

SYLLABUS
Life Span Development
Summer Quarter, 2015
Lecture Time TBD

Instructor: Michelle McDonnell, MA
mmcdonnell@llu.edu
Office hours: by apt.

Course Description

This course is a general survey of life span development. We will cover key themes, theories, empirical findings, and critical issues from birth through the end of life. Our main focus will be on physical, cognitive, and psychosocial development across major stages of the life course.

Required Readings:

Text: Berger, K. (2010). *Invitation to the Life Span*. Worth Publishers. (NOTE: 2009 edition is also O.K.)

Readings

You are responsible for all readings assigned in this syllabus. It is strongly recommended that assigned readings be completed before class. The material from the assigned readings may appear on the exams whether or not it is covered during class (although material covered in lectures will be emphasized). You will probably understand the course content best if you work through the assigned material first (outlining and summarizing them in your own words). Then go back and revise your outline/summaries as needed on the basis of the class lectures.

Make-Up Exams

Make-up exams will be given only if students make *prior arrangements* with the instructor. Otherwise, *no make-up exams will be given*. An unexcused absence from a scheduled exam will result in a score of zero.

Quizzes

There will be a 4 to 6 question quiz at the end of each lecture covering information from that lecture. The answers to these questions will be reviewed at the beginning of the next day's lecture. The lowest three quiz scores will be excluded when calculating the final grade.

Final Paper

Life span development is a broad topic with a plethora of research. Due to the exorbitant amount of information and potentially limitless research questions available, the final paper is meant to allow the students to formulate their own research plan. For the course, you will write an eight to 12 page paper that proposes a research design for a specific age population to explore a specific aspect of life span development (adaptive or maladaptive). The paper must include a literature review, a methods section, and at least two hypotheses regarding your proposed design.

Grades

A	=	93% or above	C+	=	77%-79%
A-	=	90%-92%	C	=	73%-76%
B+	=	87%-89%	C-	=	70%-72%
B	=	83%-86%	D	=	60%-69%
B-	=	80%-82%	F	=	59% and below

Grade Breakdown

Midterm Exams	30%
Final Exam	30%
Quizzes	10%
Final Paper	30%

Policies

Deadlines: The instructor reserves the right to refuse late assignments. Assignments and projects are due at the beginning of class on the due date. Assignments or projects turned in after class has begun will be considered late. Late assignments will lose 10 points for each day late. If the student feels he or she has a legitimate reason for turning in a late assignment, the instructor must be contacted *in advance* of the due date and *approval must be obtained* beforehand. Allowances are made at the instructor's discretion.

Disability Accommodation Policy: It is the policy of Loma Linda University to fully comply with the provisions of the Americans with Disabilities Act and section 504 of the Rehabilitation Act. Loma Linda University is committed to making reasonable accommodation for qualified individuals with disabilities. It is the student's responsibility to inform the instructor of any disabilities requiring special accommodations *as soon as possible, and before those accommodations may be needed* (i.e., before the second class meeting).

Academic Integrity Policy: The purpose of education, especially Christian education, is to enhance intellectual, social, emotional, physical, and spiritual development of students at the same time that they are learning the skills of a profession. In the classroom, students shall be responsible to and respectful of their peers by avoiding any behavior that would disrupt the learning environment. Cheating will not be tolerated, as it robs the student of an opportunity to learn, and undermines relationships among peers, as well as students and teachers. Where cheating is known, but not confronted, it ultimately allows a toleration of dishonesty that, if carried over into professional practice, may result in abuse of patients and malpractice problems. Therefore, cheating will not be tolerated and will be dealt with as a matter of serious discipline. See the Student Handbook (<http://www.llu.edu/assets/central/handbook/documents/Student-Handbook.pdf>) for a complete description of Loma Linda University's Academic Integrity Policy and examples of what would be considered violations of ethical conduct.

Weekly Schedule and Readings:

Week 1: Why study lifespan development? What do we study and how do we study it?

Discuss syllabus, review expectations/course assignments, what and

why of life span development

How we study life span development: Research methods and theories

Readings: TBD

Week 2: Key themes in life span development. The beginning of life.

Nature vs. nurture, critical periods, continuity vs discontinuity

Prenatal development and birth

Readings: TBD

Week 3: The first two years: Infants and toddlers

Body, brain, and behavior in the first two years

Readings: TBD

Week 4: The Play Years and the School Years (Ages 3-11)

Body and mind

Psychosocial development

Readings: TBD

Week 5: Exam Review and Exam 1

MID-TERM EXAM 1

Week 6: Adolescence: Storm and Stress?

Body and mind

Psychosocial development; problem behaviors

Readings: TBD

Week 7: Adolescence: Key Developmental Contexts

Families and parenting during adolescence

Friends, peers, and romantic relationships

Readings: TBD

Week 8: Emerging Adulthood: A New Developmental Stage?

Body and mind

Psychosocial development and stressors of emerging adulthood

Readings: TBD

Week 9: Adulthood, Aging, and the End of Life

Body and mind:

Psychosocial development, death, and dying

Readings: TBD

Week 10: Exam 2

EXAM 2

FINAL EXAM *DATE*