



Welcome to Lifespan Development!

PSY 232

Thursdays 11:00 a.m. – 1:50 p.m. CB 219



Professor Contact Information: Please reach out to me!

Dr. Smith

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Office Location: Raritan Hall Room 101, 732-548-6000

(e-mail is MUCH better than phone!)

Drop in Office Hours:

Tuesdays 12:30-1:30 p.m.
Thursdays 9:00 – 11:00 a.m.

By Appointment Office Hours:

Tuesdays 1:30- 2:30 p.m.
Thursdays 3:30 – 4:30 p.m.

My name is Dr. Smith and I'm excited to work with you this semester. Lifespan Development is a fascinating course! In this course, we'll be diving into all the different stages of life from prenatal development through death. We'll be exploring theory and research with a focus on how this information can be used or applied in our daily lives. In my class, you can expect to be challenged, engaged, and supported as you explore the field!

Table of Contents:

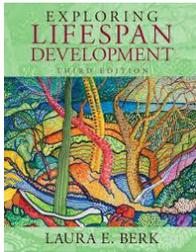
Course Information and Policies 2-4

Study Tips and Campus Support 5-6

Grading Information 7

Course Outline 8

Assignments and Rubrics 9-16



What book and other materials do I need?

Text: Exploring Lifespan Development, 3rd Edition, Laura Berk

My Virtual Life (an online program- if you choose to do this assignment)

Research Articles: In Shared Files in our Campus Cruiser site

What is this course all about?

Prerequisite: PSY 123 or PSY 123H

This course introduces students to the psychological development of the individual across the life span. Developmental concepts and theories will be reviewed and applied in the study of the various stages of life.



Learning Outcomes-

What will I be able to do after successfully completing this course?

1. Identify and discuss key developmental theories and concepts.
2. Describe how biological, social, and psychological development processes impact individuals across the lifespan.
3. Apply developmental concepts to situations occurring in everyday life.
4. Develop oral, visual, and written summaries of developmental concepts.
5. Summarize and evaluate research findings relevant to developmental psychology.

What topics will we be learning about?

Psychological Theorists and Theories:	Darwin, Freud, Erikson's Psychosocial Theory, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Bandura's Observational Learning, Piaget's Cognitive Developmental Theory, Vygotsky's Socio-cultural Theory
Research:	Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws
Concepts Across the Lifespan:	Resilience, Obesity, Intelligence (Sternberg, Gardner), Learning Disabilities, Personality- McCrae and Costa's Big Five
Prenatal Development:	Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities
Infancy and Toddlerhood:	Neuron and Brain Development, Breastfeeding, Fine and Gross Motor Skills, Piaget's Assimilation, Accommodation, Object Permanence, Infantile Amnesia, Vygotsky's Sociocultural Theory- Zone of Proximal Development, Scaffolding, and Private Speech, Language Development, Emotions, Temperament, Attachment- Ainsworth Strange Situation
Early Childhood:	Piaget's Pre-Operational Period- Conservation, Egocentrism, Flaws in Thinking, Child Care, Television Programming, Language Development, Self-Concept, Emotional Regulation, Friendships, Aggression, Gender, Parenting
Middle Childhood:	Piaget's Concrete Operational Period, Memory Skills, Learning to Read, Self-Concept, Attribution Theory, Friendships, Family (Siblings, Divorce)
Adolescence:	Brain Development, Depression, Eating Disorders, Sexual Activity, Substance Abuse, Piaget's Formal Operational Period, Distorted Thinking (Imaginary Audience, Personal Fable), Preventing School Drop Outs, Identity, Self-Concept, Friendships, Juvenile Delinquency
Early Adulthood:	Career Theories, College, Social Clock, Love, Marriage, Divorce
Middle Adulthood:	Cognitive Development, Self-Concept, Sandwich Generation, Friendships, Employment, Unemployment
Late Adulthood:	Life Expectancy, Activities of Daily Living, Physical Disabilities, Dementia, Assistive Technology, Retirement, Suicide, Elder Abuse, Marriage
Death, Dying, and Bereavement:	Death Anxiety, Kubler-Ross Stages of Dying, Grieving Process, Right to Die Issues

Important Policy Information

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Participation Policy

You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared so be sure to complete all reading and other assignments according to the schedule. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively impact your ability to learn the content.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, failing course grade and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule

