

(Via - student companion site)

Select a chapter, then either,

1. Internet Exercises, or
2. Case Study

Choose one exercise/answer/respond to questions/turn into the professor. **(Due by: 5/11/15)**  
**(10 points maximum)**

### **Writing Assignments:**

I. The first will be a Behavioral Observation (B.O.).

This involves identifying a child, and conducting a short and detailed thirty-minute (30") observation of his/her behavior. **Your subject must be a child between the ages of four and ten, and should not be a family member.** Following the observation, you must then submit a report on your findings. The report will consist of two parts. The first (1) part is a data collection sheet, and the second (2) part will be a one-page narrative about the behaviors that you observed, particularly those that may coincide with theoretical and developmental milestones. We will be discussing what a Behavioral Observation is, during our class meetings. Your behavioral observation report must be typed and double-spaced.

II. The second assignment is a Library Research Paper.

**Your research paper should state in the introduction how the topic is related to one of the following three developmental domains; BIOSOCIAL, COGNITIVE, OR PSYCHOSOCIAL.**

The subject matter of this research paper will be your choice. Your possible topic choices are, but not limited to the following: Alcoholism, Adolescent Eating Disorders, Alzheimer's Disease, Biosocial Development, Biobanks/Donors, Cancer, Child Abuse, Cognition, Corporal Punishment, Cultural Differences In Child Rearing, Death And Dying, Depression, Developmental Theory And Research, Diabetes, Education, Employment, Families, Food Safety, H1N1 Virus, Jobs, Kids, Learning Disabilities, Life Extending Drugs, Marriage, Mixed Race,

Nature Or Nurture, Pain, Parenting And Care Giving, Placebo Effect, Prenatal Development And Birth, Sex Differences, Sexual Reproductive System, Sleep, The Single Parent, Transplants, Talk Therapy, Vitamins, Yoga, And Other Related Areas. Use of the internet in support of this assignment, and the course is highly recommended.

Your paper must be typed and double-spaced. It should identify a minimum of five (5) bibliographical references, be well written, proofread, and grammatically accurate. The length of the paper is exactly five pages, not including the bibliography. You will need to attach Xerox copies of two independent pages, from your primary reference sources. Late papers will not be accepted.

- ◆ Overall: 12pt New Times Roman, double spaced, 1 inch margins
- ◆ Title page: Include title, name, subject, date.
- ◆ Introduction: provide a paragraph or two of background information on the topic to set the scene. (I.e. why you selected this topic). State the aim of this paper. Describe the methods used to obtain the information required for this paper
- ◆ Review: State the exact nature of the lifespan issue and describe it in detail. Include relevant contextual information to clarify how the topic or issue arose (e.g. Historical, political, cultural, technical, etc.)
- ◆ Examine the impact of the topic on developmental processes.
- ◆ Describe the status of the topic as it fits into lifespan psychology.

**Either of two formats (APA or MLA) can be used, to produce your research paper. I recommend that you visit the websites below for assistance in choosing and formatting your paper presentation.**

#### **WLAC Writing Lab**

[http://www.wlac.edu/library/info/lab\\_writing.html](http://www.wlac.edu/library/info/lab_writing.html)

<http://www.questia.com/aboutQuestia/permPage.html>,

<http://www.aresearchguide.com>,

<http://www.apastyle.org>,

[http://www.mla.org/style\\_faq](http://www.mla.org/style_faq),

<http://citationmachine-west.net/index.php>,

[http://college.hmco.com/collegesurvival/wong/essential\\_study/4e/students/interact\\_practice.html](http://college.hmco.com/collegesurvival/wong/essential_study/4e/students/interact_practice.html)

#### **General Information:**

**Keys to Success for WLAC students:** The College offers programs to help students strive for excellence in their academic goals. these programs include computer assisted instruction, word processing, the internet, tutoring, learning center, writing center, as well as workshops and related classes in reading, writing, library resources and grammar. Students are urged to take advantage of these programs offer at the college. It is important to stay informed about the college's enrollment deadlines. If you should decide to stop attending class, it is your responsibility to be informed on college withdrawal procedures and deadlines. **Learning Disabilities:** If you have a specific and documented physical, sensory, or learning disability and would benefit from accommodations, please let me know early in the semester so that we can maximize your learning experience in this course. You will need to provide written

documentation from the DSPS Office about your learning disability, and then I will be able and pleased to accommodate your needs.

<http://www.wlac.edu/studentlife/index.html>,

### **Academic Dishonesty Policy**

- College study is the process of learning to be an independent scholar. All students are expected to do their own work. All forms of cheating and plagiarism are absolutely forbidden. This is the official policy of this class. Students found cheating will have their assignments marked zero for failure and may receive a failing grade for this course. Incidents of cheating will be reported to the Dean of Academic Affairs and the Vice-President of Student Services. Examples include, but are not limited to the following: Using unauthorized materials on exams, copying other student exams- Submitting any assigned work that is not the students own, - and Copying other written materials without proper credit to the original author- Downloading from computer networks without proper citation.

### **Academic dishonesty**

[http://www.wlac.edu/academicsenate/documents/DASBestPracticesrACI\\_02232007.pdf](http://www.wlac.edu/academicsenate/documents/DASBestPracticesrACI_02232007.pdf),

### **Student conduct**

<http://www.wlac.edu/flexday/flex2008->

[2009/Student%20Behavior%20and%20College%20Discipline.pdf](http://www.wlac.edu/flexday/flex2008-2009/Student%20Behavior%20and%20College%20Discipline.pdf),

**Part I (no points)**

Lifespan Psychology 41, spring 2015

Behavioral Observation Proposal:

Please provide 3-4 sentences about whom you are going to observe.

Whom are you observing? \_\_\_\_\_

When are you observing? \_\_\_\_\_

Where are you observing? \_\_\_\_\_

**Part II (max 10 points)**

**Data Sheet: Multiple Behaviors (what is a behavior?)**

**Person observed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Behavior 1** \_\_\_\_\_

**Behavior 2** \_\_\_\_\_

**Behavior 3** \_\_\_\_\_

**Time Periods** \_\_\_\_\_

**Total time (minutes):** \_\_\_\_\_

*Behavioral observation and developmental milestones: Upon reviewing your observation, you might/may be able to detect evidence of some of these theoretical excerpts outlined below:*

❖ Freud's Psychosexual and Erickson's Psychosocial Stages

• **3-6 Years**

- Freud: Phallic Stage
- Erickson: Initiative Vs Guilt

• **7-11 Years**

- Freud: Latency
- Erickson: Industry Vs Inferiority

❖ Piaget's Periods Of Cognitive Development

- **2-6 Years** Preoperational
- **7-11 Years** Concrete Operational

- *Biosocial, Cognitive, Psychosocial [Brain and Nervous System, Maltreatment, Cognitive Skills, Language, Emotions and Personality Development, Play, Parent-Child Interaction, Gender Roles Growth Skills, Language, Special Needs, Thinking, Education, Emotions and Personality Development, Parents and Problems.*





