1. COURSE DESCRIPTION

This three-part course is designed to examine contemporary issues and topics in the field of human development by providing an overview of current theory and research related to development across the lifespan. The first semester of this course will focus on development from conception to early childhood, and the second semester on early childhood through early adulthood, and the third semester on middle adulthood through senescence.

In the second half of the course, we will engage with questions such as:

- What is the impact of technology (mobile phones, IPODs, and video games) on learning and socialization in adolescents? Are children more literate because of texting?
- What makes certain children popular and other children not? Are popular children always popular?
- What accounts for the individual differences that develop between us?
- Do we become our adult selves because of something driving us from within or are we shaped by outside forces like parents, schools, and society?
- How do our minds change as we age? Are there early detectors for Alzheimers?

Overall, this course explores the ways in which biological, psychological, and sociological influences systematically combine to shape the course of one’s development. The discussion of the chronology of development will center on issues and debates that have dominated the field and continue to be a source of controversy and impetus for research. It is also designed to provide students the foundation for advanced study related to development and for critical thinking about solving problems in health, education, parenting, political and social policy, and scientific research.

2. COURSE OBJECTIVES

I hope that by the end of the course, you will have a good background knowledge of what develops when. Specifically, you will be able to:

- Describe the hallmark features of physical, cognitive, and social/emotional development over the lifespan and appreciate the inter-relationships among these domains.
- Recognize the general similarities and differences within and among people of all ages, cultures, and backgrounds.
- Demonstrate how different theoretical perspectives affect or determine the research applications that arise from them.
- Examine possible causes or sources of developmental change and reasons for disturbances in the developmental process.
- Appreciate the inter-disciplinary nature of developmental research, and identify several examples of the interaction of biological and environmental factors that influence individual differences in human development.
- Analyze different developmental events from the perspectives of the major theories.
- Recall important developmental concepts and be able to recognize and apply these concepts in various situations and everyday lives.
- Apply knowledge from text and lecture to personal and professional life.
- Critically evaluate media reports, research findings, and theories related to the field.
- Identify how culture influences expectations and development over time.
- Critically evaluate claims in the media and popular press regarding developmental processes.

You will also obtain a larger understanding of the concepts and theories of developmental psychology across the lifespan, such as:

- How do nature and nurture together shape development?
- How do children shape their own development?
- In what ways is development continuous and in what ways is it discontinuous?
- How does change occur and what are some of the mechanisms of change?
- How does the sociocultural context influence development?
- How can research promote well-being?

3. COURSE CONTENT

Second Semester

(i) Adolescence: The Transition to Adulthood

a. Physical & Cognitive Development in Adolescence

b. Emotional and Social Development in Adolescence
   Constructing an Identity
   The Development of a Moral Self: Reasons, Rules, and Conventions
   Autonomy and Connectedness: Adolescents, Parents, and Peers

c. Gender Development

d. Teenagers’ Risky Choices

e. Positive Youth Development: What Matters for Success…
(ii) Early Adulthood

a. Emerging Adulthood: A Successful Transition from Adolescent to Adult

b. Physical and Cognitive Development in Early Adulthood

c. Social and Emotional Development in Early Adulthood

Love, marriage, and families

4. EVALUATION

At the close of the semester, you will be assigned a grade based on demonstration of your knowledge on presentations, assignments, an exam and participation. Class content includes power point presentations, videos, and textbook readings and assigned articles. Please see your class schedule for all due dates.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Participation</td>
<td>20 (2 points each class)</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
</tr>
<tr>
<td>Presentation</td>
<td>30 (see grading rubric)</td>
</tr>
<tr>
<td>Quizzes (10)</td>
<td>50 (5 points each)</td>
</tr>
<tr>
<td>1 Exam</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>150</td>
</tr>
</tbody>
</table>

Participation (20 points):

Active participation is an important part of learning in this class. Your participation grade will be based on your contributions to discussions. In order for us to have a dynamic, lively learning environment, I would like to see participation from everyone. The best way to learn this material is to contribute ideas in discussions, pose questions, and be sincerely engaged in the learning process. Please come to class prepared with at least one question or comment about the reading for that week. Participation points can be lost if you are not being respectful or responsible to yourself or your classmates (talking during class, reading the paper during class, not allowing others a chance to talk, etc.). Please note that the semester begins with a “zero balance” for all student participation and that students must earn participation points.