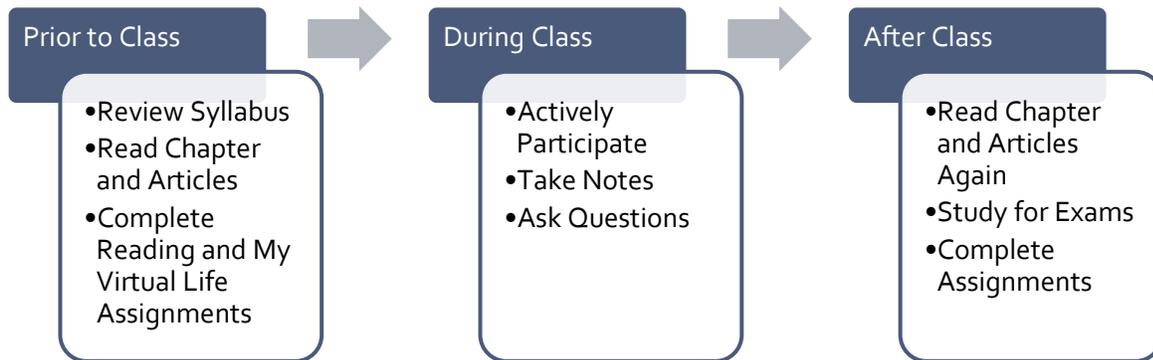
*It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, you will need to complete all exams, and assignments according to the schedule. If you have a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Reading assignments and My Virtual Life assignments can be submitted via Campus Cruiser My Assignments **PRIOR to a class** if you will be absent. Extensions are only given in rare situations and at my discretion. If provided, a missed exam may be administered orally.*

Registrar Withdrawal Information

Students sometimes have a need to withdraw from a class due to personal or academic reasons. [Click here for deadline dates.](#) If you do encounter difficulties, please contact me prior to withdrawing.

Weather Closing Information: www.middlesexcc.edu or 732-906.2555

Your Learning Experience:



The Best Way to Study (according to research!):

1. **Build Background Knowledge Before Reading:** Review the Table of Contents and Chapter Summary or Google the topic before reading textbook chapters. For peer-reviewed research, read the Abstract several times, then Introduction and Discussion sections before reading the entire article. (Recht and Leslie, 1998)
2. **Actively Read:** Use the 3R approach. Read a small section. Recite- close the book and take notes. Review- go back and re-read this section, filling in notes, and highlighting if you'd like, limiting your highlighting to 1-2 sentences per paragraph.(McDaniel, Howard, and Einstein 2009).
3. **Mentally Organize, Visualize, and Apply Content:** Think about how concepts are connected to each other, identify examples, use visual images, and put content into your own words. (Dickinson and O'Connell, 1990; Gadzella and Baloglu, 2003)
4. **Re-Package Your Notes:** After class, combine your reading and lecture notes using a visually effective organizational note-taking approach such as tables or concept maps. (Kiewra et al., 1998)
5. **Test Yourself Often:** Use the practice questions in MyPsychLab or create your own questions or flashcards with a tool such as Quizlet. (Roediger and Karpicke, 2006).
6. **Study Together and Teach:** Students who study together outperform students who study alone. Teaching is an incredibly powerful way to learn so find a study group member, family or friend who wants to learn about psychology and teach them! (Schwartz, Son, Kornell, and Finn, 2011).
7. **Seek Help:** Check out the next section on the many resources available to you. Students who reach out for help do better! (Strage et al., 2002)

Available Help and Support:

