Life Span Developmental Psychology
Psychology 40/140
Spring 2017

Location
MW 11 a.m. to 12:15 p.m. – GSB 109
MW 1 p.m. to 2:15 p.m. – NSB 212

Prerequisites: Psyc 49-Fundamentals of Psychology or equivalent

Instructor
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Teaching Assistant
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Course Description
This is a survey course that examines theory and research on the biological, behavioral, and social-contextual domains of development throughout the life span. Class work will extend lectures and readings through discussions, activities, and films. Students are expected to stay current in reading and other assignments and to come to class prepared to participate fully in discussions and assignments. Students are expected to take responsibility for their learning, respect the opinions of others, and uphold the principles of academic freedom and the Mills College Honor Code.

Required Text
Berger, K. S. (2014). *The developing person through the life span* (9th ed.), New York, NY: Worth Publishers.

Additional readings on Blackboard

Course Goals:
- Think critically and understand the value of the scientific method as a way of thinking about questions concerning the causes of behavior, assessment, and intervention in a culturally competent and developmentally appropriate way.
- Possess knowledge of contemporary psychological, especially developmental, principles and theories.
- Find, and to read with comprehension and critical thinking, research studies in the professional literature
- Communicate responsibly and effectively in writing in interpersonal contexts and learn to work in collaboration with others.
- Take responsibility for your own learning.

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Assignments

Course Requirements

Exams. (100 points each) There are 3 non-cumulative take-home exams comprised of a combination of short answer and long answer questions. Exams are open book and must be completed alone. Exams will be made available via Blackboard at least 4 days prior to the due date at 5pm. The due dates for the exams are as follows:

Exam 1	February 22, due by 11:59 p.m.
Exam 2	March 27, due by 11:59 p.m.
Exam 3	May 3, due by by 11:59 p.m.

Study guidelines for exams are provided at the end of the syllabus. The text web site provides supplementary study materials.

Research Reviews (Psyc 40: 3 @ 30 points each; Psyc 140: 1 @ 30 points)

Find and read an original study related to the phase of development we have covered to date. The first review will be beginnings and the first three years. The second will be on early childhood through early adolescence. The third will be on late adolescence through late adulthood. Write a research review using the Research Review Template provided on Blackboard. An example research review is also on Blackboard.

The review includes the table you create to summarize the study and 1-2 discussion paragraphs. The target audience for the review is other students in this class studying life span development. Your discussion should demonstrate a thoughtful consideration of the following:

Paragraph 1

Summarize the study and integrate the study to the topic in your text, lecture, or the Childhood film series (infant – adolescence). The summary must be only one paragraph – 350 words maximum.

Paragraphs 2, 3, etc.

Demonstrate thoughtful discussion of how this study is linked to class lectures, the text, or films. Links to the text must indicate the specific page number from your textbook – this is not APA style, but I want you to be specific as to where you integrate the study with the material we are studying in this class.

Some questions to think about as you prepare to write the discussion section of the review might include the following: What did you learned from this study? What does this study contribute to the science of studying life-span development? Has it changed your understanding of any particular aspect of human development? Your reaction to the study - was there anything in this study that you found especially interesting, emotionally moving, annoying, or surprising? Explain.

Research Paper (Psyc 140)

1) Outline due in Blackboard assignment folder by April 19th by 11:59 p.m. (30 points; basic outline of paper + references)

2) Final paper due in Blackboard assignment folder by May 11th by 11:59 p.m. (100 points) Research a topic related to human development across the life span that you would like to explore in depth. Preview chapters in your text to get ideas. Make an appointment with the professor to get approval for your paper topic. This appointment should occur no later than one week before your outline is due.

Use original research from peer-reviewed scholarly journals or books, such as *Child Development, Developmental Psychology, Attachment and Human Development, Development and Psychopathology, Psychological Bulletin, American Psychologist, Journal of Personality and Social Psychology, Journal of Psychology and Aging, Journal of Personality and Social Psychology, Psychopathology*. Publications such as *Young Children, Sesame Street, Parent Magazine, Time, Newsweek, The New Yorker, The Atlantic Monthly* are not scholarly psychological resources. Review papers or chapters can be used as supplements, but they do not count toward the minimum number of research papers required for this assignment. Check with the professor if you have a question about the suitability of a reference.

