

BLOOMSBURG UNIVERSITY
Department of Psychology
Course Syllabus

Course: Lifespan Psychology (3 credit hrs.)

Catalog # Psych 210.03

Spring 2014

Web: WWW.LEITZEL.COM

Office: McCormick 2123

Instructor: Jeffrey D. Leitzel, Ph.D.

Phone: (office) 389-4232 (mobile) 650-6286, (fax) 389-2019

Best way to contact is via e-mail: jleitzel@bloomu.edu

Course Schedule: M W 6-7:15 pm

Office hours: M W F 12 noon-1pm, W F 8:15-9:15 am

Description: This course is an introduction to human development across the lifespan. This course will survey the empirical findings from the biological, psychological and sociological literature that articulate the major developmental tasks and issues that are germane to each major developmental phase. Every effort will be made to represent the complexity of the issues involved. The teaching methods employed will include readings, lecture, discussion, classroom exercises, audiovisual aids, and student presentations.

Course Objectives: After successfully completing this course, the student should be able to:

- Articulate the similarities and differences between the major theoretical models in developmental psychology.
- Express the major developmental phases, and their inherent issues, across the lifespan.
- Understand the differences between normative and pathological outcomes within each of the developmental phases.
- Critically review empirical studies within developmental psychology.
- Appreciate the complexity of variables that impact upon human development across the lifespan.

Required Materials:

1. Dacey, J. S., Travers, J. F. & Fiore, L. B. (2009). Human Development Across the Lifespan (7th ed.). New York: McGraw Hill.

2. Turning Point Response Card XR Classroom Response Device a.k.a. "Clicker" – must be registered online. See the documentation on BOLT for directions to register and use your device.

Course Requirements:

1. Class Participation - Attendance is required, 10% of the final grade will be based on class attendance and participation. Active, thoughtful participation in class, demonstrating an understanding of the material, is expected in order to earn full credit. I do keep track of late arrivals and count each three as an absence. If you arrive late, it is your responsibility to see me at the end of class and ensure that I change you from being absent. Two absences are allowed without any penalty. Missing more classes beyond those allowed results in a reduction of your participation/attendance grade of 0.75 pt. per additional absence. This grade is based on both attendance **AND** participation in class. Thus, if you sit silently throughout most of the semester, you will not receive a high grade in this area.

2. Oral Presentation – Students, working in pairs (or individually, or in groups of three in limited cases), will choose a topic from the list provided by the instructor to research, prepare, and present in class. Each team will distribute to their classmates a brief outline or summary of their presentation and key references related to their topic at the time of their presentation. Each student team will submit to the instructor, **via e-mail three multiple-choice questions, with four response options**, based on their presentation (**failure to submit questions via e-mail in the appropriate format on or before the date of the presentation will adversely impact on the grade for this assignment**). A sampling of these questions will be included on the exams, so it will be to your advantage to be present and attentive. The presentations should be 10-15 minutes, with 10 minutes (not including any time spent reviewing your questions) being the absolute minimum (shorter duration will adversely affect grades). For a solo presentation, the time frame is 5-10 minutes and for a group of three it is 15-20 minutes. Time for discussion will be allowed following each presentation. Presentations will begin the third or fourth week of class. Because of the limited time to prepare, the expectations for the presentations will not be as high for those students who present during the first week of the presentations. At least one of the sources utilized in preparing the oral presentation must be from a psychology (or related field) professional journal. If you have any questions about whether the source you have found is appropriate, you should review it with the instructor. A checklist is available at the course page to help you ensure you have done everything correctly for this assignment; I encourage you to utilize it.

Need help with some library research? Katie Yelinek is the librarian assigned to our department. She can help you find articles and books, cite information, or track down material not held in the library. Feel free to stop by her office (Andruss Library 241), send her an email (kyelinek@bloomu.edu), or give her a call (570-389-4228). Her office hours vary, but generally she's in the library Monday to Friday from 8am-4pm.

3. Examinations - There will be four examinations, three during the course of the semester and a final exam. The exams will cover all assigned readings, class discussion, lecture, videos or other media presented in class and student presentations. Format will be primarily objective test items (multiple choice). Any student missing the exam will not benefit from any curve that may be applied to exam grades. That is, their raw score will determine their grade for the exam. Thus, there is a strong advantage to taking the exam as scheduled. Failure to make arrangements to take the exam prior to the next regular class meeting will result in a grade of zero for that exam. Examination grades will be curved if necessary.

Bloomsburg University is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (PRP3512). Academic dishonesty of any sort can result in a zero for the assignment in question and a failing grade for the course.

4. Quiz Questions - At the beginning of the coverage of most chapters, we will start things off with a three question quiz. There will be another two questions around the middle of our coverage of each chapter. These quiz questions will be answered using turning point classroom response device. We will have a total of five questions for each chapter. I anticipate giving at least 10 of these, possibly more. Students can earn up to ten points, by answering 80% or more of the total number of these questions correctly, students answering less than 80% of the questions correctly will receive a prorated portion of the 10 points. Absolutely no make ups of the reading checks will be given for any reason. If you arrive late for class and a quiz is in progress you will not have "extra time" to look at the questions, though you will be able to answer whatever questions time permits. Feedback will be given immediately.

Grading: Grades will be assigned for this course based on 100 possible points with each assignment weighted as follows:

Class participation/attendance	15 points	Quiz questions	10 points
Exam #1	10 points	Oral presentation	15 points
Exam #2	15 points	Final examination	20 points
Exam #3	15 points		

Grade Ranges: A = 90-100 B = 80-89.9 C = 70-79.99 D = 60-69.9 F = <60

Tentative course schedule (subject to change, any changes will be discussed in class and substantial changes will be posted to the course web page):

<i>Week of</i>	<i>Topic(s)</i>	<i>Reading(s)</i>
1-20	Introductions review syllabus/course requirements	
1-27	Select partner/oral presentation topic, research Library instruction session Wednesday 1-29-14 Class meets in Andruss library Rm 243	Chapter 1
2-3	Theories of development (cont.)	Chapter 2
2-10	The beginning of life, biological processes Pregnancy and birth	Chapter 3 Chapter 4
2-17	Finish pregnancy & birth Exam #1 (Chapters 1-4)	
2-24	Infancy: physical and cognitive development Infancy: psychosocial development	Chapter 5 Chapter 6
3-3	Early childhood: physical & cognitive development Early childhood: psychosocial development	Chapter 7 Chapter 8
3-10	Middle Childhood: physical & cognitive development No classes week of 3-17-14 - Spring Break	Chapter 9
3-24	Middle Childhood: psychosocial development Exam #2 (Chapters 5-10)	Chapter 10
3-31	Adolescence: physical & cognitive development	Chapter 11
4-7	Adolescence: psychosocial development Early adulthood: physical & cognitive development	Chapter 12 Chapter 13
4-14	Early adulthood: psychosocial development	Chapter 14
4-21	Exam #3	
4-28	Late adulthood: physical, cognitive development Late adulthood: psychosocial development	Chapter 17 Chapter 18
5-5	Death/Spirituality	Chapter 19

Please note, while most of the chapters will be covered in class, it is likely that some will not.

Final Exam: Wednesday, May 7, 7:15 pm