

Winter 2006

Course: **Psychology 340: Life Span Human Development**

Tuesday, Thursday: 9:30 -11:18;

Professor: Dr. D. Jackson

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Office: 243 New Psychology building.

Phone: 292-7575. Be sure to leave a phone number and time when you can be reached for a return call or to schedule a meeting

Ms. J. von Spiegel

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Lab: 261 New Psychology Building

IF YOU HAVE SPECIAL NEEDS please make your requirements known to me for alternate forms of the syllabus, exams, handouts, etc. You are, however, responsible for arranging for other types of assistance with the Office of Disability Services on campus for specific information, available testing-assistive aids.

OBJECTIVES

This course is designed to be a general introduction to the major topics and theories of the science of developmental psychology. The goal is to provide a basic framework for understanding the socio- emotional basis of human behavior and the cognitive processes across the life span from conception through adulthood and the end of life. Class time will involve explanations of selected topics from the text, often utilizing outside materials for elaboration and clarification of course material..

GENERAL FORMAT:

Class sessions address topics relating to psychological processes in the life span. The course is a basic inquiry into the various influences -- genetic, physiological, and environmental--during the life span that reveal developmental changes and individual differences. **Students are expected to read the chapters/ pages assigned for the session before attending each session.**

The exams are approximately an equal distribution of lectures including supplementary materials (videos, etc) , and assigned text chapter topics.

REQUIRED TEXT:

Sigelman, C. K. & Rider, E. A. (2006) 5th ed. *Life Span Human Development*. Pacific Grove, CA: Brooks/Cole. (Available at campus and local bookstores.) Web and other student study information may be available with text books.

EXAMS AND COURSE CRITERIA:

There are 3 midterm exams, each consisting of approximately 50- 60 items derived from all material to the date of an exam. The format for all three midterm exams include multiple choice, true/ false, short answer and matching items. The exams are not comprehensive, . You are responsible for the assigned reading whether covered in lecture or not..

Each midterm begins promptly at 9:30 AM and lasts the class time.

If you miss an exam, notify me in advance to schedule a make-up. Notification of absence should be given prior to the exam, but under no circumstances later than the day following the exam. Without a valid excuse, a make-up exam will not be provided.

3. Class attendance is required. You are expected to make arrangements with a class member for the information you missed when you are absent. Topics from chapters, lectures, and media presentations will be included on the examinations. .

GRADING CRITERIA:

Students are graded on a percentile basis relative to other students taking the course section. A final curve for the course will not be computed until all students have taken the 3rd midterm. A total of 200 points is possible for the course. They are distributed as follows

Midterm exam 1	60 points
Midterm exam !!	60
Midterm exam 3	60
*QRA 5	20 points

200 points

*. You earn 0- 20 raw score points by writing 5 issues/ question analyses based on a question raised by an issue or research directly mentioned in a chapter that may have implications for social policy, or media impact, education, aging, parenting, social concerns, etc.

The QRAs are limited to 2 typed pages each, and are given to me for credit at approximately the time the chapter topic is discussed in class. Do NOT hand them in all at one time
I will discuss a format for the QRAs.

LECTURE AND DISCUSSION SCHEDULE:

This course is an integrated view of the life course of humans. Many topics and issues we discuss should sound familiar to you if you have taken a course based on a stage or period of development, such as child or adolescence. It is not the purpose of psychology 340 to focus on only one period of development, but to understand how earlier processes and changes are conceptualized, how we age and the influence of contexts and circumstances and experiences in psychological development that reveal common outcomes and individual differences

Daily assignments, exam dates

Jan 3 T Introduction to life span psychology: Course responsibilities; discussion of contemporary issues, demography and the span of human life, life expectancy the concern with cohort and generations

Jan 5 H Ch 1/ 2: Research methodologies and theoretical perspectives.

Jan 10 T Ch 3 The biological and evolutionary contributions:

Jan.12 H Ch.3/ 4 H-E interactions, and long term effects.

Jan 17 T Ch.4/ 5. Pre- peri- neo natal changes and the influence of parents
 Risk, resilience, and catch-up phenomenon

Jan 19 H Ch. 5. Physical, structural and neural development with age

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**Jan 24 Midterm
 EXAM 1
 Chapters 1-5,
 class
 discussions**

Jan. 26 H Ch 6 Perception and changes in sensory processes

Jan 31 T Ch. 7 Cognition: construction of thought and social transmission

Feb 2 H Ch. 8 Learning and Information Processing

Feb 7 T Ch 9 Information processing, memory, and intelligence over the life span.

Feb 9 H Ch.10 language acquisition: acquisition, loss and multiple languages

***** T Feb 14 Midterm EXAM 2: Chapters 6 - 10 class discussions**

Feb. 16 H Ch 11 Self conceptions

Feb 23 H Feb 21 T Ch 12 Gender and sexual issues
 Ch. 13. Social behavior and deviance

Feb 28 T Ch. 14-15 Attachments and other intimate relationships
 Mar 2 H Ch 17 Theories of aging and the end of life

Mar 7 T Ch 16. Developmental psycho-pathology

***** H Mar 9 Midterm EXAM 3; chapters 11 –17; class discussions**

GRADUATING SENIORS: If you plan to graduate at the end of the quarter please keep me informed periodically to ensure grades are submitted to meet the registrar's deadline.

