

Instructor: Elizabeth Hennon

Office: 209 Hyde Hall

E-mail: eh82@evansville.edu

Office phone: 488-2511

Office hours: **MWF 11-12, 1-2; Tu 11:30 – 3:30**

---

**Required Text:**

Feldman, R. S., (2010). *Lifespan development: A topical approach*. Upper Saddle River, NJ: Pearson-Prentice Hall

**Course Description:** This course will focus on the development of individuals across the lifespan. Beginning with prenatal and early infancy development, the course will progress through adolescence, adulthood, and topics in death and dying. Material will include aspects of physical, cognitive, social, personality, and emotional development. The course will include readings from a regular “textbook” as well as primary research articles. This class will place an emphasis on theoretical models and experimental findings. The course adopts a discussion format with textbook, primary readings, reaction papers, and a term paper.

**Course Objectives:** Upon completion of the course, students should:

- have a general understanding of development across the lifespan
- have a basic understanding of the role of physical, cognitive, social and personality changes in an individual’s overall development
- have improved personal development in several areas
  - increased understanding of your own (and others) behavior
  - enhanced understanding of how a person’s thinking and understanding is influenced by a variety of forces
  - improved critical thinking skills and communication skills in both speaking and writing

Thoughts:

- As your instructor, it is *my* responsibility to present learning opportunities through the course syllabus, lectures, class discussions, assignments, and in-class and out-of-class exercises.
  - It is **your** responsibility to do the learning by completing the readings, by attending class, and by participating in class discussions and exercises.
  - I cannot do the learning for you – all I can do is to try to guide you toward that information.
- As your instructor, it is my responsibility to respect your abilities to learn.
  - All of you are capable of reading, and of taking in information from the textbook. Therefore, merely rehashing the text would be an insult to your abilities.
  - My job, therefore, is to explore the topics that the text mentions in other ways. To extend what you learned from the book to other related ideas.
  - *To do this, you must read the text BEFORE class, so that you can understand the relationships between what we are discussing and what you have read.*

- There is a reason behind exams. The reason is not to give you a grade. It is to give you a means of measuring how well you are achieving the primary goal of any course – *mastery of the course content and skills*.
  - If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

## COURSE REQUIREMENTS

**Semester Exams:** Three semester exams will cover lecture and reading material. Make-up exams are typically not permitted; they will only be permitted for a valid excused absence. Two exams will be taken during class time and each will be worth 15% of the course grade. The final exam is **comprehensive** and will be held during finals week. The final exam will be worth 20% of the grade.

**Semester project:** When researching the lifespan, many different methodologies are utilized. As we explore the topics in the texts, we will discover research using surveys, experiments, and even case studies. We will read about research conducted with different age groups in the “here and now” and with adults using their memories (aka, “retrospective” research). As a portion of your grade in this course, you will be asked to complete a retrospective case study – of yourself! More information regarding this project will be posted on BBLearn, however the basics of the assignment are as follows:

Each student must develop eight “entries” into a semester long project exploring his/her own personal development through this point in their life. You should feel free to gather information from all relevant, available sources. This could include (but is not limited to) parents, grandparents, siblings, friends, enemies??, teachers, neighbors, etc. You must have entries for **at least** eight of the topic areas that we cover in the course. You must also have entries for **at least** three different time periods/stages. Note: you can only choose from time periods/stages **through which you personally have already lived!** This is not a guess about the future – this is an attempt at accurate portrayal of the past. Each of the eight entries should be roughly 1 to 1½ pages. The final project must also include an introduction and a conclusion section (each a minimum of one paragraph). Each entry will be worth 2% of your final grade; the integration required for the final project will be worth an additional 4% of your grade (i.e., the full project totals to 20% of your final grade).

**Reaction papers:** Throughout the semester, each student will need to write four reaction papers that address a topic of interest to the student. These topics can be from the textbook or to an issue that arose during the class’s discussion of the day’s topic. Each reaction paper should be 3-5 pages in length (double-spaced). It should *briefly* describe the content of the chapter and/or the essence of the issue, and then should include your thoughts on what that means (or why the issue is important, or why this issue impacts cognitive developmental psychology, or ...). This can include how you see that topic fitting with other chapters that we’ve read in the class, how you see it fitting with concepts you’ve learned in other classes, or questions that you have about the topic in general. It can include questions about the validity of the findings reported in the chapter, or ideas about how this chapter makes you question concepts that you had learned in the past (whether in classes or in “normal” life). **You do not need any additional references for the reaction papers.** (You are welcome to use them, but they will not influence your grade.)

