

Course: Psychology H340: Life Span Human Development
Room: XXX Townshend Hall
T, H: 9:30-10:48
Professor: Dr. D. Jackson
e- mail: jackson.4@osu.edu

NOTE: IF YOU HAVE SPECIAL NEEDS you should 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 (ODS at 292-3307) for specific information about certification and various accommodations for testing and assistive aids as needed.

OBJECTIVES

- To introduce psychological theories and research based on life span developmental issues.
- To gain knowledge of the application of L-S theories, and social policies that influence the life span outcomes.
- To understand the genetic and environmental influences in human development that suggest common, group and individual variability
- To engage students in constructing ways of studying the development of individuals to understand how situational events and contexts are influenced by cognitive and socio- emotional development throughout the life span.

PLAN FOR ACHIEVING THE OBJECTIVES:

GENERAL FORMAT:

To achieve these objectives our class sessions address topics relating to changes in psychological processes in the life span. The course is a basic inquiry into the various influences --genetic, physiological, and environmental -- that reveal normative developmental changes and individual differences.

Students are expected to read specific chapters/ pages assigned for the session prior to attending each session. Supplementary material in written and audio-visual formats will be used to illustrate key life span issues. The text and lecture based examinations and a class project will provide evidence of student's course knowledge and academic performance.

The exams are based on an approximate equal distribution of information from class lectures, supplementary materials, and text chapters.

I will provide review guides.

REQUIRED TEXT:

Sigelman, C. K. & Rider, E.A. (2003) 4th ed. Life Span Human Development. Pacific Grove, CA: Brooks/Cole. (Available at campus and local bookstores.) Web info may be available with text books .

CONTACT:

My office is 242 A Townshend Hall. You can call/ phone me at 292-7575, or contact me by e-mail (jackson.4@osu.edu). Be sure to leave a phone number and time when you can be reached for a return call or to schedule a meeting.

EVALUATION: EXAMS AND COURSE CRITERIA:

The requirements are 3 midterms, and a research project.

1. The course material is organized into 3 developmental issue areas, and each midterm is based on the information pertaining to the specific area. The exam format is predominately 50 multiple choice items which may include a few fill -in and matching items. The exams begin promptly at the start of class and last the class time.

2. You are responsible for developing a small (less than 8 pages, excluding appendices) study about an issue with life span implications. I will provide a list of possible ideas and the research format, but you can propose a topic to me related to your interests.

Keep the following important information in mind before you begin:

a) By the Thursday of the first week of class, and no later than the following Thursday class session, you should e-mail (jackson.4@osu.edu) a short statement consisting of a few sentences about an idea that pertains to an issue relevant to the course and of interest to you. I will respond with suggestions and directions for implementing your idea.

b) You can begin to search for ideas in the text, public media such as newspapers, magazines, TV or audio media sources, the web, and scientific journals.

c) Please keep in contact with me, (best by e-mail) and inform me about your idea, a proposal and problems you encounter. The e-mail is an essential step.

d) Keep all notes and data you collect, tables, consent forms, etc and append them to the study when the research/ project is turned in.

3. Class attendance is required as information from class discussion and supplementary material will be included in an examination. Please make arrangement for notes and other information with a class- mate in case of your absence.

GRADING CRITERIA

Maximum total = 200 points (100% of the grade)

1. The maximum raw score for each exam is 50 points; each exam contributes 25 percent to the final grade. (Exam maximum = 75 %)

2. The maximum score for the research project is 50 points; the study contributes 25 percent to the course grade.

3. BONUS points: You can earn bonus points (1-5) by writing one page commentaries on questions that have arisen in your thinking that relate to a class discussion, a study in the text, or present day social -policy concern. These QRI (question- response items) must NOT be handed

in all at one time, but turned in on the day of, or following, a specific class discussion or assigned chapter. (The QRI are optional.)

LECTURE AND DISCUSSION SCHEDULE:

Daily Discussions: Chapter assignments, exam dates .