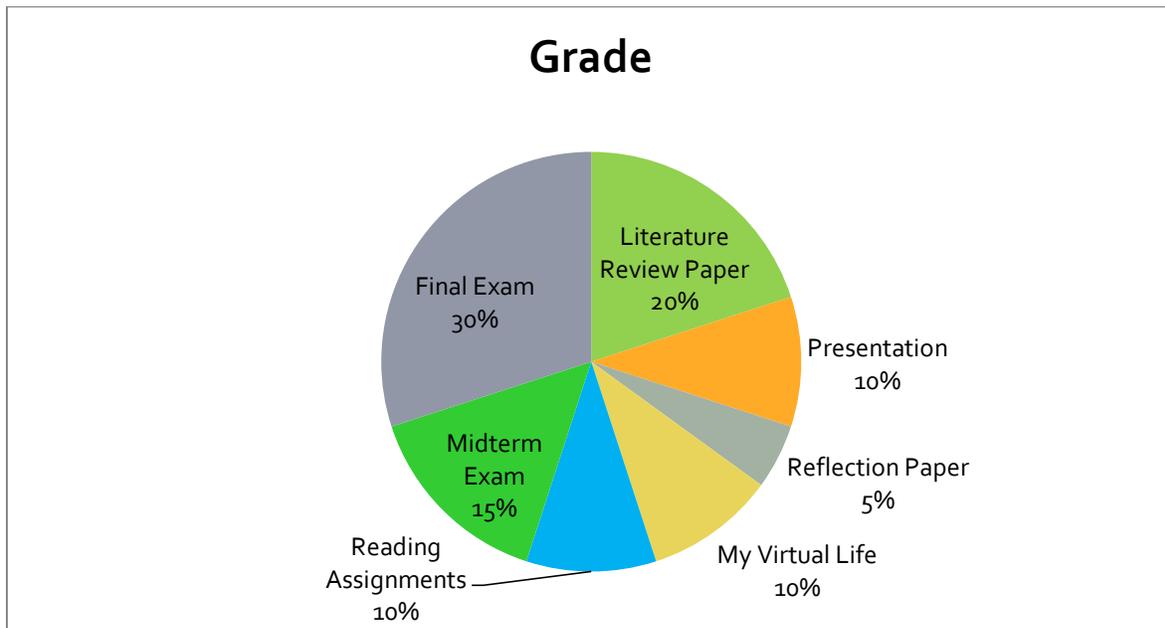
Successful people access support from others as needed. Middlesex County College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals on campus. Here's some information about the resources available to you:

Your Professor	E-mail me at drsmith@middlesexcc.edu or stop by my office RH 101.
Librarians	The library offers assistance with finding and evaluating information. Visit the library, call 732.906.4253, or visit their website for online options.
Personal, Career, Transfer, and Disability Counselors	The Counseling and Career Services department offers confidential individual counseling and offers several workshops throughout the semester. Visit Edison Hall Room 100, call 732.906.2546, or visit their website for more information.
Tutors	The Johnson Commons Learning Center, located in IRC 241, offers support for developmental courses. Call 732.548.6000 X3222 or see website for details. The tutoring center, located in JLC 240, offers tutoring support in many subjects. Call 732.906.2631 or see website for details.
Academic Advisors	The Academic Advising Center offers drop-in advising services. Visit CH 109, call 732.906.2596, or visit their website . Full time students are also assigned an advisor.

Assignments at a Glance (see Rubrics for more details):

Assignments	How much it counts toward final grade
Reading Assignments	10%
My Virtual Life Assignments	10%
Literature Review Paper Main Ideas and Sources Check In	5%
Literature Review Final Paper	15%
Presentation	10%
Reflection Paper	5%
Midterm Exam (Chapters 1-10) (15 Short Answer Questions- You Choose 10)	15%
Final Exam (Chapters 1-19) (15 Short Answer Questions- You Choose 10)	30%
Extra Credit: Resources Across the Lifespan	Up to 3% toward final grade

Grading Information



Grading Scheme:

