

PSY 1100-01
Human Development Across the Lifespan
Fall, 2006
John T. Jones, Ph.D.
McDonald 103
1:00 – 2:15 TR

Contact Information:

OFFICE: McDonald 220
OFFICE HOURS: 12:00-2:00 M and 12:00-1:00 TR (or by appointment)
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TEXT: Feldman, R. S. (2006). *Development across the life span*. (4th ed.) Upper Saddle River, NJ: Pearson.

I. Purpose of the Course

This course will provide you with a broad, general introduction to human development -- its basic subject matter, its approaches to gathering and evaluating evidence about the causes and correlates of behavior, and also the means by which psychological knowledge can be applied to improve the quality of individual and communal life.

II. Objectives of the Course

1. **Knowledge of Human Development**. This is the only goal I will evaluate directly by examinations. It includes: (a) awareness of major psychological approaches to the study of human development; (b) awareness of major problems/issues in the field; (c) knowledge of research findings, concepts, and basic terminology; (d) understanding of developmental psychology's methodology and its limitations. Because you need to learn a lot in one short semester, your reading will be important as will your attendance at lectures.

2. **Development of scientific values and skills**. These are important attitudes and skills but are difficult to evaluate objectively. Some of these are: (a) stimulation of intellectual curiosity about human development; (b) appreciation of the scientific method; (c) recognition of individual bias in experimentation, observation, and reporting of what has been observed or measured; (d) a critical attitude toward all generalizations, and an ability to evaluate them on the basis of the evidence upon which they claim to be based. I hope to give you a good understanding that psychologists are people. Their theories and experiments depend on their humanness--their emotion, their biases.

3. **Personal development.** Personally, I feel this is the most important goal in the course. However, you will be the best judge of whether this goal has been attained. Keep in mind, however, that you might not see the evidence for a long time. Ideally, contact with psychological knowledge should: (a) increase your understanding and tolerance of the behavior of other people, especially a greater acceptance of what is labeled "deviant," "abnormal," "pathological," "crazy," or "different"; (b) create a better understanding of forces that limit or prevent your freedom of choice and action—like temperament, attachment experiences, traumatic memories, unrewarded experiences, punishment, low self-esteem, shyness, pressures to be recognized, approved of, accepted and maybe even loved, as well as your future expectations, aspirations, and responsibilities, security, death, and others; (c) stimulate your curiosity to explain why people (and you) turn out as they do; (d) develop intelligent skepticism about accepting unwarranted "truths"-- psychology in everyday life, statements made in the mass media, as well as pronouncements made by "credentialed authorities;" (e) promote growth of character virtues, as stimulated in lecture and through your readings and projects.
4. **Enjoyment!** Human Development/Psychology is interesting (would I kid you?). I hope that everyone in the class not only learns but also has fun while learning about people.

III. **Specific Goals of the Course**

What I ask you to learn depends on my values and experiences. What you will learn or not learn depends on your values and experiences. To help you understand why I have some of the goals that I do, I want to tell you some of my experiences. My goals are underlined in the following paragraphs.

First, I love psychology. I love it passionately. And I want others to be as enthusiastic and excited about it as I am. When I took my first psychology course, I was a freshman at Idaho State University, majoring in ecology. Although I am also passionate about the outdoors, and hoped to find a career that would allow me to work there, I struggled to find a lot of meaning in the chemistry and biology I was studying. In Psychology, however, it was different. People are fascinating---and psychology told me interesting things about people. I want to help you understand why and how people develop and behave as they do. Therefore, this course should summarize what is known from the various fields of psychology. The most efficient way to do this is **not** for me to lecture on it, but to let you read your textbook carefully and consistently. There is much reading, as you would expect with a text that surveys the whole field of Human Development. But the material is summarized well, and Feldman brings out the important points in each chapter. In general, my goal in lecture will not be to review the book. I assume that you are able to competently review the book on your own. Rather, I will highlight interesting findings, to breathe life into the experiments mentioned in the text, to provide memorable experiences for you to anchor your learning to. Both what we cover in lecture and what you read in the book will be important. I want to **supplement** the book with the lecture, not duplicate the

book.