Reaction papers are due by the beginning of class **three classes after we discuss the topic** (aka – typically one week later). You can turn in the papers simply by uploading them to Turnitin.com via

BBLearn. Note: Turnitin will automatically provide a time stamp that I will use to ensure you uploaded the file within the 3 class time limit. ALL reaction papers are due no later than the last day of class (12/5/11). Reaction papers are graded as follows: you can earn a “check-plus” (100%) – you responded to the material thoughtfully and showed insight and engaged the material fully, a “check” (75%) – you commented on the material, and perhaps discussed a minor relationship to other areas, but did not really delve beyond the information in the paper/reading itself, a check minus (50%) – you at most commented on the contents of the paper/chapter/class discussion without covering how you see it relating to other items. Any paper that fails to even provide a clear commentary about the contents of the topic of interest will receive a 0%. Any paper that is too short will drop by one grading increment (ex., from 75% to 50%) for each **HALF** page that it is short. Note: I measure the length of the written paper, excluding header information. For up to 2 reaction papers, you can re-write the paper (if you receive a failing grade) to attempt to earn a passing grade. Each reaction paper is worth 2.5% of your final grade. (total = 10%)

**Term Paper:** Each student must choose one topic from the course to explore in greater detail. While the papers are not due until later in the semester, the paper topics must be given to me **via e-mail** no later than Friday, September 16<sup>th</sup>. Once I approve your topic, you will need to write one 8-10 page paper. The paper must be written using **APA formatting for a literature review**. For this paper, you will need to go beyond what was covered in the textbook and class and find a minimum of eight references for this paper. It is perfectly acceptable for up to two of these references to be taken from any of the articles used for the discussions. All eight references must be **primary sources**: this means primarily academic journal articles. If you would like to use something other than an academic journal article, I **strongly** recommend asking me first. The paper will be due no later than **Monday, December 5<sup>th</sup> (aka the last day of class), at the beginning of class**. You must upload a file copy to [TurnItIn.com](http://TurnItIn.com) (via BBLearn) before class and turn in hard copies of each of your references (you do not need copies of any papers from the class discussions). The paper will be worth 20% of the course grade.

There are several ways that you can lose points from your grade on the paper. PLEASE do not lose unnecessary points by failing to meet the requirements of the paper. Each missing reference (that is, less than eight **primary** sources) will result in a 10% deduction on your grade for the paper. If you forget to turn in hard copies of *every* reference (no, e-mailing a PDF file does not count), then you will lose 10% from your grade on the paper. Note: while only eight references are required for the paper, if you use more than 8, then you must include hard copies of more than 8. See me if you used a book as a reference. Failure to use APA formatting results in a 25% reduction in your grade. Also, failure to properly document any help received on the paper will result in a 25% deduction on the paper. Finally, late papers receive a deduction of 3% **per day** that they are late. Yes – it **is** possible to get a negative grade on the paper, should you receive all of these deductions. I repeat -- **PLEASE do not lose unnecessary points by failing to meet the requirements of the paper.**

**Authorized aid on papers:** Acknowledge as a footnote *all* aid and outside assistance you obtain in preparing written assignments. You may freely obtain help from the **Writing Center**. You may ask **other students** to read your paper and make *verbal* suggestions for improvement, **but they may not provide any written help**. Provide a footnote to the title of your paper acknowledging any aid received. You may (and should routinely) run your word-processor’s “Spelling and Grammar” check without foot note acknowledgement.

*A note on supplemental references:* If you chose to include more than the eight sources, please take care. While it is then acceptable to have tertiary sources, or, even, if appropriate for your topic, a non-academic source, **these supplemental sources should be just that – supplemental!** That is, the eight

sources that form the crux of your paper should meet the above standards. You should use the supplemental sources, if they are not primary academic references, to provide minimal portions of your paper (a citation for a single definition, a case study/anecdotal example to make a point, etc.). If you begin using the supplemental examples as dominant sources within your paper, then I will assume that they are one of your eight main sources. The textbook for this course should be used for no citations in the paper other than possibly a definition or two. A caveat – if your “supplemental” source is a primary academic reference, feel free to cite at will. ☺

**All reaction papers and the term paper must be uploaded to Turnitin.com.**

**Grade Calculation:**

Semester Case-study/Retrospective project (20%) + Reaction Papers (10%)  
+ Exam #1 (15%) + Exam #2 (15%) + Final exam (20%) + Term Paper (20%) = **Course Grade**

**Course Grades:**

93–100	A	90-92.9	A-	87-89.9	B+	83 – 86	B	80-82.9	B-
77-79.9	C+	73–76.9	C	70-72.9	C-	67-69.9	D+	60-66.9	D

**WITHDRAWAL POLICIES** A course may be dropped without a designated grade during the first two weeks of a term of the regular academic year. From the third to the eleventh weeks, a grade of "W" is assigned. After the eleventh week, a grade of "F" is assigned. Discontinuance of attendance does not automatically constitute a withdrawal. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or received a grade of "F". Withdrawal from a course after the deadline requires petition to and approval of the Admissions and Standards Committee and/or the Vice President of Academic Affairs.

