

# ***HUMAN DEVELOPMENT OVER THE LIFESPAN***

**Psychology 351**

**Fall 2013**

**CLASS MEETING DAYS:** Tuesdays  
**CLASS MEETING PLACE:** Room 114  
**CLASS MEETING TIME:** 9:00-11:45 a.m.  
**CLASS WEBSITE:** www.tulloch.org/uc/Psy321Home.html  
**ADJUNCT PROFESSOR:** Dr. Michael Tulloch  
**OFFICE:** None  
**OFFICE HOURS:** By appointment  
**PHONE:** 605.253.2355  
**EMAIL:** drtulloch@michaeltulloch.com  
**TEACHING ASSISTANT (TA):** None  
**OFFICE HOURS:** N/A  
**LOCATION:** N/A  
**PHONE:** N/A  
**EMAIL:** N/A

## PSYC 321 - Human Development: Lifespan

Human Development: Lifespan	UC/USD	Face-to-Face	T	9:00 AM	11:45 AM
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In this course, theories of social, cognitive, emotional, and physical development are discussed for each era of human growth including gestation, infancy, childhood, adolescence, and young, middle, and late adulthood. This course is recommended for all students seeking a theoretical and applicable knowledge of human development.

**SYN:** ?

**Credits:** 3

**Dates:** 8/26-12/18

**Prerequisite:** PSYC 101

**Instructor:** Dr. Michael Tulloch

**Drop Date (Full Refund):** 9/5/13

**Drop Date (Receive "W" Grade):** 11/8/13

**PREREQUISITE:** PSYC 101, General Psychology

### **COURSE RESOURCES:**

**REQUIRED TEXT:** Feldman, R.S. (2011) Development Across the Lifespan, 7th Ed.  
 Upper Saddle River, NJ: Prentice-Hall, Inc. ISBN (978-0-205-80591-4)

**REQUIRED ON-LINE COMPONENTS:** TBD

**COURSE OBJECTIVES:**

This course will cover a comprehensive overview of theoretical and methodological approaches in understanding life-span developmental psychology. Scientific and cultural perspectives are integrated within the reading assignments and lectures. In addition, a survey of the physical, social, cognitive, and personality changes that take place from conception through the lifespan will be covered.

As a result of learning the material associated with this class, students should be able to:

- Gain a basic understanding of the physical, cognitive, social and personality aspects of human development across the life span.
- Identify the major developmental milestones across the human life span.
- Describe barriers to normal development processes.
- Develop an awareness of cross-cultural perspectives in human development.

**BRIEF STATEMENT OF TEACHING PHILOSOPHY:**

This course will be taught using a combination of lecture, in-class discussion, in-class activities, and may include on-line components. Lecture is one of the most effective ways to communicate this information and will be used to supplement material covered in the textbook. Reading the text prior to class will enhance your learning experience. Student questions and comments are integral to a better understanding of the material of the course. I encourage you to ask questions in or after class, or via e-mail. Throughout the course, I will ask members of the class to share their knowledge of class topics and ask for volunteers to share their experiences when relevant to class material. The more effort you put into thinking about how these activities and examples relate to the content of the course, the more you will learn. Sharing your experiences makes the material more memorable to you, more relevant to your fellow students, and enhances the classroom experience.

**COURSE POLICIES & GRADE SCHEMA:****1. ATTENDANCE & PARTICIPATION POINTS (10% of grade);**

Although attendance is not recorded at every class meeting, students are responsible for ALL assigned readings, lectures, demonstrations, and video/movie presentations throughout the semester. Attendance on ALL EXAM DATES is mandatory (see policy for excused and unexcused absences below).

Attendance will be recorded via participation in random class surveys and exercises during the semester. These will not be every day and will not be announced ahead of time. There will be approximately 10 of these across the semester, with fifty points distributed for participation exercises. If a student is present and chooses to participate, then he/she may earn these attendance and participation points.

NOTE: If any student misrepresents their own or another student's attendance and participation in a class exercise, that person is subject to the policies of academic dishonesty outlined on page 5 of this document. Attendance and participation in these class exercises will be factored into class grades, comprising 50 points toward the possible 1000 points for this class.

If a student misses class due to an excused absence (see definition below for excused absences from exams), he/she may follow the same procedure for missing exams in order to be eligible to turn in the participation exercise for that particular day. Please consult the Class Lecture notes for the particular day that was missed and for information on the participation exercise. Make-up Participation exercises may only be made up within ONE WEEK of the missed class. Participation exercises that are older than one week old will not be accepted (unless a student has missed consecutive classes, then participation exercises will be accepted at least until one week following the last day missed. This may be extended at discretion of the professor.

NOTE: Even if a student has an excused absence, the only way a student can get these points is by completing the exercise and submitting it within the timeframe indicated.

**2. STUDY SESSIONS & INDIVIDUAL ASSISTANCE;**

Since there is no TA for this class, students are encouraged to form study groups. Talking with others about this material will help you remember details and help you personally relate to the material.

**3. ON-LINE MyDevelopmentLab CHAPTER EXAMS (10% of grade):** ~~50 points of your final grade will be based on the chapter exams available through MyDevelopmentLab.~~

Since this component will not be used for the UC class, I will develop some on-line substitute material. This material may consist of quizzes, writing assignments, outside reading, or other pertinent activities.

If the textbook publisher's on-line material is available to you at no cost, then the syllabus will be revised so you can take advantage of this resource.