This research paper requires a minimum of ***four*** research studies on your selected topic. Complete the summary table of the Research Review Template (see template on Blackboard) as the foundation of your paper and include these tables as an appendix to your final submitted paper. These research reviews will serve as the core studies for your paper. The final paper is a discussion of the topic and why you think it is important to investigate, how the research studies addressed this topic, and your evaluation of the work you have reviewed. Your evaluation should address strengths and weaknesses regarding the studies you selected, your reaction to the studies (e.g., surprising, study done well/poorly), what you have learned from your extensive investigation of this topic, and what you think the field should investigate in future research related to this topic. You may find that completing the discussion portion of the review template helpful in formulating your final paper. Your first research review *cannot* count towards the 4 research study minimum, though you may incorporate it into the paper if you choose to write about a related topic.

This is a psychology course and journal papers published in Education journals may be used as a supplement but do not count for the required research paper minimum (e.g., *Journal of Education of the Young Child*). Papers posted on the internet are typically not peer-reviewed and, therefore, are not likely to be acceptable for this assignment. Sometimes researchers post their published papers on the web and these papers may meet the requirement. Resources appropriate for this class can typically be found using Academic Search (Select data bases Psyc Lit, Psyc Info, and ERIC to your search) and Science Direct.

The audience for this paper is students in this class – that is, students taking life-span development. Papers length should be no more than 10 pages of text, not including cover page and references. All papers should be written in APA 6th ed. style. Include the core four research review tables as an Appendix.

Optional Extra Credit
Media Paper (10 points)

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Pick a movie and identify 2 to 3 developmental concepts that are depicted in the film. Identify and descibe each developmental concept and explain how what happens in the film is a clear example of the concept you have described. Make the links between what was seen in the film and your textbook and/or other readings clear in your paper.

The concepts can be anything you have learned about from the textbook, readings, or lecture slides. For example, this includes but is not limited to: Developmental milestones/phenomena; cognitive development and intelligence; theories of development in action, such as social learning theory or sociocultural theory; development in a specific domain, such as gender development; family structures, such as divorce; parenting and parenthood; the coparenting relationship; parent-child relationships; grandparent-child relationships; intergenerational cycles; pregnancy; teen pregnancy; teaching, learning, and schooling; developmental disorders, such austism; adolescent romantic relationships; adolescent delinquent behavior; identity development/identity crisis in adolescence and emerging adulthood; aging; grandparenthood; caregiving for family members; death and dying.

Paper length should be 2 to 5 pages, not including cover page/references. Papers longer than 6 pages will not be accepted. Paper format must conform to APA 6th ed. Links to the text must indicate the specific page number from your textbook – this is not APA style, but I want you to be specific as to where you are getting your information. Papers that only cite lecture notes will receive significantly lower grades. The textbook should be your primary source and you are only required to cite the textbook, though you may cite additional scholarly resources as well (see description of 140 Research Paper for information on what is considered a scholarly resource).

This optional extra credit assignment may be submitted at any time in the semester, and you are encouraged not to wait until the very end. The final day to submit this paper is, May 1st at 11:59pm.

In-class assignments (1 point)
Small in-class assignments will be assigned randomly throughout the semester. There will be at least 3 opporutnities for in-class extra credit; the total number offered is at the discretion of the professor. These will not be announced in advance, so you must come to class if you want the opportunity to earn the extra credit.

Grading and Professional Expectations

Course grades are based on the total accumulation of points accrued from exams and papers. Attendance is not required; however, students who miss a significant number of class meetings may receive grades lower than their point total depending on the number of absences. Grades are assigned using the following percent distribution: A+: 97-100; A: 93-96.99; A-: 90-93.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-89.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 63-66.99; D-: 60-62.99; F, 59.99 and below.

