Course Title: Lifespan Development  
Course Number: PSY 201-36N  
Semester: Spring Semester 2012  
Day/Time of Class: Thursdays 2:00-4:50 p.m.  
Room Number: C247  
Instructor: Martin Wolfger, MA, MS, LMHC  
Office: A120A  
Telephone: (812) 330-6131  
E-mail: mwolfger@ivytech.edu  
Office Hours:  
Mondays: 10:00AM - 12:00PM and 2:00PM - 4:00PM  
Tuesdays: 1:00PM - 3:00PM  
Wednesdays: 10:00AM-12:00PM  
Prerequisites: PSYC 101 Introduction to Psychology and ENGL 111 English Composition  
School: School of Liberal Arts and Sciences  
Program: General Education / Liberal Arts (Social and Behavioral Sciences)  
Credit Hours: 3  
Contact Hours: 3  

Date of last Revision: Spring, 2004  
Effective Date of this Revision: Fall, 2008

Textbook:  

Catalog Description: Examines human growth and development through the prenatal, child, adolescent, and adult stages of life. Physical, emotional, psychosocial, and cognitive influences from conception to death will be addressed.

Major Course Learning Objectives: Upon successful completion of this course the student will be expected to:  
1. Identify the major theoretical perspectives addressing human development  
2. Describe and discuss the prenatal, child, and adult stages of human development  
3. Apply theoretical principles to the stages of development  
4. Demonstrate knowledge of scientific research methods used in evaluating human development
**Course Content:** Topical areas of study include social, emotional, physical and cognitive theories and research as applied to the developmental stages of:
- Prenatal development
- Child development
- Adolescent development
- Adult development

**Internationalization Goals:** This course section of PSYC 201 Lifespan Development was developed as part of the Internationalization Collaborative Across Bloomington (ICAB), a joint initiative between IU Bloomington and Ivy Tech Bloomington. The goals of the ICAB are to increase awareness and interest in internationalization as an essential part of the undergraduate experience, investigate and incorporate ways that internationalization can enhance teaching and learning, and nourish internationalization efforts on both campuses. To support the goals of the ICAB, several additional learning outcomes were added to the course. Upon successful completion of this course the student will be expected to:

5. Identify various physical, cognitive, socioemotional, and cultural factors that influence human development from conception to death
6. Develop an understanding of the coherence and continuity across the lifespan
7. Evaluate the influence of cultural factors on human development
8. Develop a greater understanding and appreciation of diversity

**Academic Honesty Statement:** The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior. The instructor reserves the right to use the resources of the College (including SafeAssign) to check student work for plagiarism.

**Plagiarism Statement:** The instructor reserves the right to use the resources of the College to check student work for plagiarism.

**Copyright Statement:** Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College of Indiana contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.
**ADA Statement:** Ivy Tech Community College of Indiana seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Disability Services and Success Center in C104. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom. The Disabilities Service Coordinator is Sue Gauck, Room C104, phone 330-6046.

**Early Registration Statement:** Students, please take advantage of early registration for the next semester. You will be reminded through Campus Connect, email, posters and the monitors throughout the campus when registration opens. These are the benefits of acting early: a schedule that will meet your needs, no waitlists, no multiple building assignments, the ability to schedule a work and social life around your classes rather than the other way around. Please be a responsible student and act accordingly. Remember that well prepared students are successful students.

**Student Behavior Statement:** Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated. At the instructor’s discretion, a student causing problems may be asked to leave the class for the session. If a student persists in causing problems, further disciplinary action may be taken, up to and including dismissal from class and/or the College.

**Required consumable Materials and Equipment supplied by Student:**
#2 pencils for tests; pen and paper

**Methods of Instructional Delivery:** This is primarily a lecture and discussion class. Please note that my lectures may divert significantly from the topics covered in the book.
Methods of Evaluation

1. **In-Class Exams (180 points):**
   - There will be 3 multiple choice tests throughout the semester covering the material presented in class.
   - The three exams will be taken in class and consist of 60 questions (plus 4 bonus questions each). Each question is worth 1 point.
   - The in-class exams are proctored and you are not permitted to use the book or their notes!
   - The questions on the in-class exams will be based exclusively on content of the class lectures.
   - Study guides for each exam are provided on Blackboard and should be used as an aid to prepare for the exams.

