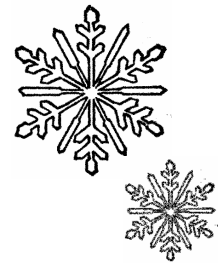


Psychology 215 Lifespan Development

Lane Community College
Department of Social Science
Winter 2020



Instructor: Eric Kim

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office hours: MWF 12:00-12:50, TuTh 10:00-10:50, CEN 410E

web site: <http://media.lanecc.edu/users/kime>

CRN 32020: MW: 8:00 - 9:50, CEN/416



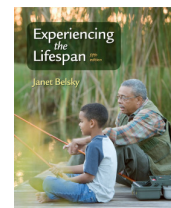
Basic Course Information

Prerequisites:

There are no course prerequisites. You are required to have basic academic competencies and expected to be able to read, write, study, organize and retain information at a college level. This includes spending approximately 2 hours per credit hour per week reading, studying and preparing. For this 4 credit course, this means 8 hours per week.

Required text for Psychology 215: Lifespan Development:

- Belsky, J. (2019). Experiencing the Lifespan, 5th edition.
 - Launch Pad is optional, but recommended. You can sign up for a free trial period.



Course contents:

This 4 credit introductory course will cover twelve of the fifteen chapters, plus the sections of parenting styles in chapter 7. We will NOT cover Chapter 12 (Midlife) and Chapter 13 (Later Life: Cognitive, Emotional, and Social Development).

Lifespan Development will integrate of the biological, psychological, environmental and individual factors that influence human thinking, beliefs and behavior. Certainly, there is room for other perspectives of psychology as well as social sciences to explain thinking and behavior.

Course description:

An introduction to psychological aspects of human development from conception through old age. Topics covered include brain, perceptual, cognitive, memory, socioemotional, and personality development. Theoretical and methodological issues pertaining to the study of development will also be covered.

Why study psychology?

Many of our social problems—crime, war, hate, obesity, drug abuse, climate change, etc. are problems of behavior and thinking. We need to study psychology. If you don't understand some of the factors that influence your thinking and behavior, you will be unable to make the changes in your life that you want and the problems you face will continue.

Psychology might not help you help design the next computer, medicine, or rocket, but it can help us understand and promote the factors that help people flourish and encourage the best of humanity while reducing the factors that make people stagnate and discourage the worst of humanity. Psychology can provide guidance on helping us use technology for positive choices, rather than negative choices. This means thinking critically and evaluating incoming information. Doing this is hard, which is why having others do it for you is easy.

Basic Course Information

Course format:

Class time will mostly be used to cover some of the main concepts in the chapter. I will use videos and audio clips to demonstrate class material, work on in-class exercises, and ask you to apply and connect the concepts to “the real world”. I will integrate current topics with chapters from within this course as well as material from the other psychology courses. In addition, we will explore how understanding psychology relates to the other social sciences, such as criminal law, sociology, economics and politics. These will be done in relation to the core learning outcomes.

I call on students to participate in class. Although I encourage participation in class, this is NOT an open invitation for having a conversation with your fellow students. Conversations in the classroom are distracting for other students.

Lane Community College core learning outcomes:

- Think critically
- Engage diverse values with civic and ethical awareness
- Create ideas and solutions
- Communicate effectively
- Apply learning

Related to the core learning outcomes, I will have you explain why learning about psychology is important, provide opportunities to demonstrate your metacognitive skill, organize information and approach problems systematically.

Web sites:

- **My web site:** <http://media.lanecc.edu/users/kime> You can find short chapter outlines, chapter objectives and, copies of my class notes, point distributions (based on exam scores as your ID), and links to other psychology related resources. You should get copies of the class notes to help you listen, think, and take your own notes during class instead of writing my notes during class. This is a supplement for the course, not a substitute for attending class or reading the textbook.



Basic student code of conduct:

- Work hard
- Be responsible
- Be respectful to others
- Seek help when struggling
- Be honest. Don't lie, cheat or steal

Wisdom for life:



Grades

Grades:

Chapter Exams (3 x 125 pts.)

375 points

Final Exam (125 pts.)

125 points

Non-Exam points (75 pts.)

75 points

A = 500 - 575 pts.

B = 450 - 499 pts.

***C** = 400 - 449 pts.

D = 350 - 399 pts.