Lower Division Students (Psyc 40)		**Upper Division Students (Psyc 140)**	
Exam 1	100 points	Exam 1	100 points
Exam 2	100 points	Exam 2	100 points

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Exam 3	100 points	Exam 3	100 points
Research Review 1	30 points	Research Review 1	30 points
Research Review 2	30 points	Final Paper Outline	30 points
Research Review 3	30 points	Final Paper	100 points
Total	**390 points**	**Total**	**460 points**

Pay attention to due dates, APA style, and the Mills Honor Code requirements. The honor code should be included on all written work. One point will be deducted from any assignment that does not include the honor code.

> **Honor Code for written work:** I have neither given nor received aid on this assignment and I have completed it as specified.

APA Style

APA style 6th ed. is required for all written work submitted in the Psychology Department. Correct use of APA 6th ed. style constitutes 20% of the grade on all submitted papers. APA information, tutorials, and an easy-to-use final paper template are available on Blackboard.

Policy on Academic Integrity and Classroom Expectations

Students are expected to take responsibility for their learning, respect the opinions of others, and uphold the principles of academic freedom and the Mills Honor Code (see Student Handbook for complete description) for written work and class conduct. At Mills College, plagiarism is defined as intentionally or knowingly using someone else's ideas, words, and/or thoughts without properly citing the author. Plagiarism is a breach of academic trust. Plagiarism includes, but is not limited to, copying and pasting material from someone else's work (including pdf's of published papers) and submitting it as your own without appropriate reference citations. All work that is not cited is presumed to be that of the writer.

See the Mills College Student Handbook for a discussion of the honor code. The instructor will decide an appropriate response to academic integrity standards violations. This may include lowering the grade or refusal to accept a particular assignment, failing the course, and/or reporting the incident to the Provost and Dean of the Faculty for further sanction. The honor code summary statement that appears at the end of the Student Handbook description must be signed on all work.

> **Honor Code for written work:** I have neither given nor received aid on this assignment and I have completed it as specified.

Late Work and Make-up Policy

Written assignments are only accepted through Blackboard. All assignments are due prior to the beginning of class on the date the assignment is due (with the exception of final paper research reviews). Late assignments will lose 10% of the total possible points for every day that it is late. A paper that is due at 11:59 p.m. and submitted at 12:05 a.m. is considered late. Computer failures do not constitute an excuse for late work – back up your work.

Make-up exams will be given only under extreme circumstances. Exams are take-homes that students have 4 days to complete. A student who is unable to complete the exam in the allotted time should contact the instructor as soon as possible to make arrangments to complete the exam in a timely manner.

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Classroom Expectations
Students are expected to arrive promptly to class, turn off cell phones, and follow the guidelines set forth in Student Handbook section that describes the Mills Honor Code.

Blackboard
This course uses Blackboard for distributing course materials and *submitting all written work, including exams*. Check for lecture supplements on Blackboard prior to each class. The Blackboard web address is: https://mills.blackboard.com. Students can also get to Blackboard through the Mills Portal.
The assignment file name should be formatted as follows: **your last name_Assignment Name**, *e.g.,* **Reisz_Psyc 40 Research Review 1**

Incompletes
College policy on incompletes: Students qualify for incomplete grades only if they have completed 2/3 of the total coursework and the request for an incomplete is due to unforeseen circumstances. Incompletes must be negotiated with the professor. Students who have not completed substantial coursework should not assume that they will be "given" an incomplete at the end of the semester.

Students with Disabilities
Every effort will be provided to make this class universally accessible. "Reasonable accommodation" is the legal right of people with disabilities and this course is designed to be universally accessible for students regardless of disability or other individual categorization. Students with needs for alternate learning materials or strategies should contact SASS (Student Access and Support Services) in the Cowell Building by calling (510) 430-3241 in order for those accommodations and services to be arranged promptly. Examinations should be scheduled to be taken at the same time that the regular class examination is given. All assignments are due as stated on the syllabus unless other accommodations are made directly with the professor. Do not assume more time will be allotted.