How have psychologists found out about the behavior of people? Largely through experimental investigation. The psychologist is characterized by her or his commitment to an empirical (finding how nature behaves by observational, experimental, and numerical means) way of knowing; that is, psychologists rely on observation, data, and inference to understand development. I believe that an empirical commitment is one (of several) valid epistemologies (ways of knowing). We all perform informal experiments daily. For example, we test to see whether our spouse or sweetheart is still in love with us. We test to see whether that teacher really means what she says about skipping class. We continually run experiments, collect data, and make inferences. An elderly man was concerned that his wife might be losing her hearing. A psychologist recommended that he test the extent of hearing loss. He waited until she was preparing dinner and positioned himself 15 feet away. Cupping his hands, he yelled, "What's for dinner?" She didn't turn. He moved to 10 feet and yelled, "What's for dinner?" No response. He moved to five feet: "What's for dinner?" Slowly she turned, and glaring said, "Meat and potatoes for the third and last time."

My commitment to empiricism as one valid way of knowing has some practical implications for you. (a) I will expect you to be familiar with the classic experiments in the field. I would hope that you will know (and be able to discuss with your friends) what happened during many important experiments in psychology. (b) I will emphasize experiments in class. I will expose you to the experimental method in class so you can see the advantages and disadvantages of the method.

Why should you learn about human development? For two reasons. First, it is interesting. Second, it may be useful to you. So I want you to enjoy finding out about the development of people and to be able to apply some of this knowledge to your life.

IV. Class Policies

A. I know that it is unnecessary to admonish you, so let me merely express my confidence that you will **behave honorably**. That's important to me and (I'm sure) to you. That means that I expect that you do not cheat and that you bring to my attention your knowledge of cheating that others might do. Remember that cheating involves both getting help and giving help on evaluated tasks that are supposed to be done independently (e.g., tests, quizzes, written projects).

B. **Arrive on time. I will call roll between 1:00 and 1:05.** If you are not present during roll call, you will be counted absent. If you are having trouble making it on time, please let me know.

C. **Do not talk excessively during lecture (e.g. when I am talking).** I know this is tough, but this includes not talking during the last three minutes of lecture. Occasionally, people will start putting up their material and talking as we near the end of lecture. Don't be that person.

D. **Avoid leaving lecture early.** Not only is this distracting to your fellow students, it's distracting to me. I do understand that occasionally people must miss part of a class. **If you intend to do so, please let me know and then sit near the door if possible**, so you can slip out without distracting everyone.

E. **If you have questions, please ask.** You may try to see me after class, but don't get frustrated if there is not time. Best: come by my office during office hours or set up an appointment with me. You are my priority at DSC. We can find a time that works for both of us.

F. **Attendance: I will take attendance for administrative reasons. If you are struggling and come to me for help (which I always encourage), one of the first things I will do is to check your attendance record.**

You will also be rewarded for your attendance by having the opportunity to earn between 15 and 30 bonus points via the Random Study Quiz (RSQ). This quiz will be given at random throughout the semester. Sometimes it will be given at the beginning of class, sometimes at the end, and sometimes, during the middle, sometimes not at all. Receiving these few extra points is a reward for completing your readings and your attendance. One study found that the best predictor of class grades was **regular class attendance**. Attend lecture.

G. **Notes.** Almost all of my “notes” will be projected to the screen at the front of the class from the computer, which you can copy as you see fit. I do not and will not provide a copy of my notes/slides. That would be spoon feeding, and I will not spoon feed you psychology because you will learn very little that way. YOU are responsible for your own learning!

H. **Grade checks.** If you need me to verify your grade for athletic/scholarship/financial aid purposes etc....you must either come see me during office hours or make an appointment. Furthermore, I will ONLY report your grade on the official form provided for this purpose.

V. **Exam Policy**

1. **YOU MUST DROP ONE GRADE** of the four hourly examinations. **You cannot drop the Final Exam.**

YOU MUST DROP ONE OF THE FOUR HOURLY EXAMS.

YOU CANNOT DROP THE FINAL EXAM.

2. **On the four hourly exams, there will UNDER NO CIRCUMSTANCES be make-ups or early exams.** *If you cannot take the exam at the time it is offered, you receive a zero.* Presumably you will drop that grade. If you miss a second test and have a legitimate excuse (legitimate means that you face dire circumstances like serious documented injury/illness)

contact me and we will arrange for a make-up. The make-up will be different from the exam taken by others in the course.