**4. IN-CLASS EXAMS:**

**ALL STUDENTS MUST TAKE ALL IN-CLASS EXAMS TO EARN A PASSING GRADE FOR THIS COURSE. THIS INCLUDES THE FINAL EXAM.**

EXAM DATES ARE FIXED (see pgs.6-7 for dates) If University Center is closed due to bad weather on the day of the scheduled exam, the exam will be given on the next class meeting day. Announcements will be posted by the professor on the class website and classroom door as soon as possible.

Make-up examinations will not be given, except for when a student presents documented evidence that hospitalization or unavoidable circumstances prevented their attendance at the exam. Email me as soon as you know you will miss an exam. An unexcused absence for an exam will result in a zero for that exam with no opportunity to make up the missed exam. Make-up exams for excused absences must be arranged with the professor and may be a different exam than the one given in class.

Students will record exam responses on Scantron/answer sheets to facilitate a rapid return of exam scores. Scantron sheets are provided by UC. However, a #2 pencil is required and is the responsibility of the student. Pencils are required for all exams and quizzes.

**4. EXTRA CREDIT:** There will be no extra credit assignments or opportunities – don't ask.

**5. COURSE GRADE;** Course grades will be based on the student's performance on the specified components:

**PSYCH 321 Point Summary:**

Attendance/Participation (10 at 5 pts each)	50
Extra material	100
Quizzes 15 @ 20 pts each	300
On-line material	100
<b>EXAMS</b>	
Highest Unit Exam	125
Next Highest Unit Exam	125
Lowest Unit Exam	50
Comprehensive Final Exam	150
<b>Total Possible Points</b>	<b>1000</b>

**PSYCH 321 Grade Assignment:**

A = 900-1000 pts (90-100%)  
 B = 800 - 899 pts (80-89%)  
 C = 700 - 799 pts (70-79%)  
 D = 600 - 699 pts (60-69%)  
 F = 0 - 599 pts (<60%)

## **6. ACADEMIC DISHONESTY:**

Academic dishonesty is considered to be unacceptable behavior for all members of the University Center community. This class follows the official definitions of academic dishonesty as stated on page 34 of the USD Student Handbook and the policy adopted by the College of Arts and Sciences. For more information, you may access the complete Student Handbook under student policies in the Uportal or by clicking the following address: (this address retrieved on **8-27-12**): [https://portal.usd.edu/portalpages/studentpolicies/loader.cfm?loaderRefresh=true&csModule=security/getfile&PageID=6607&fromPortal=true&KeepThis=true&TB\\_iframe=true&height=500&width=700&CFID=20607016&CFTOKEN=89829900&jsessionid=f03013432c924f5305685e403938661f6e5f](https://portal.usd.edu/portalpages/studentpolicies/loader.cfm?loaderRefresh=true&csModule=security/getfile&PageID=6607&fromPortal=true&KeepThis=true&TB_iframe=true&height=500&width=700&CFID=20607016&CFTOKEN=89829900&jsessionid=f03013432c924f5305685e403938661f6e5f)

The consequences for violations of this code of conduct are as follows: A grade of zero will be recorded for the exam or assignment in which the dishonesty occurred. There will be NO opportunity for making up these lost points. If a second offense should occur, the student will receive a grade of an "F" for the semester and a letter will be sent to the Vice President for Academic Affairs and the respective Dean of the individual student's college for his/her degree notifying them of the offense.

This class policy described above is in-line with the following Board of Regents' policy:

- 1. No credit can be given for a dishonest assignment. At the discretion of the professor, a student caught engaging in any form of academic dishonesty may be:*
  - a. Given a zero for that assignment.*
  - b. Allowed to rewrite and resubmit the assignment for credit.*
  - c. Assigned a reduced grade for the course.*
  - d. Dropped from the course.*
  - e. Failed in the course.*

**7. DISABILITY ACCOMODATIONS:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of Disability Services as early as possible in the semester.

**8. FREEDOM IN LEARNING:** Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

## **My General Philosophy**

Class attendance is critical. We will be blasting through this material at the rate of two chapters per class meeting.

Interacting with the material outside of class is of equal importance. Main campus students get a bunch of additional material with D2L, text book website, and teaching assistants. They even get lecturers who have office hours.

Y'all are pretty much on your own.

So, make friends in class. Form study groups. Do the on-line exercises I hope to provide. Read the chapter BEFORE class. The material will be familiar and you might catch one of my errors.

Participate in classroom discussions – they allow you to intellectually interact with the material while it's fresh.

I HATE asking students to risk life and limb driving in when the weather is bad. But South Dakota winters are why we love it here – right?

That being said, I have a 54 mile drive each way. Ten of those miles are rural roads. Even if the Interstate is open, my roads may not be plowed. I may be a bit foolhardy but I'm not crazy. If it looks dangerous, I won't come in.

I'm looking into buying a multi-person Skype account but there are 32 of you so that's spendy. There should be a tech solution to the blizzard problem. It's in-work.

Speaking of tech...

Laptops/Tablets: Recent studies show that laptop note takers make, on average, lower scores than manual note takers. And, so do the folks sitting around them.

Cell phones: Just don't. I realize that some of you have on-call jobs, are parents, and/or take care of other folks. So, I won't bring my phone jammer. But just don't.

Other devices: Again, just don't.

If I see you using *any* device during exams, it's an instant zero.

The material should be interesting to you. I'll try to make it relevant to your career and your life. But buckle up 'cause it's going to be a mad dash.

## **CLASS SCHEDULE AND ASSIGNMENTS**

This schedule is the *planned* schedule. If University Center or the Interstate is closed due to bad weather on the day of a scheduled exam, the exam will be given on the next class meeting day. Modifications to this schedule will be posted to the class website.