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Course Outline

Date	Topic	Readings	Assignments
Week 1			
Jan. 18	Introduction to course		Review syllabus
Week 2			
Jan. 23	Foundations of developmental psychology	Ch. 1: Science of human development	
Jan. 25	Theories	Ch. 2: Theories of development	
Week 3			
Jan. 30	Genetics & prenatal development	Ch. 3: Heredity and environment	
Feb. 1	Prenatal development, birth, and bonding	Ch. 4: Prenatal development and birth	
Week 4			
Feb. 6	Infancy: Neurological and motor	Ch. 5: The first two years: Biosocial development	
Feb. 8	Infancy: Cognitive development	Ch. 6: The first two years: Cognitive development	
Week 5			
Feb. 13	Infant social-emotional development	Rosenblum, Dayton, & Muzik (2009). Infant Social and Emotional Development: Emerging competence in a relational context. In C. Zeanah (Ed.) *Handbook of Infant Mental Health* (3rd ed.; pp. 81-103). New York, NY: Guilford Press.	
Feb. 15	Infant social-emotional development	Ch. 8.4/8c: Injuries and abuse: Child maltreatment	
Week 6			
Feb. 20	President's Day	No Class	
Feb. 22	Parents & caregiving		Exam 1 due at 11:59 pm
Week 7			
Feb. 27	Infancy/early childhood – Language and	Ch. 8: Early childhood: Biosocial development	

	communication		
Mar. 1	Early childhood – Cognitive development	Ch. 9: Early childhood: Cognitive development	
Week 8			
Mar. 6	Early childhood – Social-emotional development	Ch. 10: Early childhood: Psychosocial development	Research Review 1 due by 11:59 p.m.
Mar. 8	Middle childhood: Cognitive development	Ch. 11: Middle childhood: Cognitive development	
Week 9			
Mar. 13	Gender & moral development	Ch. 13: Middle childhood: Psychosocial development	
Mar. 15	Contextual Influences, Puberty & Sexual Maturation	Ch. 14: Adolescence: Biosocial development	
Spring Break – March 20-24			
Week 10			
Mar. 27	Adolescence – Cognitive development	Ch. 15: Adolescence: Cognitive development	Exam 2 due at 11:59 pm
Mar. 29	Adolescence – Identity development	Ch. 16: Adolescence: Psychosocial development	
Week 11			
Apr. 3	Coming of age	Ch. 18: Emerging adulthood: Cognitive development	
Apr. 5	Continuity & change		
Week 12			
Apr. 10	Emerging adulthood	Arnett, J.J. (2007). Emerging adulthood: What is it, what is it good for? *Child Development Perspectives, 1*, 68-73.	Psyc 40: Research Review 2 due by 11:59 p.m.
Apr. 12	Early adulthood: Mate selection and marriage	Ch 19: Emerging adulthood: Psychosocial development	
Week 13			
Apr. 17	Continuity & Change		
Apr. 19	Personality and relationships across adulthood	Ch. 22: Adulthood: Psychosocial development	Psyc 140: Final paper outline due by 11:59 p.m.

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Week 14			
Apr. 24	Cognitive aging	Ch. 24: Late adulthood: Cognitive development	
Apr. 26	Late adulthood: Social-emotional development	Ch. 25: Late adulthood: Psychosocial development	
Week 15			
May 1	Death and dying	Gawande, A. (2010). Letting go: What should medicine do when it can't save your life? *The New Yorker Magazine*, pp. 1-20.	
May 3	Looking across a lifespan		Exam 3 due by 11:59
May 11			Due by 11:59 pm: Psyc 40: Research Review 3 Psyc 140: Final Paper

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Guidelines for Writing Research Papers

Step 1: Decide what the topic of your paper is.

What is the topic of your paper? The topic of your paper should be clear in your mind. It is helpful to write the topic out as a question. Then keep the question in mind as you develop your paper. Your question may change as you actually start to read your source literature or when writing your paper. That's okay. You can always change it. But by the time you are writing the final outlines or drafts of your paper, the question should be clear to you and the reader.

This is a Psychology class. Be sure the central questions are related to the theories or topics raised or that will be raised in the class for which you are writing the paper. Weave in terminology and concepts from this class to help guide your thinking and demonstrate how this class intersects with your topic. Feel free to work ahead in your text to anticipate themes to come if they help you understand better the topic you have selected for your paper. For example, you may select the topic of child abuse for your paper. In order to fulfill the requirements of this paper for a Psychology class you need to make sure that your topics emphasize psychological approaches to child abuse (as compared for example an emphasis on laws, child protective services, sociological models of abuse). These other areas may have relevance to your paper, but they should not dominate the question or the topics covered by your paper.

