

West Los Angeles College
Fall 2013 - Syllabus

**Course Title: Psychology 41, Lifespan Psychology, From Infancy to Old Age, 4773
Life Span Psychology (UC: CSU) 3:00 units**

Adjunct Instructor: Robert Irvin, PhD, MPH
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Office hours: 30 minutes before or after class, by email
Meeting Place: Monday, 6:45 PM – 10:00 PM, GNRL 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, 2nd Edition
Worthpublishers, 2010, 2014
Here is a link to some documents that can be distributed to students regarding eBook purchasing options:
<http://www.macmillanhigher.com/Catalog/product/invitationtothelifespan-secondedition-berger/instructorresources/firstdayofclassmaterials>,

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

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.

Method of Instruction:

The class will primarily consist of lecture, discussion, topical presentations. There will be regular viewing of two video series, 1) Seasons of Life WQED /Pittsburgh, University of Michigan, and 2) the Journey through the Lifespan, Worthpublishers, which will offer an introduction to each stage of the developing person.

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.

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.

Schedule

Week/Class Date/Principal Chapters/Lecture Topic/Class Activity/Due Dates

Week **Topic** **Activity**

Week 1	Monday		
	8/26	Introduction to Lifespan Psychology, From Infancy to Old Age	
		Chapter 1	the Science of Development

Chapter 1 [critical thinking prompts]

1. What is the “cultural context” and how does it influence development?
2. List and describe the three subsets of developmental theories.
3. What can theories do to contribute to our understanding of development?
4. Why are ethics so important to scientific research?

	9/2	Labor Day	
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Week 2	Monday		
	9/9	Chapter 2	Genes and Prenatal Development

Chapter 2

1. The critical factor in determining the sex of a zygote is which sperm reaches the ovum first. What are some other contributing factors?
2. Briefly describe differentiation.
3. Give a general description of the embryonic period.
4. What are the factors involved in determining the extent of risk of a teratogen?

Week3	Monday		
	9/16	Chapter 3	the First Two Years: Body and Brain
			Quiz 1 Chapters 1-2 B.O. Proposals due = (3-4 Sentence Paragraph)

Chapter 3

1. Explain rapid growth of the brain in infancy and the opposite factor of pruning.
2. How does malnutrition affect a young child?
3. Explain what Piaget termed object permanence?
4. What are the basic four theories of language learning?

Week 4	Monday		
	9/23	Chapter 4	First Two Years: Psychosocial Development

Chapter 4

1. How does social referencing help an infant or very young child?
2. What are the categories that are looked at when trying to determine an infant’s temperament?
3. What are the five essential characteristics found in high quality day care?

Week 5	Monday		
	9/30	Chapter 5	Early Childhood: Body and Mind
		Quiz 2 Chapters 3-4	

Chapter 5

1. Describe how the growth in the corpus callosum allows children to increase their capabilities.
2. Discuss scaffolding in relation to cognitive development.
3. What constitutes high-quality early education?
4. How are social skills affected by child maltreatment?

Week 6	Monday		
	10/7	Chapter 6	Early Childhood: Psychosocial Development

Chapter 6

1. Describe the significance of emotional regulation.
2. Discuss Parten's styles of play that are exhibited by children as they become socially aware.
3. Discuss Baumrind's three styles of parenting.

Week 7	Monday		
	10/14	Chapter 7	Middle Childhood: Body and Mind

Quiz 3 Chapters 5-6
Due: Behavioral Observation Report

Chapter 7

1. How might obesity affect a school-aged child?
2. Describe selective attention and automatization.
3. What are the types of memory that children of this age possess?
4. How do language development and reading development correlate with socioeconomic status?

Week 8	Monday		
	10/21	Chapter 8	Middle Childhood: Psychosocial Development

Chapter 8

1. Describe Erikson's fourth stage of development.
2. Summarize the five essential ways that a family might help a child to develop to full potential.
3. What is bullying, and why is it important to understand?

Week 9	Monday		
	10/28	Chapter 9	Adolescence: Body and Mind

Quiz 4 Chapters 7-8

Chapter 9

1. How do hormonal changes contribute to changes in puberty?
2. How might a parent help a teenager concerned about body image?
3. Briefly describe the three false conclusions of adolescent egocentrism.
4. Describe some characteristics of adolescent decision-making.

Week 10	Monday		
	11/4	Chapter 10	Adolescence: Psychosocial Development

Chapter 10			
<ol style="list-style-type: none"> Briefly describe the four identity statuses provided by Erikson. What four important qualities should a family have in order to minimize the conflict between parents and adolescents? What are some of the signs of adolescent depression? 			

11/11	Veteran's Day
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Week 11	Monday		
	11/18		

Chapter 11	Emerging Adulthood: Body, Mind, and Social World
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Quiz 5 Chapters 9-10
Due: Life Span Research Paper

Chapter 11			
<ol style="list-style-type: none"> What is homeostasis? What are the differences between drug use and abuse? How is adult thinking different from adolescent thinking? How does college affect cognitive development? 			

Week 12	Monday		
	11/25	Chapter 12	Adulthood: Body and Mind

Quiz 6 Chapter 11

Chapter 12			
<ol style="list-style-type: none"> What is menopause? Briefly describe the four measures of health in middle age. Describe Sternberg's three styles of intelligence. Briefly describe expertise. 			

Week 13	Monday		
	12/2	Chapter 13	Adulthood: Psychosocial Development
		Chapter 14	Late Adulthood: Body and Mind
		Chapter 15	Late Adulthood: Psychosocial Development

Chapter 13

1. Describe the social clock and its cultural implications.
2. Describe the Big Five Personality Traits.
3. What is a kinkeeper?

Chapter 14

1. Define ageism and give an example of how it can be seen in the media.
2. What is the difference between primary aging and secondary aging?
3. Is new cognitive development possible in late adulthood?
4. What do we mean when we refer to someone as suffering from dementia?

Chapter 15

1. What types of stratification theories are there?
2. Why is a long-term partnership, such as marriage, so important later in life?
3. What is meant by the term “frail elderly”?

Week 14	Monday		
	12/9	Final Exam	
		<i>(Includes chapters 12, 13, 14, 15, + questions from the previous six quizzes)</i>	

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 issue 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 possible)	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

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Go to www.worthpublishers.com/berger/

Click on textbook cover to access student companion site

Select a chapter, i.e., and select, either, **(1 time only)**

1. Internet exercises, *or*
2. Case study exercises

Choose one exercise/answer/respond to questions/turn in typed copy to the professor. **(Due by: 11/25/13) (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.questia.com/aboutQuestia/permPage.html>,

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

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

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

- ◆ *Structure/Format Of The Paper [Title Page/Intro/Review/Discussion/References/Reference Copies/Marking Criteria]*
- ◆ *Submission-Hardcopy, On Time*
- ◆ *General Policies [Use Links From WLAC Website [E.G. Counseling, Bookstore, Disabled Students, Learning Skills, Library, And Academic Dishonesty]*

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.

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)

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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

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.*

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Psychology 41 – Lifespan Psychology
Prologue

Please respond to the following questions, as they will assist me in the ongoing instruction of the course. Thank you.

Name: _____

What is your major? _____

What previous psychology courses have you completed?
(Where? when?) _____

Why are you taking this course? _____

What interests you most about lifespan psychology? _____