Grades are not based on a curve. Keep a record of your points. If your records do not match mine, let me know. Please see me during office hours for help to address your questions or concerns. Pluses and minuses are given at my discretion for exceptional work.

* If you have the pass/no pass grading option, you need to earn a "C" to pass and a "D" is no pass. This is a college-wide policy.

Chapter exams (125 points each):

Exams are usually 62 multiple choice/matching questions (2 point each) plus one point to be taken in 1 hour 50 minutes. Exams that are not 125 points will be scaled to 125 points. Exams may contain multiple-choice that can be based on the readings, class demonstrations, discussions and examples from class, or questions from a previous chapter from the course!

- There will be an opportunity to earn bonus points on the chapter exams for those who take the exam at the scheduled time. These bonus points are optional and are questions from previous chapters. You will need to correctly answer at least 3 of the 12 questions to earn points and these questions can be used as practice for the final exam and an indicator of how well you are retaining information for the final exam.

Comprehensive final exam (125 points):

The final exam will be a comprehensive multiple-choice exam based on the textbook of 62 questions worth 2 point each (plus one point).

- Students who take the comprehensive final exam at the scheduled time, a sheet of notes (8 1/2" x 11", front and back) will be allowed. You cannot use notes if you are taking a makeup final.
- The final exam score may replace a single missed exam with a score of zero (see Missed exam and late work policy), thus making the final exam worth 250 points.
- Students who have an average greater than or equal to 80% (80% of 125 is 100 points) on the first three chapter exams may substitute the final exam score with the average score of all chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all three chapter exams OR the final exam—whichever is greater. I will automatically do this for all who qualify.

Non-exam points: homework and in-class assignments:

There will be in-class group assignments about every two chapters for you to apply the information to your personal life or potential career and due at the end of the class session. These will be worth 6 points each.

On-line practice review quizzing through Launch Pad

Visit the publisher's website (<https://www.macmillanhighered.com/launchpad/belsky5e/12612596>) and sign up for a trial period. Complete the quiz with at least 70% correct for the chapters before the due date exam by 11:59 pm. The due dates are on the website and generally, but not always one day after we complete the chapter. There isn't an online quiz for Chapter 7. These are worth 4 points per chapter.

Missed Exams and Late Work

Attendance:

Attendance is one important element for being successful in any course, though it is not mandatory. If you are going to miss a class, you are responsible for information you missed. If homework is due, you are still responsible for turning it on time. You can have someone bring it in for you, turn it in early, or bring it to the main social science office. If you still can't do any of these to turn in your assignment, email it.

If you email it, it must be

- 1) sent on time,
- 2) sent as an attachment (not as a link to a google drive or google doc),
- 3) printed out by you (not me) and turned in as soon as possible and marked "see email".

Accepting work by email may or may not continue in the future.

In addition, non-exam points may be assigned for activities done in class and missing class may make being successful on exams less likely.

Missed exam and late work policy:

- **Exams:** A zero will be recorded for a missed exam. A single zero can be replaced with the score from the comprehensive final exam (see Comprehensive final exam). Only students who take the exam at the scheduled time may earn bonus points on the exams and use note cards for the exams (if applicable).
- **Homework:** I am not accepting late work for my Psychology 215 (Lifespan Development) course.

Makeup exams:

You can take an alternative makeup exam if you meet one of two conditions.

1. If you notify me by email, voice mail message, or in writing (but not verbally) *in advance* that you cannot take the exam at the scheduled time OR
2. If you provide *documentation* of a health (sick) or legal reason (in court, arrested, ticketed) why you could not take the exam at the scheduled time after you missed the exam.

Makeup exams are to be taken in the Instructional Testing Center (CEN 311). The makeup exam must be taken within 14 calendar days of the original exam or else it will revert to a zero. There are no makeup exams after the last day of class without prior approval. You cannot request a makeup exam if you have not completed a previous makeup exam.

Limitations of makeup exams:

- Only students who take the exam at the scheduled time may earn bonus points. There are no bonus points on makeup exams.
- If applicable, you cannot use notes for the makeup exams. Currently, only the final exam allows notes on exams.
- You can request multiple makeup exams, but you can only have one uncompleted makeup exam at a time.

Being Successful !