2. **Online Final (16 points):**
   - The Online Final consists of 32 questions and the time limit for taking the quiz is 45 minutes.
   - It covers my lectures on Middle and Late Adulthood and you are permitted to use your notes for the exam.
   - The Online Final must be completed before the deadline expires (see Course Schedule).

3. **Fictional Child Semester Project (140 points):**
   - Students are required to complete five papers over the course of the semester discussing important aspects of the development of a “fictional person” in detail. One specific focus of the project will be on cultural influences on development.
   - Each paper will be graded based on a rubric. The Introduction paper is worth 20 points and all other papers are worth 30 points.
   - Detailed formatting instructions are provided in the Written Assignment section of this syllabus as well on Blackboard.
   - The content of your papers must go beyond what we cover in class and you are required to use outside sources to write your papers. Failure to do so will result in a lower score on the assignments.
   - Please make an effort to use proper spelling and grammar. Although this is not an English class, points will be taken off for spelling and grammar mistakes due to the high importance of adequate writing skills in the field of academia.
   - All assignments have a due date and must be submitted via the SafeAssign feature on Blackboard - late submissions will not be accepted!

4. **Presentation (30 points):**
   - Each student is required to give a short presentation on the fictional person he or she “developed” throughout the semester.
   - The presentation should be about 10 minutes long and cover a short overview of what happened to your fictional character at each phase of life.
• Do not simply repeat the information that was presented to you in the lecture or the textbook! Instead, attempt to focus on the things that make your fictional person unique and set him/her apart from others (e.g. cultural influences on development).

5. **Attendance (64 points):** Attendance will be taken at each class session and is worth 64 points. I will deduct 5 points for each unexcused absence and 3 points for coming in late and/or leaving early. However, I understand that certain unforeseen events may make it impossible for you to attend all classes. If you know that you will miss class and you have a valid excuse, you are required to contact me as soon as possible. The first two excused absences will not affect your attendance score but I will deduct 4 points for each additional excused absence to encourage students to attend class on a regular basis.

**Distribution of Points:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>In class-exams</td>
<td>180</td>
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<tr>
<td>Online Final</td>
<td>16</td>
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<tr>
<td>Fictional Child Project</td>
<td>140</td>
</tr>
<tr>
<td>Fictional Child Presentation</td>
<td>30</td>
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<tr>
<td>Attendance</td>
<td>64</td>
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<tr>
<td><strong>Total:</strong></td>
<td>430 (+12 Extra Credit points possible)</td>
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</tbody>
</table>

**Grading Scale:** 90-100% A; 80-89% B; 70-79% C; 60-69% D; <60% F.

**Make-Up Policy:** Make-up tests will be allowed only with a valid excuse, such as a personal or family illness. Students can only make up for missing one test per semester and missing a test for an unexcused reason will result in a score of 0 for that test. If you have to miss a test, you are required to follow the following guidelines:

1. Contact me as soon as possible to discuss the possibility of taking the test at the testing center (C234). The test will not be forwarded to the testing center without contacting me first!
2. If I agree to let you take the test at the testing center, you will have one (!) week from the originally scheduled exam date to take it (Example: If the test was scheduled for 2/1/12 in class you will have until 2/8/12 to take it at the testing center). Failure to take the exam by the specified deadline will result in a 0 on the test.
3. All students are required to take the online final exam before the deadline expires and no deadline extensions will be granted!

**Important:** It is your responsibility to follow the guidelines mentioned above. Failure to do so will result in a 0 on the missed exam!