I. MAJOR ISSUES: What are the issues influencing how we view the life span?
The life expectancy demographics, research concerns and theoretical foundations

Week 1

T (date)

Introduction to life span psychology: Course responsibilities; discussion of contemporary L-S issues. What differentiate “life expectancy” and the “life span” concepts? Why are cohorts, peers and time of measure important considerations in life span research?

H (Date)

Ch 1, 2: Research methodologies and Theoretical concerns;
How do theories of Human Development relate to research questions and social-political outcomes?
Begin discussion of potential project topics and early commitment.

Week 2

T (date)

Ch. 3
The biological and evolutionary contributions:
What are the common characteristics of humans, and what accounts for uniqueness or differences? How do we account for G-E interactions and life span outcomes? Does early development have long range consequences?

H (date)

Chapter 4: Environmental influences: Pre- and post- natal concerns.
Risk, resilience, and later life effects

Week 3

T(date)

Chapter 5: Psychomotor and neural development; Physical behavior and health.
The notable LS changes in physiological and physical development

H (date)

Chapter 6. Early and later perceptual development. Review for exam1

Week 4

T***: EXAM 1 covers LECTURES and CHAPTERS 1-6

II. MAJOR DEVELOPMENTAL PROCESSES;

What are the notable psychological changes in the life span?

H.(DATE)

Chapter 7: Cognition and culture: changes in cognitive processes over the life span and how emotional, social and logical thinking may co-exist and influence behavior..

Week 5

T (DATE)

Chapter 8. Life span Learning, Information Processing, and Memory strategies and issues. Post- formal reasoning, wisdom and creativity in the life span

H (DATE)

Chapter 9: Life span issues in Intelligence the contribution of socialization, context, and culture during life.

Week 6

T (DATE)

Chapter 10: Questions of language modality. Socialization and the context of language. Issues in cognitive and social interaction (pp 248-259)

H (DATE)

Chapter 11: Self; personality and social identity; review chapters for exam 2

Week 7

T (date) EXAM 2 - Covers LECTURES, videos and CHAPTERS 7-11

III. MAJOR LIFE SPAN AND CONTEXT ISSUES:

What are the contextual issues in development that influence the development of the individual in society.

H (DATE)

Chapter.12: Gender, “sex based roles,” and sexuality issues

5

Week 8

T (DATE)

Chapter 13: Social cognition: Metacognition, theory of mind and moral development. Pro-and anti social behaviors during the life span.

H (DATE)

Chapter 14: Intimate relationships: Long term attachment models, friendship, loving relationships

Week 9

T (DATE)

Chapter 15: Family influence: also part of chapter 10 (pp. 259- 276, achievement motivation). Family dynamics, styles of parenting, violence orientation

H (DATE)

Chapter 16: Manifestations of developmental psychopathology at different periods of life : When development goes awry:

PROJECT DUE TODAY

SEE NOTE 2

Week 10

T (DATE)

Chapter 17: The end of life: death, dying and psycho-cultural issues

H (DATE) * 3rd MIDTERM**

Covers class discussions and selected topics in CH 12-17: Includes the material in lecture/discussion, and part of chapter 10 that pertains to Achievement Motivation

NOTE 1: GRADUATING SENIORS: Remember to turn in your project on time as your course grade must be forwarded to the registrar in time for graduation.

NOTE 2: PROJECT- STUDY DEADLINE: THURSDAY (date--) is the last class day to hand in your study and get full credit. You will have 3 points deducted for each weekday the project is turned in after the THURSDAY deadline.

NOTE 3 A grade will be given an I (incomplete) provided an arrangement is made with me for missing the project due date. You must give the completed assignment to me no later than the fourth week of the Winter quarter to ensure I will have time to evaluate the project and submit your final grade through the various offices before the grade is recorded in the Grade Records Office.

The format for the paper /research project assignment

The paper should be concise and based on ideas or issues raised in the text , lectures, and/ or in the current media that pertain to life span human development..