General strategies for success:

- Distribute your reading over the week. Minimize reading all at one time or get behind in your reading.
- Learn the vocabulary for each chapter. There are virtual flashcards on the publisher's website and I have paper copies of flashcards on the website.
- Get copies of the overheads from the website.
- Attend, pay attention and participate in class.
- Take notes.
 - Rewrite and review your notes (look up SQ3R or the Cornell Method on Wikipedia), or visit Academic Learning Skills Department.
 - Review your notes daily, before class and at the end of each week.
- Visit your instructor during office hours if you have difficulties, have questions or don't understand the material or any other questions or need assistance with the course.
- Get a good night's rest. People who are deprived of sleep tend to have difficulties concentrating and remembering information.
- The average student needs to spend 2 hours outside of class for every hour in class. This means spending 8 hours a week outside of class preparing for a 4 credit class.

General strategies for preparing for exams:

- Generate a chapter outline and expand it and add more specific details: You should start reading the material as soon as possible and create a general outline of the chapter. As you read the chapter, slowly add detail to your general outline. You can also find an example of a general outline for each chapter on my website and a detailed outline on the publisher's website.
- Read the chapter objectives: Visit the publisher's website and download the learning objectives for each chapter. This can help focus your attention while reading the chapter. When reading the chapter, break the chapter into small sections for studying and distribute your reading to correspond with the topics on the tentative schedule. This will help you learn, organize and remember the concepts. When reading through the chapter, make sure you can determine the important points of each section. If you have questions about this process, come and see me during office hours and we can explore strategies for learning the material.
- Visit the website for this course. I should have identified the number of multiple choice items per major heading for each chapter. This way you know which sections I will focus on.
- Use the on-line resources such as the chapter quizzes and electronic flashcards that can be found on the publisher's website or linked from my website.
- When you finish the chapter it is recommended (not required) that you make a detailed outline of each section to summarize and organize the main ideas. As you read the text, include the images, critical thinking, sideboxes, etc. You ARE tested on them.

DO NOT:

- rely on merely repeating the information over and over to yourself. Elaborate on the information, connect the information with what you already know and organize the information.
- rely on memorizing facts and answers to specific questions. Understand and interrelate the psychological concepts.
- text, blackberry, surf the internet, or have conversations unrelated to class, etc. while in class.
- cram for your exams.

Those who don't pay attention in class, don't read the material, don't attend, don't ask questions, don't study, don't participate, get behind which leads to not paying attention, not reading the material, not attending, not asking questions, not studying and not participating and get even further behind. At the end of the term these people tend to spiral out of control and lead to poorer grades, higher levels of stress, and avoidance of your responsibilities.



Warning
Sudden drop



Resources

Academic Learning Skills Department (Building 11)

The Academic Learning Skills Department provides instruction at both the developmental and transfer levels to prepare students for success in lower division and career/technical courses and in work, family and community settings. The Department uses assessment and placement information to offer sequenced credit courses in reading, writing, English as a second language, math, study skills, and computer literacy. Phone: (541) 463-5439. <http://www.lanecc.edu/als>. Tutoring is available for various classes.

Early Outreach and Referral Program

At Lane Community College, we want every student to be successful. The Early Outreach and Referral (EOR) Program is a campus-wide effort to support students early in the term when they first begin experiencing difficulty in a class. If I feel you are having difficulty in this class (ex. missing classes, missing assignments, and/or receiving low test or assignment scores), I may refer you to an Early Outreach Specialist. Once referred, an Early Outreach Specialist will follow up with you by phone or email to find out how to best support you by connecting you with necessary resources and helping you develop and implement a Success Plan, which may include individual tutoring or other additional services. To help you stay on track and accomplish your goals, your participation in EOR is vital.