NO MAKE-UP EXAMS

Let me tell you why you must drop one grade. People have excellent reasons for missing exams. Some of these reasons include illness, official university functions (like athletic teams, chorus trips, etc.), court dates, jury duty, sick relatives, surprise work obligations, and many other excellent reasons. However, I believe that (1) make-up exams are not fair to others who aren't allowed to take them, (2) you should not have to justify your absence at one of the exams, and (3) you shouldn't put me in the position of judging the validity of your excuse. Thus, I declare all excuses to be valid--for missing one exam. Because you cannot foresee the future, **try to avoid missing any exams.**

Note: Missing an exam and getting a zero for that exam does not damage your grade. You had to drop that grade anyway.

The following sad story always arises during the semester. A student says, "I didn't have time to study for exam 1, and I bombed it. I had counted on dropping that grade. Then I had a legitimate emergency at exam 2 and had to miss it. Can't I take a make-up? Please?" Unfortunately, the answer is "I am truly sorry, but no make up tests are allowed for the first exam missed." I really am sorry about those instances, but the best rule of thumb is to study hard for every test, make every test count, and take the tests even if you feel unprepared. Unforeseen emergencies happen. Stuff, as they say, happens.

It isn't the no make-up policy that damaged this student's grade. It was failing to study for Exam 1. Many professors do not allow any grades to be dropped. I would be within the norm of the college to not allow you to drop any exam grades. (Students do not have a **right** to drop a grade.) The fact that I allow one exam grade to be dropped is, I believe, a reasonable thing to do that allows an unexpected mercy if you have an emergency. Don't treat it as a "right" you deserve.

What about missing two exams? You must question whether you should take the present section of PSYC 1100 if you cannot attend but half of the exams. Please don't miss two exams; however, as I said earlier, I'll work with you to allow you to make up a second missed exam **if it is unavoidable** to miss a second one. (This assumes a legitimate excuse; not feeling prepared is NOT a legitimate excuse.

3. Exams 1-4 will **not** be comprehensive; those exams will cover only the material since the previous exam. Each exam will consist of questions from both the book and lecture.

4. **The Final Exam will be cumulative (over the entire book and lecture).** It may **not** be dropped. It counts 250 points. NOTE WELL: **YOU MAY NOT DROP THE FINAL EXAM.**

DID I REMEMBER TO TELL YOU THAT YOU CANNOT DROP THE FINAL EXAM, BUT THAT YOU MUST DROP ONE OF THE FOUR HOURLY EXAMS? (Also that there will be no make-up exams.)

5. Exams 1-4 will be given at the testing center. Bring two No. 2 pencils to all exams, and bring your **STUDENT ID**. If you do not bring your student ID to the testing center, you will not be allowed to take the exam. Do not bring any other material (e.g., no books or papers).

6. You will have a window of 2 days to go to the testing center to complete your exam (between the hours of 1:00 p.m. and 10:00 p.m. on Mondays and 9:00 a.m. and 10:00 p.m. on Tuesdays). Once you enter the testing center and are given the exam, you will have one hour to complete it.

7. The final exam will be taken in class at the scheduled time (see below).

8. I want people to do well on exams.

9. If you have a question about your score on the exam, come by my office during office hours or set up an appointment with me. We can go over the exam to make sure it was scored correctly. You can also ask for clarification regarding exam questions. **DON'T ASK ME TO CHANGE YOUR GRADE. NOT KNOWING AN ANSWER WILL NEVER BE REWARDED ON AN EXAM.**

VI. Earning Points in the Course

A. **Hourly Exams**: Taken at the testing center.

<u>Exam</u>	<u>Dates</u>	<u>Points</u>
1	(M/Tu) - Sep 11-12	150
2	(M/Tu) - Oct 9-10	150
3	(M/Tu) - Nov 6-7	150
4	(M/Tu) - Nov 27/28	150

Total for Exams **450 pts.**

B. **Comprehensive Final Exam**: Taken in class.

Final: Tuesday, Dec. 12th from 12:30-2:30 (**250 pts.**). This may not be dropped.

Class Project: In order to apply what you are learning about human development, you will have

an independent project (worth **150 points**). You will have two options (choose one):

Option I: The first option involves an extensive interview (perhaps several sessions over the course of the semester) with an older member of your family (at least 60 years of age) with regard to the individual's biosocial, cognitive, and psychosocial development. You will be provided questions to address in the interview, but you are encouraged to individualize your interview with your own questions as well.