**Last day to drop without a grade for Fall 2011 is Tuesday, August 30<sup>th</sup>.**

**Last day to drop and receive a "W" for Fall 2011 is Friday, November 11<sup>th</sup>.**

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES** It is the policy of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Written notification to faculty from the Office of Counseling and Health Education is required for any academic accommodations. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow two weeks notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about services for students with disabilities or procedures for requesting services, you may contact the Office of Counseling and Health Education at 488-2663.

**INCOMPLETE GRADE POLICY** All coursework is to be completed within the semester it is attempted. The grade report of "I" will be given only when justified by personal crisis or legitimate sickness; otherwise, the missing scores will be entered as zeroes. As outlined in the catalog, the following circumstances must exist as well for the receipt of an "I": (1) the student's other work in the course would earn a passing grade, and (2) the outstanding task can be completed without further class attendance. **A request for an "I" must be presented in writing by either you or the Dean of Students.** If granted, an "Incomplete Grade Contract" will then be drawn up and signed by both the instructor and the student. The catalog continues:

Outstanding course work normally should be completed within six weeks of the class ending, but the instructor may allow up to one year from the end of the term for which the "I" grade is granted. **It is the student's responsibility** to have this deficiency removed within the contractually agreed upon time or within one year, whichever is less. If no grade change has been submitted by the instructor after the maximum one-year grace period, the registrar is authorized to change all grades of "I" to "F".

Tentative Course Calendar: You will be notified in class if changes to this schedule are necessary.

Date	Topic	Chapter
8/24	Introduction to course	n/a
8/26	An orientation to lifespan development	1
8/29	An overview of the theories of development	1
8/31	Finishing theories and discussing methods	1
9/2	Genetics 101	2
9/5	Nature, nurture, and prenatal stages	2
9/7	Influences on prenatal development	2
9/9	Finishing prenatal development and birth	2
9/12	Physical growth throughout the lifespan	3
	<b>*Entry #1 of semester project is due today on BBLearn/Turnitin</b>	
9/14	Brain growth and motor development	3
9/16	Perceptual development	3
9/19	Beginning Piaget	5
	<b>*Note that we skipped chapter 4!</b>	
9/21	Continuing Piaget	5
	<b>*Entry #2 of semester project is due today on BBLearn/Turnitin</b>	
9/23	Vygotsky	5
<b>9/26</b>	<b>EXAM #1</b>	
9/28	The basics of information processing	6
9/30	Attention and memory over the lifespan	6
10/3	Finishing and applying information processing	6
	<b>*Entry #3 of semester project is due today on BBLearn/Turnitin</b>	
10/5	The basics of language development	7
10/7	The theories of language development	7
<b>10/10</b>	<b>FALL BREAK!!</b>	
10/12	Language development with children	7
10/14	Language development into adulthood	7
	<b>*Entry #4 of semester project is due today on BBLearn/Turnitin</b>	
10/17	What is intelligence	8
10/19	Controversies around intelligence	8
10/21	Individual differences in intelligence	8

10/24 Schools and their impact on development 14

**\*Note that the chapter is out of order!**

**\*Entry #5 of semester project is due today on BBLearn/Turnitin**

10/26 Culture and development 14

**10/28 EXAM #2**

10/31 Social development across the lifespan 9

**\*Note: and now we return to our regularly scheduled programming/chapter...**

11/2 Emotional development across the lifespan 9

11/4 Erikson 9

**\*Entry #6 of semester project is due today on BBLearn/Turnitin**

11/7 Personality development across the lifespan 9

11/9 Who am I? The beginning of a sense of self 10

11/11 Solidify and refining our sense of self 10

11/14 Evaluating and considering our selves 10

**\*Entry #7 of semester project is due today on BBLearn/Turnitin**

11/16 Friendships 13

**\*Note: Yep, we jumped around again**

11/18 Family relationships as a child 13

11/21 Family relationships as an adult 13

**11/23 THANKSGIVING BREAK**

**11/25 THANKSGIVING BREAK**

11/28 Death and dying across the lifespan 15

**\*Note: I promise, this is the last jump around in the chapters...**

11/30 Dying, and its understanding 15

**\*Entry #8 of semester project is due today on BBLearn/Turnitin**

12/2 Grief and bereavement 15

12/5 Class review/catch-up day n/a

**\*Term papers are due today!!!**

12/7 **READING/STUDY DAY**

**12/13 FINAL EXAM at 2:45 pm**

**\*Final versions of semester project is due today (by 2:45 pm) on BBLearn/Turnitin**