(2) Excellent Participation

- Arrives to class on time and prepared
- Actively listening during lecture and discussion (this means not doing other work or reading, talking to your neighbor, or using your computer/phone for non-class related things)
- Active, enthusiastic involvement in class discussions and activities
- Using understanding of course materials to explain or support comments
- Asking good, thoughtful questions relevant to course materials
- Promoting discussion through engaged listening and encouraging responses from classmates without dominating the conversation
- Valuably contributing to small group discussions and keeping group on task
- Mindful completion of written tasks

(0) Acceptable Participation

- Arrives to class on time and prepared
- Actively listening during lectures and discussion (this means not doing other work or reading, talking to your neighbor, or using your computer/phone for non-class related things)
- Demonstrating some understanding of course materials
- Asking clarifying questions
- Participating in small group activities
- Demonstrating some understanding of developmental psychology in written responses

(-2) Unacceptable Participation

- Fails to attend class or shows up more than 5 minutes late
- Attending class, but not physically or cognitively engaged (e.g. not listening or attempting to participate in class discussions or small group activities, reading newspaper, working on other work, using your cell phone, or on the computer doing things other than class-related work (e.g., email, facebook, surfing the web), etc.)
- Making non-constructive comments during discussion
- Attempting to distract others or redirect class discussion off topic
- Repeatedly talking to others on topics not related to class
- Little or no thought given in written responses

Assignments (50 points): You will be given a variety of in-class and out-of-class assignments during the term. You will be graded on the completeness, thoughtfulness, and accuracy of your response. Please do not do these carelessly, as in the end this grade will count for nearly 1/3 of your final grade.

Presentation (30 points): You will be asked to give a 15-minute presentations based on the readings for a particular class. Your presentation will be graded based on the rubric given to you in class. Each presentation will be worth a total of 30 points. Your final grade for each presentation will be an average of the professor and student evaluations.

10 Quizzes (50 points: 5 points each quiz): A 5 question quiz will be given at the beginning of each class for a total of 10 quizzes (50 points). The quizzes are designed to be easy but require that you’ve done the reading before coming to class. Quizzes can NOT be made up or taken early, so students need plan their absences accordingly.

Exam (50 points): One in-class exam will be given including multiple-choice and short answer questions designed to reflect analytical and critical thinking skills. Exams are based on class lectures, videos presented by the instructor, discussions, textbook content, and assigned readings. There is no provision for early exams for any reason. Makeup exams are only given with official documentation stating reason for missing the exam and only at the discretion of the instructor and only if the instructor is notified in advance that you will miss an exam.

Late/Missing Assignments: Late projects will be penalized 5% off per day beginning with the day they are due (immediately after class time). Only in cases of emergency or illness can alternate arrangements be made for altering dates of exams and assignments. ALL such arrangements are the full responsibility of the student and must be made PRIOR to the due date.
Decisions about grades are made carefully, and are final at the end of the semester. Please do not contact me about a grade change unless there has been a clerical error which you can document. I do not give “extra credit” or makeup assignments at the end of the semester. Also, please note that any disputes about grades from earlier in the course must be resolved before the final exam. Once we arrive in the final exam period, your grade from earlier in the semester is set.

5. COURSE POLICIES

Attendance
Students are expected to arrive promptly for each class and to remain for the entire session. Please demonstrate courtesy and respect for the instructor and for other students during class by turning off cell phones, not reading the newspaper during class, not sitting in the back talking about your weekend with your friend, etc.

It is expected that you attend every class session. Students must notify the instructor of absences before or as soon as possible after the missed class. Students who miss class will be responsible for obtaining notes and assignments from other students. Students who miss a class in which a quiz is given, will not be able to make up the quiz under any circumstances. Students who miss a class in which a participation assignment is due, must make arrangements to turn that assignment in prior to class or make other arrangements with the instructor prior to class or they will receive a “0” for that assignment. Two points will be deducted from your final grade for each class missed (unless explicit permission is granted by the professor prior to the absence).

Academic Integrity

Cheating and plagiarism will not be tolerated. Unless you are specifically instructed to work in groups on an assignment, you are to turn in homework assignments or papers that reflect your own work and thinking.

One important skill that you need to develop is the ability to distinguish between your own ideas and those of other people. Plagiarism is when you represent someone else’s ideas and work as your own. The two most common forms seen are (i) using phrases or passages from books, articles, or the internet and not referencing them properly in your document and (ii) turning in a paper that is nearly equivalent to what someone else has written, with only a few words changed here or there or where the sentences are alike, but in a different order. You don’t have to commit “word for word” copying to plagiarize – you can also plagiarize if you turn in something that is “thought for thought” the same as someone else.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Anyone found cheating or plagiarism will at a minimum receive a “0” on the affected assignment and an automatic lowering of your final course grade one full letter grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

Students should familiarize themselves with the university’s policies and resources to avoid plagiarism.
Disabled Students

To request academic accommodations due to a disability, contact Disabled Student Services (X). If you have a letter from DSS indicating that you have a disability that requires accommodation, please present the letter to your instructors promptly.

Communication

There are several means of communication at your disposal:

Office Hours

I am available to meet with you by appointment or during my office hours.

Email

I will try my best to respond to you within 24 during the week and 48 hours over the weekend. Realize I will not likely be on line when you send your email and I will need some time to access and thoughtfully respond to your questions. Make sure your CLOCK setting is correct on your computer, otherwise I will have no idea of when you emailed me.

Computer in the classroom

This subject does not require the use of a laptop in class; nevertheless, if you want to bring your laptop, please contact your professor.

Student Privacy Statement

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.