

Course Information

Course title:
Life Span Development

Course number:
PSY200

Course discipline:
Psychology

Course description:

Catalog Course Description

This course is a beginning developmental psychology course to introduce students to biosocial, cognitive, and psychosocial issues of the life span. The course focuses on growth and development beginning with conception and following the unfolding life through death/dying at the end of the life cycle.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcomes of Life Span Development and Applied Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Course date:
July 2 through September 12, 2012

Location:
Online

IMPORTANT - 1. All assignments must be completed by the due date. Any assignments received late will not receive any points. 2. Due to problems in the past I am unable to give any incomplete grades so make sure that you keep up and turn everything in on time.

Instructor Information

Name:
Dale Fryxell

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Office location:
Behavioral Sciences Room 115

Office hours:
By appointment

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Biography:

Dr. Fryxell is a full-time Professor in the Psychology Department at Chaminade University. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

Textbook

Required reading:

Development Through the Lifespan, Berk, L. E. , Allyn and Bacon, 5th Edition, 2010
ISBN - 9780205687930

There should be copies of the textbook at the bookstore. If the copy you purchase does not include an access code for mydevelopmentlab you will need to purchase access on the www.coursecompass.com website. If you just want to use an e-book you can go to www.coursecompass.com and an e-book is included with mydevelopmentlab. When you register on the website use the Class ID - fryxell84003. You will find my virtual child on this site on the course menu (you will need to enter the Class ID# 4788 on the MyVirtualChild page).

Student Learning Outcomes

Course goals:

Course Overview

Life Span Development will provide an intensive study of physical, cognitive, and social/emotional development from the prenatal period through death. Through active participation and the use of on-line papers, activities, and reading, students will have an opportunity to explore theoretical approaches and current issues related to human development from a multidisciplinary and cross-cultural perspective with a focus on promoting optimal development.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.
2. Provide an Excellent Education In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole

persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. Heredity and development.
2. Theoretical explanations of development including the perspectives from cognitive, psychoanalytical, learning, evolutionary, and biological theories.
3. Prenatal development and birth through death and dying.
4. Empirical science as related to growth and development.
5. Cultural diversity and life span development, through comparing and contrasting eastern cultures with western cultures.
6. Personal and professional growth in relation to life span theories.

7. Ethics and professional competencies as related to developmental issues.
8. How the Five Marianist Educational Values are integrated into the course.

Course Requirements

Introduction:

Assessment

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

A. Quizzes (19 @ 25 points each)	=	475 points
B. MyVirtualChild Project (12 @ 20 points)	=	240 points
C. Adult Interview Project (1 @ 100 points)	=	<u>100 points</u>
D. Final Exam (1 @ 100 points)	=	100
points	Total Points	= 915 points

*No late assignments will be accepted!

A. Chapter Exams (19 @ 25 = 475)

Nineteen chapter exams are available on the course compass site. The quizzes are made up of multiple choice questions. You can only open a quiz one time so make sure that you are ready to take it before opening it. The quizzes should be taken sometime during the week that they are assigned. To access the Chapter exams just click on "Chapter Contents" in the course compass menu, then on the chapter that you are working on and then on the Chapter Exam. For each chapter you will also see that there is a pre and post-test - these are for your own benefit and will not count towards your grade.

B. MyVirtualChild Project (240 points)

For this project you will be raising a virtual child on the Course Compass website. As you raise your child you will be making decisions which will impact the growth and development of your child. At 12 points during the 18 years you are raising your child you will encounter a set of discussion questions. You will need to answer these questions to receive credit (20 points for each of the 12 ages). Feel free to answer the questions in the text boxes on the virtual child site but you should also post your responses in the class discussion by clicking on "VirtualChild Submissions" over on the left side of this page in the course menu. This way you can read about the other virtual children and compare them to your own child. In total your responses to the three questions for each age should be 1 to 2 pages in length.

C. Adult Interview Project (100 points)

1. Prepare a list of questions that you would like to discuss with a person who represents someone from one of the adulthood life stages.
2. Interview that person.
3. In your paper discuss their answers in relation to information (theories and concepts) discussed in the textbook.
4. Please type your report (APA style @ 5 pages, double-spaced, 12 point type).

5. This paper should be submitted in the ecollege dropbox.

D. Final Exam (1 @ 100 points)

The final exam will be made up of multiple choice questions that are similar in style to the chapter exams.

Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

59% or below F

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact 735-4845 or Dr. June Yasuhara, 739-4603, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Course Calendar

Course Calendar:

Week #1 – July 2

Part I: Theory and Research in Human Development - Chapter 1

Week #2 – July 9

Part II: Foundations of Development - Chapters 2 & 3

Start raising your virtual child

Week #3 – July 16

Part III: Infancy and Toddlerhood - Chapters 4 - 6

Complete virtual child questions for 8, 19, and 24 months

Week #4 – July 23

Part IV: Early Childhood - Chapters 7 - 8

Complete virtual child questions for 3 and 4 years old

Week #5 – July 30

Part V: Middle Childhood - Chapters 9 - 10

Complete virtual child questions for 6, 8, 10 and 12 years old

Week #6 – August 6

Part VI: Adolescence - Chapters 11 - 12

Complete virtual child questions for 15, 16, and 18 years old

Week #7 – August 13

Part VII: Early Adulthood - Chapters 13 - 14

Week #8 – August 20

Part VIII: Middle Adulthood - Chapters 15 & 16

Week #9 – August 27

Part IX: Late Adulthood - Chapters 17 - 18

Week #10 – September 3

Part X : The End of Life - Chapter 19

Adult Study Paper Due September 8

Final Exam, Saturday, September 8