You should use the library, the web, or your text as a starting point for locating studies published on your topic. You can also refer to the bibliographic reference list in the back of the text to see where such topical studies have been published to identify the journal source. You can look up a topic in the library web browser, or in the topic index of the psychology reference manuals which are on the reference shelf of the Main and Sullivant Libraries. These search sources can direct you to a wide range of related issues that are in print, and should help you considerably in establishing a literature review. You can contact me by e- mail or leave a note in my 242 Townshend Hall mailbox for assistance throughout the process.

If you use the web/ net to find a topic, you must identify it appropriately.. Do Not plagiarize. You can appropriately paraphrase information contained in such sources, with correct bibliographic notations.

IMPORTANT NOTES;

1. Follow the format below. Each separate section identifies the type of information that should be emphasized in that section.
2. Use a word processor or type your paper-- do not hand write. Use a standard 10/ 12 font and 1.5" line spacing
3. As you write your paper be sure to indicate each section heading. Capitalize the first word of the section, underline the section title, and close it with a period, before you begin writing on that section.
4. The paper/ project must be stapled or put in a folder.
5. Follow the format A-J below.

FORMAT OF THE PAPER

A. FACE PAGE: There is a face page which includes a project title, your name, this class, student ID, quarter, and date of submission.

The next page begins the actual paper/ project write-up.

The entire paper/study must have a running head, which in this case only, consists of your name, flushed right. Underneath the running head , also flushed right, begin the pagination of the entire project.

B. THE BODY OF THE PAPER BEGINS with the title only (same as on the face page) that describes succinctly the topic/ research.

Skip a space, and begin writing, following the sections as detailed below. You must use the section headings to designate the appropriate information that is contained within each section.

C. Problem significance. In this opening section you describe the topic you are investigating. Limit yourself to 2 or 3 paragraphs. Emphasize why this issue/topic is significant/ important to some aspect of "life span development." Be clear as to why this topic spurred your interest, and especially, why you think it has scientific and social policy significance.

D. Important literature. Discuss what the "relevant" literature indicates. Include only the type of research that has direct bearing on your topic. Discuss concerns such as assertions about age or stag, cohort, historical timing, specific sampling groups or individuals, life expectancy issues, health, marital status, parenting, abusive relationships, duality of roles, achievement motivation, neural changes, etc., and why they are important, or curious findings. This section should be

organized, concise and summarized, and leads up to the question you are investigating. Don't forget to cite references in correct APA style.

E. Objective. This is a 1 or 2 sentence "hypothesis" that states exactly and clearly the question/s you are investigating. This section must present the specific hypotheses (questions) you have been considering that intrigued you to investigate the question.

F. Methodology. This section consists of 3 different information. If you are proposing a pilot or mini experiment, or a survey, this section describes the procedures you followed or created to implement the investigation.

A) Describe who or what the sample is? (Describe from whom, or how you got your information.)

B) Describe what you actually did. (Describe what you asked, what the participants did, what the questionnaire was, what observational techniques you used, etc. Describe the variables/ conditions, or cohort, time, and day/s surveyed. (I will explain this further in class).

C) Describe how you organize what you obtained. Did you form categories? How did you analyze the data? (You should include any tables, charts, and questionnaire. You must append the raw data with your paper) What type of analysis did you use to indicate how you organized and made sense of the information you obtained.

G. Results. Summarize the findings you obtained from investigating the issue/ question. This is where you include reference to tables, or illustrations that organize your results.

H. Conclusion. Discuss how the findings are informative. What aspect of life span human development does the issue and your results pertain to, or influence most? You can refer back to studies in the text or literature and elaborate the broader significance of what you postulated. Also, this section is where you discuss briefly the project short-comings, questions raised by your study, and how you might improve your project.

I. References. Attach a separate page of the references you cited. Use APA style. Check with the reference desk for the latest APA manual, and/ or look in the back of your text for the correct format for the references found in the text.

J. Appendices. Do not forget to include tables, charts, questionnaire, etc, and any illustrations you created and mentioned in the results section after the reference page.

K. My evaluation: I consider how effectively and succinctly you followed the format and the criteria for what was included in the above sections. Evaluation of the study/ paper constitutes the project grade.