Counseling and Advising Center

Academic advising counselors and advisors are available to help you plan your educational program and select classes to meet your goals. Advising services are available on a drop-in basis at the main campus in Building 1, Room 103. For academic advising at the Downtown Center in Eugene, or at the Florence or Cottage Grove Centers, call for availability. For more information, call (541) 463-3200. <http://www.lanecc.edu/counseling/contact-us>

Center for Accessible Resources (building 19, room 265):

To request assistance or accommodations related to disability, contact the Center for Accessible Resources at (541) 463-5150 (voice), 711 (TTY), AccessibleResources@lanecc.edu (email), or stop by building 19, Room 265. Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

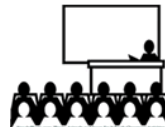
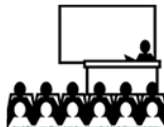
Gender Equity Center (Student Services Building 1, room 202)

- A welcoming place to study and socialize with other students
- A free phone for local calls
- Free use of our computers, with staff assistance available
- Peer support from GEC Ambassadors
- Referrals, and information

Find assistance for academic concerns and personal concerns. Phone: (541) 463-5353. <https://www.lanecc.edu/gec/womens-center>



Tentative schedule



Week of...	General Lecture Topic(s)	Associated reading
Mon., Jan. 6	<ul style="list-style-type: none"> • Introduction to Lifespan Development • Chapter 1: The People and the Field 	The syllabus Chapter 1
Weds., Jan. 8	<ul style="list-style-type: none"> • Chapter 1: The People and the Field • Chapter 2: Prenatal Development, Pregnancy and Birth 	Chapter 1 Chapter 2
Mon., Jan. 13	<ul style="list-style-type: none"> • Applying your knowledge #1 • Chapter 3: Physical and Cognitive Development in Infants and Toddlers 	Chapter 3
Weds., Jan. 15	<ul style="list-style-type: none"> • Chapter 3: Physical and Cognitive Development in Infants and Toddlers • Chapter 4: Emotional and Social Development in Infants and Toddlers 	Chapter 3 Chapter 4
Mon., Jan. 20	NO SCHOOL—MARTIN LUTHER KING JR. DAY	
Weds., Jan. 22	<ul style="list-style-type: none"> • Chapter 4: Emotional and Social Development in Infants and Toddlers • Applying your knowledge #2 	Chapter 4
Mon., Jan. 27	<u>Exam #1 (Chapter 1-4)</u>	
Weds., Jan. 29	<ul style="list-style-type: none"> • Chapter 5: Early Childhood • Chapter 6: Middle Childhood 	Chapter 5 Chapter 6
Mon., Feb. 3	<ul style="list-style-type: none"> • Chapter 6: Middle Childhood • Applying your knowledge #3 	Chapter 6
Weds., Feb. 5	<ul style="list-style-type: none"> • Chapter 7: Settings for Development: Home, School and Community • Chapter 8: Physical Development in Adolescents 	Chapter 7 Chapter 8
Mon., Feb. 10	<ul style="list-style-type: none"> • Chapter 8: Physical Development in Adolescents • Chapter 9: Cognitive, Emotional and Social Development in Adolescents 	Chapter 8 Chapter 9
Weds., Feb. 12	<ul style="list-style-type: none"> • Chapter 9: Cognitive, Emotional and Social Development in Adolescents (Radio Story: Fresh Air with Frances Jensen) • Applying your knowledge #4 	Chapter 9
Mon., Feb. 17	NO SCHOOL—PRESIDENT'S DAY	
Weds., Feb. 19	<u>Exam #1 (Chapter 5-9)</u>	
Mon., Feb. 24	<ul style="list-style-type: none"> • Chapter 10: Emerging into Adulthood • Chapter 10: Emerging into Adulthood, TED talk: Why 30 is Not the New 20 with Meg Jay 	Chapter 10 Chapter 10
Weds., Feb. 26	<ul style="list-style-type: none"> • Chapter 11: Social Development: Relationships and Roles • Chapter 11: Social Development: Relationships and Roles 	Chapter 11 Chapter 11
Mon., March 2	<ul style="list-style-type: none"> • Applying your knowledge #5 • Chapter 14: The Physical Challenges of Old Age 	Chapter 14
Weds., March 4	<ul style="list-style-type: none"> • Chapter 14: The Physical Challenges of Old Age • Chapter 15: Death and Dying 	Chapter 14 Chapter 15
Mon., March 9	<ul style="list-style-type: none"> • Applying your knowledge #6 (Chapter 14 and 15) • Applying your knowledge #7 (Chapters 1-11, 14, 15) 	
Weds., March 11	<u>Exam #3 (Chapter 10, 11, 14, and 15)</u>	

Mon., March 16 8:00 am, FINAL EXAM*

*Students who have an average of 80 – 100+% on the first three exams may choose to substitute the score for the final exam with the average of all of their exams.