Lifespan Development
PSY 376, Section 002
Robert T McKibben Education 258
Tuesday & Thursday 11:00 am-12:15 pm
Spring Semester 2016

Instructor: Dr. Sharon Eaves, Ph.D.
Office: McKibben Ed. 215B
Office Hours: Monday & Wednesday 11-noon,
Tuesday & Thursday 9:15-11 am,
or by appointment
Email: eavessd@sfasu.edu
Office Phone: 936-468-1458

Teaching Assistant: Michael Aguilar-Moreno
Office: 117A McKibben Bldg.
Office Hours: MWF 1-2 pm
Email: michael.james.moreno@gmail.com


Course Description:
Examination of development from conception to death. Coverage includes theories and current
research on the domains of physical, cognitive, social, and emotional development, with a focus
on how biological and environmental factors interact to influence development in these domains.
Prerequisite: PSY 133 and sophomore standing or consent of instructor.

Program Learning Outcomes (PLO)

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Intermediate</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Basic</td>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Basic</td>
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Student Learning Outcomes:
1. Students should show strong comprehension of the nature/nurture debate, know the current state of this debate, and be able to give examples of how nature and nurture each affect development.
2. Students should be able to recall the strengths and limitations of individuals throughout the lifespan.
3. Students should recognize the different stages of life through scenarios and real-life examples.
4. Students should be able to show comprehension from textbook reading assignments through assignments and test performance.
5. Students should be able to express knowledge through written assignments and through answering multiple choice questions.

**Grades:** Your final grade for the course will come from two different types of assignments: a written paper and 3 exams. All grades, as well as a final percentage grade based on current progress, will be posted in the Desire2Learn website.

**Written Paper:** The assignment will be a combination of an activity/interview with a person outside of the class and a report about research related to the activity. You will be allowed to select the part of the lifespan you wish to research and the type of development you wish to research. I will assign you a specific activity or interview as well as the first research article that you will read and summarize and then you will be able to select your participant and do additional research to find two additional research articles. You will be required to use APA formatting, especially with references. More information will be given as the semester progresses. This assignment will be worth 25% of your final grade.

**Exams:** The exams will consist of 45 multiple choice questions worth 2 points as well as 2 short essay questions worth 10 points total. Questions for the test will be drawn from the readings, the lectures, and the activities that we complete in class. The final exam will only cover the last section of material after the second test. Each exam will be worth 25% of your final grade.

**Final Grade:** The final grade in the course will be assessed using the following percentage grading scale (all borderline grades will be rounded up only if the decimal is .50 or greater):

- **A = 89.5% and above,**
- **B = 79.5-89.49% ,**
- **C = 69.5-79.49% ,**
- **D= 59.5-69.49% ,**
- **F= less than 59.5%**

**Guidelines for the Course**

1. **Attendance**
   It is very important that you try to attend every class period. You will be responsible for material discussed in class, which will not always be identical to the textbook. The written assignment is due at 11:59 pm in the D2L dropbox or it will be counted as late. Late papers will have 10 point deductions for each day that they are late. After 5 business days, no late papers will be accepted. Make-up exams will only be given if you can provide documentation of a University-recognized excused absence. If you are so late for any exam that another student has completed the exam and left the classroom, you will not be permitted to start the exam, unless you have documentation of a University-recognized excused absence. I will not provide notes for any class that you miss so you should get the names and phone number or email address of your classmates.

   **Study Buddy 1:** ________________ **Phone or email:** ________________

   **Study Buddy 2:** ________________ **Phone or email:** ________________

2. **Extra Credit**
   Throughout the semester, there will be opportunities for extra credit on the exams by completing various online activities or watching videos. These will be announced in class. You
may also earn extra credit toward your final percentage grade in the course. Each R-point that you earn through completing psychology experiments posted in the SONA system will be worth ½ point to your final grade. You may complete 6 r-points total, which will add 3 points to your final grade. You must allocate your r-points to this course and you must complete any r-points on or before May 6, 2016 for them to count in this course. If you are unable or do not wish to complete experiments for extra credit, please come to my office during office hours and I can give you instructions for an alternative method of earning extra credit.

3. Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

4. Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately, which will range from a zero on the assignment to referral to the Dean of the CLAA for academic dishonesty. Please respect SFA, yourself, and me enough not to participate in academic dishonesty.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

5. Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the
iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To conform to this policy, I ask that you:

- Arrive to class on time
- Turn off your cell phone: If your phone rings during class or a test, you are preventing your classmates from doing their best due to the distraction.
- Do not text during class: If you are seen texting, you will be asked to put your phone away. The second time you are seen texting, you will be asked to leave the classroom.
- Do not speak when another is speaking
- Be respectful to your peers and me

You will be permitted to use a laptop computer to take notes during class but if you choose to perform other activities on the laptop (such as Facebooking or shopping on eBay) during class then you will lose the privilege to use the laptop during class.

6. Students with Disabilities

These disabilities could consist of physical, psychiatric, and/or learning impairments. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Schedule of Lectures and Reading Assignments

Note: All dates are tentative and I reserve the right to change them.

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<thead>
<tr>
<th>Week #</th>
<th>Week that starts on:</th>
<th>Lecture Topic</th>
<th>Reading Assignments</th>
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<tr>
<td>1</td>
<td>1/18/2016</td>
<td>Introduction and Research Methods in Development</td>
<td>p. 5-20; 29-38</td>
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<td>2</td>
<td>1/25/2016</td>
<td>Prenatal Development</td>
<td>p. 64-86</td>
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<tr>
<td>3</td>
<td>2/1/2016</td>
<td>Birth; Physical Development</td>
<td>p. 92-123</td>
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<td>4</td>
<td>2/8/2016</td>
<td>Motor and Perceptual Development</td>
<td>p. 159-183</td>
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<td>5</td>
<td>2/15/2016</td>
<td><strong>Test 1 Tuesday; Theories of Cognitive Development</strong></td>
<td>p. 191-215</td>
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<td>6</td>
<td>2/22/2016</td>
<td>Theories, Cont.; Memory</td>
<td>p. 221-255</td>
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<td>7</td>
<td>2/29/2016</td>
<td>Memory, Cont.; Language Development</td>
<td>p. 290-310</td>
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<tr>
<td>8</td>
<td>3/7/2016</td>
<td>Language Dev., Cont.; <strong>Test 2 Thursday</strong></td>
<td>p. 21-23; 373-378</td>
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<td>9</td>
<td>3/14/2016</td>
<td><strong>SPRING BREAK—No Class</strong></td>
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<tr>
<td>10</td>
<td>3/21/2016</td>
<td>Theories of Social Development; <strong>No Class Thursday</strong></td>
<td>p. 358-372; 379-387</td>
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<td>Personality</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>12</td>
<td>4/11/2016</td>
<td>Parenting</td>
<td>p. 328-352</td>
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<tr>
<td>13</td>
<td>4/18/2016</td>
<td>Gender Development</td>
<td>p. 393-427</td>
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<tr>
<td>15</td>
<td>5/2/2016</td>
<td>Death and Dying</td>
<td>p. 597-617</td>
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<td>Tuesday 5/10/2016</td>
<td>Final Exam: 10:30-12:30</td>
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