A = 93-100	A- = 90-92
B+ = 87-89	B = 83-86 B- = 80-82
C+ = 77-79	C = 70-76
D = 65-69	F = 0-64

Course Outline

Class Date	What is Due?	Topic of the Day
1/22		Course Introduction; Academic Integrity Chapter 1 History, Theory and Research Strategies
1/29	Reading Assignment Chapters 1-3	Chapter 2 Genetic and Environmental Foundations Chapter 3 Prenatal Development, Birth, and the Newborn Baby Resilience Article Activity
2/5	Reading Assignment Chapters 4-6 My Virtual Life Assignment- Infancy and Toddlerhood (Complete 24 months)	Chapter 4 Physical Development in Infancy and Toddlerhood Chapter 5 Cognitive Development in Infancy and Toddlerhood Chapter 6 Emotional and Social Development in Infancy and Toddlerhood
2/12	Reading Assignment Chapters 7-8 Literature Review Paper Main Points and Sources Check In Due	Chapter 7 Physical and Cognitive Development in Early Childhood Chapter 8 Emotional and Social Development in Early Childhood
2/19	Reading Assignment Chapters 9-10 My Virtual Life Assignment- Childhood (Complete 12 years 11 months)	Chapter 9 Physical and Cognitive Development in Middle Childhood Chapter 10 Emotional and Social Development in Middle Childhood
2/26		Midterm Exam How to Give an Effective Presentation Chapter 11 Physical and Cognitive Development in Adolescence
3/5	Literature Review Paper Due Reading Assignment Chapters 11-12 My Virtual Life Assignment- Adolescence (Raise Your Child Completed)	Group Work - Presentations Peer Review Process Chapter 12 Emotional and Social Development in Adolescence
3/12		SPRING BREAK
3/19	Literature Review Re-Submission Paper Due Reading Assignment Chapters 13-14 My Virtual Life Assignment- Early Adulthood (Complete 29 years 17 months)	Chapter 13 Physical and Cognitive Development in Early Adulthood Chapter 14 Emotional and Social Development in Early Adulthood
3/26	Reading Assignment Chapters 15-16 My Virtual Life Assignment- Middle and Late Adulthood (Live Your Life Completed)	Chapter 15 Physical and Cognitive Development in Middle Adulthood Chapter 16 Emotional and Social Development in Middle Adulthood Group Work- Presentations
4/2	Reading Assignment Chapters 17-19	Chapter 17 Physical and Cognitive Development in Late Adulthood Chapter 18 Emotional and Social Development in Late Adulthood Chapter 19 Death, Dying, and Bereavement
4/9	Late Adulthood Interview (counts as a My Virtual Life Assignment)	Finish Chapters 11-19 My Virtual Life Wrap-Up Group Work- Presentations
4/16		Presentations
4/23	Extra Credit Due	Presentations Final Exam Review
4/30	Reflection Paper Due	Final Exam

Assignment Details

Analytical Rubric

Paper	"D" or "F" Work	"B" or "C" Work	"A" Work
Content	Inaccurate or minimal information included; Lack of organization or flow; Did not include original research studies	General overview of the topic; Accurate but missing important information. Difficult to differentiate between main points and details; Some details about at least 3 original studies	Comprehensive overview of the topic; Information was accurate and complete; Major points were emphasized; Good details about at least 3 original research studies; Well organized
Writing Skills	Did not address three main themes. Limited to no research support for statements. Citations not used or inappropriately used. Several spelling and grammatical errors.	Good organization- included organization, described 3 main themes, conclusion summarized key points. Most statements supported by research. APA style was used. Few spelling and grammatical errors.	Well organized- clear introduction, description of approximately 3 main themes, and strong conclusion. Research supported all statements and APA Style was used. Free of grammatical and spelling errors
Resources	Did not include at least 7 scholarly sources; Sources were not research based or related	At least 7 scholarly sources were used- some were not research based or not directly related to the topic	At least 7 scholarly sources were used; All sources directly related to topic. At least 3 original studies included

Presentation

Using a Power Point as a visual back drop, your group will provide the class with an overview of the research on your approved topic. You will have 10-15 minutes for this presentation. You must include 2 multiple choice or fill in the blank questions that the class must answer after the presentation. Although you will be working together, you will be graded individually on the presentation.

Analytical Rubric

Presentation	"D" or "F" Work	"B" or "C" Work	"A" Work
Content	Inaccurate or minimal information; Little to no details on original studies; Relied more on opinions vs. research	Information was accurate but missed some important concepts; Difficult to differentiate between main points and supporting details; Minimal information from 2 original research studies ; Limited discussion of application	Information was accurate and complete; Numerous research findings were discussed and at least 3 original studies were explained in detail; Major points were emphasized and application of content was highlighted
Presentation Style	Read off paper or slides; Minimal eye	Good eye contact and organization of presentation;	Good eye contact and engagement; Well

	contact; Little to no emphasis on main points	Minimal emphasis on major points so all information seemed equally important	organized- major points were emphasized; Brief active learning techniques helped students learn material
Power Point Presentation and Handout	Relied solely or almost solely on the use of words with little organizational structure. Not enough information or too much information on slides	Some use of organizational strategies such as bullets, but limited use of tools such as Smart Art, graphs or tables.	Information presented in very clear and well organized fashion. Effective use of visual tools (Smart Art, graphs, tables, etc.) to organize the information. Amount of information provided was substantial but not overwhelming
Assessment Questions	Did not use questions or questions unrelated to presentation	Questions did not focus on main points emphasized	Questions directly assessed learning of main points
Time Management	Did not follow the time plan	Generally on target with time but some activities took more or less time than planned	All activities were completed within the allotted time

Reflection Paper

Reflecting on your work is an excellent way to improve your performance. After the presentation, you will be writing a 1-2 page reflection paper. In this paper, you will discuss what went well and what improvements you plan to make the next time you present. Be specific and include the grading information from the mini-assessment you gave at the end of your presentation.