Option II: The second option involves writing a thoughtful paper in which you apply the developmental concepts learned in this course to your own life. Due dates are included on the attached schedule. Late papers are accepted, but a penalty of one letter grade per day is incurred. Additional information about the projects will be provided in class.

Due Thu. 12/7 by 2:15 p.m. (subtract 5% for every hour late).

Summary of Points Possible:

Hourly Exams	450
Comprehensive Final Exam	250
Class Project	150

Total	850
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VII. Grading Policy

1. Standards

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

You can convert the points you have earned into a percentage by using the following formula.

Points you earned ÷ Points possible = your percentage

2. I typically give credit for questions that are answered incorrectly by seventy percent of the class or more.

3. **At no time during the course will grades be curved.** Your point totals determine your grade, not how other people perform.

VIII. Schedule for Course Assignments

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
<u>Area I: Beginnings/Infancy</u>		
8/22	Introduction to Course	Syllabus
8/24	Genetics and Prenatal Development	Ch. 2
8/29	The Competent Newborn	Ch. 3
8/31	Infancy: Cognitive Development	Ch. 5
9/5	Infancy: Social and Personality Development	Ch. 6
9/7	Infancy: Social and Personality Development	Ch. 6
9/11-12 Exam I: Given at the testing center. (No class on Thu. 9/12)		Ch. 2-3,5-6
<u>Area II: Preschool – Middle Childhood</u>		
9/14	Preschool: Cognitive Development	Ch.7
9/19	Preschool: Social and Personality Development	Ch. 8
9/21	Preschool: Social and Personality Development	Ch. 8
9/26	OPEN	
9/28	Middle Childhood: Cognitive Development	Ch. 9
10/3	Middle Childhood: Social and Personality Development	Ch. 10
10/5	Middle Childhood: Social and Personality Development	Ch. 10
10/9-10 Exam II: Given at the testing center. (No class on Tue. 10/10)		Ch. 7-10
<u>Area III: Adolescence – Early Adulthood</u>		
10/12	NO CLASS: Semester Break	

10/17	Adolescence: Physical Development	Ch. 11
10/19	Adolescence: Cognitive Development	Ch. 11
10/24	Adolescence: Social and Personality Development	Ch. 12
10/26	Adolescence: Social and Personality Development	Ch. 12
10/31	Early Adulthood: Cognitive Development	Ch. 13
11/2	Early Adulthood: Social and Personality Development	Ch. 14
11/6-7 Exam III: Given at the testing center. (No class on Tue. 11/7)		Ch. 11-14
<u>Area IV: Middle - Late Adulthood</u>		
11/9	Middle Adulthood: Social and Personality Development	Ch. 16
11/14 NO CLASS: Career Day		
11/16	Late Adulthood: Physical Development	Ch. 17
11/21	Late Adulthood: Cognitive Development	Ch. 17
11/23 NO CLASS: Thanksgiving		
11/27-28 Exam IV: Given at the testing center. (No class on Tue. 11/28)		Ch. 16-17
11/30	Late Adulthood: Social and Personality Development	Ch. 18
12/5	Late Adulthood: Social and Personality Development	Ch. 18
12/7	Open (Class project due by the end of class)	
12/12	Final Exam: In class between 12:30-2:30 p.m.	All Chapters except: 1, 4, 15, 19

STUDENTS WITH SPECIAL NEEDS: If you are a student with a medical, psychological, or learning disability and would like accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine your eligibility and determine the appropriate accommodations related to your disability.

TIPS FOR SUCCESS IN THIS COURSE:

- A. Attend class regularly**
- B. Keep up with the readings (do the reading listed for each day BEFORE coming to class that day)!**
- C. After class, go through your notes and highlight/review the corresponding ideas/concepts in the textbook. This is the most important material.**
- D. Get notes from a fellow student if you must miss class.**
- E. Be methodical/systematic in your test preparation. Be willing to make sacrifices toward a better grade.**
- F. Over-study: As you study things will start to feel familiar. Don't mistake this for knowledge. When things feel familiar, your about half way there.**
- G. Come see me if you have any doubts about what it takes to succeed in this class.**