Step 2: Scientific foundation

A review of the literature must include research or scientifically valid material, unless the assignment asks for only your opinion on a topic. Be sure the reader has a clear sense of what literature you used by carefully referencing the ideas and results you describe. *APA referencing in the body of your paper and an APA style reference section are mandatory. Papers using other methods of referencing are not accepted in this class.*

Step 3: Critical Evaluation

Scholarly papers weave review of scholarly material and positions with your evaluation of this material. Your evaluation ("your voice") is an important element in a paper because it demonstrates that you, the writer, thought about the material about which you are writing. Opinions and personal positions do have a place in scholarship. The reader needs to be clear when you are describing someone else's work vs. describing your own view. Simple opinions or positions that are "I agree" or "I disagree" statements are worthless in scholarly argument building. Opinions and personal position thinking should be grounded in your knowledge of other scholarship when possible (a different researcher got different results, a different theory would make different predictions, the study failed to address certain dimensions that the field or other researchers designate as important to understanding a phenomenon). If the position you are developing includes personal experience and/or observation, they you must say what this is and provide ideas for how the scholarly work you on which you are reporting is strong or could strengthened and why. Weave your own opinion and experience back to scholarship.

Rules of Thumb to Evaluate the Quality of Your Paper

Strong responses:

(1) Identify the problems raised and indicate their complexity

(2) Think about the points of view expressed and explore them in depth

(3) Write a focused, thoughtful examination of the question or theoretical framework.
(4) Develop a point of view presenting strengths and weaknesses of the work as based in research, psychological theory, and perhaps also personal experience.
(5) Nuanced expression of your position: qualify statements and opinions, define terms, and show awareness of psychological, political, social, or ideological levels of meaning.

Weak responses:
(1) Vague, lack focus, a first impression – the "knee jerk" paper
(2) Description or narrative dominates: inadequate theoretical or research framework or background – the "book report" paper
(3) Narrative description emphasizes personal experience and/or opinion over scholarship – the "bedside journal" or "diary" paper
(4) Only one aspect of the issue is presented
(5) The question addressed is more complex than the paper suggests

Suggestions before handing in the paper:
(1) Read the paper out loud making believe someone else wrote it. Then, edit the text. Write questions in the margins, e.g.,
What is the topic of this paragraph?
What is the central question or thesis of this paper?
What assumptions underlay this opinion?
How complex is the question addressed? Does the paper indicate the degree of complexity suggested by the question?

(2) Give the text to another student to read and comment on. Offer to do the same in exchange.

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Psychology Exam Studying Tips

Study regularly by reviewing your notes from class on a weekly basis. Reread your lecture notes on the same day that you were in class.

Make sure that you have complete notes and understand all the concepts in class. Ask questions in class or during office hours when you are confused about something.

Come to class prepared. You will be learning the material for the second time and will have a 'template' of where to place new information when you do the readings in advance.

Do all of these readings.

Learn the terminology well and become familiar to the point of being able to include these terms when thinking about a topic. Make flashcards; write down the terms and definitions. Your text web site provides chapter flashcards.

You may have your own personal term for a concept or phenomenon, but you are required on exams to use the psychology terminology. Make up your own examples of concepts studied in the class. Understand the details of at least one research study that examined a phenomenon when research has been described in class or in the text.

Test yourself on terms and concepts on a frequent basis.
Make up questions and answer them out loud and on paper. If you have written something before, it will be easier to write or modify on an exam. You should practice making up multiple choice, short answer, and essay questions.
Use the web companion to test yourself regularly if the course text has a companion web site.
Do not cram for tests. Give yourself plenty of time to review the material. Studying for an exam should be a review, not learning material for the first time.

Read each exam question carefully and make sure that you understand *all the different parts* to it before answering it. Make a list of points you want to include before writing your answer.

Make sure that you are writing your answers clearly so that the professor knows that you know the material. Explain terms you are using and provide examples. Your test answer responses should aim for the level of detail included in the class.