Analytical Rubric – Reflection Paper

Lesson Plans	“D” or “F” Work	“B” or “C” Work	“A” Work
Content	Vague, general comments about presentation made. Did not include grading information.	General comments about what worked and what didn't; Lacking specifics about how to improve; Grading information included	Specific information about what did and did not go well with the presentation. Several specific strategies were identified for improving the next presentation. Focus was on learning and details about grading included.

My Virtual Life Assignments

Infancy and Toddlerhood (complete 24 months of Raise Your Child program and answer questions below):

1. Is your child an "easy", "slow-to-warm-up", or "difficult" baby in terms of Thomas and Chess's classic temperamental categories? On what do you base this judgment?
2. How does your child's development in physical, cognitive, and socio-emotional areas compare with typical patterns of development? Review relevant sections of the textbook when responding to this question.
3. Look at the parenting styles in Table 9-2 (p. 218) of your textbook. Which of these best describes your parenting style? Describe at least one outcome of a decision you have made that has been either positively or negatively influenced by your parenting style. If you had it to do over again, would you change your decision? Why or why not?

Childhood (complete up to age 13):

1. Describe your child's academic skills and assess how well these skills are developing. The report card will be useful for this but you should also incorporate your own observations. What are you doing to help your child?
2. What genetic and environmental factors are playing a major role in your child's development?
3. How is your child functioning from a social perspective? Connect your response to textbook theories and terms.

Adolescence (complete Raise Your Child program):

1. How has your teen adjusted to typical adolescent issues such as risk-taking, drugs, alcohol, and sexual interests, and how have you responded to your teen?
2. What has been your greatest challenge as a parent? What developmental theories and concepts can help you with this challenge?
3. What pathways does your child appear to be on in terms of physical, cognitive, social, emotional and moral development? To what extent could you have predicted these pathways based on what you knew of your child's earlier development? What factors (genetic, environmental, etc.) seemed to play the greatest role in influencing your child's development?

Early Adulthood (complete through age 29):

1. What decisions did you make that impacted career and employment? Make connections to theories and concepts.
2. Describe how relationships have influenced your development.

3. How do you think your decisions will impact your future?

Middle and Late Adulthood (complete the Live Your Life program):

1. Describe your person's psychosocial development in terms of Erikson's generativity vs. stagnation.
2. Is your person a part of the sandwich generation? How does this impact development? What resources could be helpful in coping with stressors during middle adulthood?
3. Discuss the positive and challenging situations that your person encountered during middle and late adulthood. Are these typical? How did earlier decisions impact these situations? Connect your experiences to theory and research.

Late Adulthood Interview (This requires an in person interview with someone who is at least 65 years old. Ask them the following questions:

1. Which developmental stage (childhood, adolescence, early adulthood, middle adulthood, late adulthood) was the best? Why? Which one was the most challenging?
2. What is the best part of late adulthood? What is the most challenging part of late adulthood?

Reading Assignments/Final Exam Review Sheet

Chapter 1: History, Theory and Research Strategies

1. What's the difference between age-graded, history-graded and non-normative influences on development? Give examples of each.
2. What is resilience? What are the major resilient factors?
3. Describe experimental research. What are independent, dependent and confounding variables? Why do we get to speak in terms of causation when an experiment has been conducted?
4. Describe correlational research. What can we say about findings from this type of research?
5. What's the difference between cross-sectional and longitudinal research?

Chapter 2: Genetic and Environmental Foundations

1. What are the pros and cons associated with reproductive technologies?
2. How does poverty impact development?
3. Describe the epigenetic framework.

Chapter 3: Prenatal Development, Birth, and the Newborn Baby

1. Describe the 3 stages of prenatal development and how teratogens can impact development.
2. What is the APGAR test? When is it given? What is a good score?
3. Describe the sensory abilities of infants.

Chapter 4: Physical Development in Infancy and Toddlerhood

1. Describe how the brain develops during the infancy and toddlerhood years.
2. What are the benefits of breastfeeding?
3. What are classical conditioning, operant conditioning, and observational learning?