**Lecture Notes:** Notes for each lecture are posted on Blackboard to help students focus on the content of the lecture. The notes contain blank spaces that need to be filled in according to the information provided in the lecture. Please print out a copy of the notes for each scheduled class session beforehand and bring it to class. If you have to miss a class meeting, ask your classmates for the missing information or contact me for a copy of the completed notes.
## Course/Activities Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>Introduction to the Class/Explanation of Course Syllabus</td>
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<td></td>
<td>Assignment of Cultural Background for Semester Project</td>
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<td></td>
<td>The Life-Span Perspective</td>
<td>Ch. 1</td>
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<td>1/19</td>
<td>Biological Beginnings</td>
<td>Ch. 2</td>
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<tr>
<td>1/26</td>
<td>Prenatal Development and Birth</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>2/2</td>
<td>Physical Development in Infancy</td>
<td>Ch. 4</td>
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<tr>
<td></td>
<td>Fictional Child Introduction Paper due</td>
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<tr>
<td>2/9</td>
<td>Cognitive Development in Infancy</td>
<td>Ch. 5</td>
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<tr>
<td>2/16</td>
<td>Socioemotional Development in Infancy</td>
<td>Ch. 6</td>
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<tr>
<td></td>
<td>Test 1 over Chapters 1, 2, 3 and 4 (60 points)</td>
<td></td>
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<tr>
<td>2/23</td>
<td>Physical and Cognitive Development in Early Childhood</td>
<td>Ch. 7</td>
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<tr>
<td>3/1</td>
<td>Socioemotional Development in Early Childhood</td>
<td>Ch. 8</td>
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<tr>
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<td>Fictional Child Paper 1 due: Birth – 2 years</td>
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<tr>
<td>3/8</td>
<td>Physical, Cognitive, Emotional, and Socioemotional Development</td>
<td>Ch. 9, 10</td>
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<td>3/15</td>
<td><strong>SPRING BREAK – NO CLASSES</strong></td>
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<tr>
<td>3/22</td>
<td>Physical and Cognitive Development in Adolescence</td>
<td>Ch. 11</td>
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<td></td>
<td>Test 2 over Chapters 5, 6, 7 and 8 (60 points)</td>
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<tr>
<td>3/29</td>
<td>Socioemotional Development in Adolescence</td>
<td>Ch. 12</td>
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<td></td>
<td>Fictional Child Paper 2 due: Childhood (2-11 years)</td>
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<tr>
<td>4/5</td>
<td>Physical, Cognitive, Emotional, and Social Changes in Early Adulthood</td>
<td>Ch. 13, 14</td>
</tr>
<tr>
<td>4/12</td>
<td>Physical, Cognitive, Emotional, and Social Changes in Middle Adulthood</td>
<td>Ch. 15, 16</td>
</tr>
</tbody>
</table>
Fictional Child Paper 3 due: Adolescence and Early Adulthood (11-40 years)

4/19
- Physical, Cognitive, Emotional, and Social Changes in Late Adulthood
- Test 3 over Chapters 9, 10, 11, 12, 13, and 14 (class notes - 60 points)

4/26
- Death, Dying, and Grieving
  - Hospice guest speaker: Heather Hudson, LCSW
- Fictional Child Paper 4 due: Middle Adulthood, Late Adulthood, and Death (40 years – death)

5/3
- Finishing Up
  - Fictional Child Presentations (10 min)
  - Online Final on Blackboard due by 10:00 p.m. (see below)

**HOW TO TAKE THE FINAL EXAM**
The Final Exam covers my lectures on Middle and Late Adulthood and will be made available on Blackboard at 5:00 p.m. on Thursday, April 19. Students have until 10:00 p.m. on Thursday, May 3 to take the final exam online. The exam is non-proctored and consists of 32 questions covering the lecture notes for Middle and Late Adulthood. There is a time limit of 45 minutes and the exam has to be completed once it is started.

**Right of Revision Statement:** The above course schedule and procedures in this course are subject to change in the event of extenuating circumstances.

**Last Day to Withdraw from Class with an automatic ‘W’:** Sunday, April 8, 2012.