Chapter 5: Cognitive Development in Infancy and Toddlerhood

1. Describe Piaget's theory of cognitive development (be sure to describe the sub-stages of the sensori-motor period).
2. Describe Vygotsky's socio-cultural theory.
3. What evidence exists for memory in infants? What is infantile amnesia?
4. What are the benefits of early intervention?
5. Describe the theories of language development.

Chapter 6: Emotional and Social Development in Infancy and Toddlerhood

1. Describe Erikson's psychosocial theory.
2. What do we know about attachment theory? Be sure to reference the Harry Harlow and Mary Ainsworth studies.
3. Describe the different types of temperament. Is temperament stable over time?

Chapter 7: Chapter 7 Physical and Cognitive Development in Early Childhood

1. Describe gross and fine motor skill development, giving examples of how these skills are advancing during early childhood.
2. Describe the pre-operational period of Piaget's theory.
3. How does the quality of childcare impact development?
4. What are the developmental effects of watching infant and preschool television programming?

Chapter 8: Emotional and Social Development in Early Childhood

1. Describe the self-concept during early childhood.
2. How are friends chosen during early childhood? Describe the different types of play.
3. Describe the different parenting styles. Which style leads to the best outcomes?
4. What is the impact of violent television and media use on development?

Chapter 9: Physical and Cognitive Development in Middle Childhood

1. How does obesity impact development? What contributes to obesity in children? How can we combat this problem?
2. Describe the concrete operational period (Piaget's theory).

Chapter 10: Emotional and Social Development in Middle Childhood

1. Describe how self-concept changes during middle childhood.
2. Describe attribution theory. Explain the research conducted by Mueller and Dweck (1998).
3. How do friendships change during middle childhood? Describe the different peer statuses and how these statuses can impact development. Also address how bullying impacts development.
4. How does divorce impact children?

Chapter 11: Physical and Cognitive Development in Adolescence

1. Describe brain development during adolescence.
2. What cognitive skills emerge in adolescence? What distortions in thinking are evident?
3. What prevention strategies reduce risky behaviors (sex; alcohol and other drugs) during adolescence?
4. What factors contribute to dropping out of school? How can we prevent students from doing so?

Chapter 12: Emotional and Social Development in Adolescence

1. Describe the process of developing an identity.
2. Describe Kohlberg's theory of moral development.
3. How do friendships change during adolescence?
4. How many teens are affected by depression and suicide? What preventive strategies work?
5. What predicts juvenile delinquent behaviors? What prevention and treatment strategies work?

Chapter 13: Physical and Cognitive Development in Early Adulthood

1. Describe why weight gain is more likely during early adulthood. What are the consequences associated with being overweight or obese? What weight reduction techniques work best?
2. What factors impact the career decision making process?

Chapter 14: Emotional and Social Development in Early Adulthood

1. Discuss Erikson's theory and the intimacy vs. isolation stage. What is the social clock and how does this impact development?
2. What factors contribute to attraction and relationship satisfaction? Describe Sternberg's triangular theory of love.
3. What does the research say about cohabitation?
4. How does divorce impact development?

Chapter 15: Physical and Cognitive Development in Middle Adulthood

1. What physical disorders are more prevalent in middle adulthood?
2. What cognitive changes take place during middle adulthood?

Chapter 16: Emotional and Social Development in Middle Adulthood

1. Describe Erikson's generativity vs. stagnation stage.
2. Describe self-concept during middle adulthood.
3. How do relationships change during this stage? Address family and friends.
4. What issues face the sandwich generation? How can we best assist this population?

Chapter 17: Physical and Cognitive Development in Late Adulthood

1. What are basic and instrumental ADLs? How can we assist individuals with being able to perform ADLs as independently as possible?
2. What physical disorders are most common in late adulthood? Describe how these disorders impact development.
3. What is dementia? How does it develop? What is the impact on the person and his or her family?

Chapter 18: Emotional and Social Development in Late Adulthood

1. Describe the integrity vs. despair stage in Erikson's theory.

2. What are the positive and negative consequences of retirement?
3. Why do we need to be concerned about suicide during late adulthood?
4. What living arrangement options exist for individuals in late adulthood?
5. Describe the different types of elder abuse. Why is elder abuse under-reported?
6. Explain why couples can have the highest marital satisfaction during late adulthood.

Chapter 19: Death, Dying, and Bereavement

1. Describe the stages of dying (Kubler-Ross). Discuss death anxiety.
2. Describe the stages of grieving.
3. Define the various types of euthanasia. Explain what issues are often debated with this topic.