

SPRING 2005
PSYCHOLOGY 340: LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

Text: Sigelman, C. K., & Rider, E. A. (2006). *Life-Span Human Development*. 5th Ed.

Course 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 the understanding of human behavior and cognitive processes across the life-span, from conception to the end of life. Class time will involve explanations of selected topics from the textbook, often utilizing outside materials for elaboration and clarification of course material.

Grading

Students are graded on a percentile basis, relative to other students taking the course section. The final curve for the course will not be computed until all students have taken the final exam. A total of 200 points are possible in this course. They are distributed as follows:

Midterm Exam I	50 points
Midterm Exam II	50 points
Midterm Exam III	50 points
<u>Paper/project</u>	<u>50 points</u>
Total	200 points

Exams

There are three midterm examinations in this course. The format for all three exams may include 50-60 multiple choice, true/false, short answer, and matching questions. The exams are NOT comprehensive. The questions on these tests will come from topics discussed in class lecture as well as the assigned textbook and outside readings (you are responsible for all of the assigned readings whether covered in the lecture or not).

If you must 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. A valid reason for missing the exam must be presented. Any student not having a valid excuse for missing a make-up examination will not be allowed to take a different exam and may be advised to drop the course.

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>) . Violations of the code in this class will be dealt with according to the procedures specified in the code. Specifically, any alleged academic misconduct will be referred to the Committee on Academic Misconduct.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Reasonable accommodations for students with documented disabilities will be coordinated through the Office of Disability Services (Room 150 Pomerene Hall, 292-3307).

Paper/Project

The assigned paper/project must be handed in no later than the due date listed on the syllabus. I will discuss the projects with you during the second week and give you specific directions and a format to follow.

Class Schedule

CLASS	DATE	TOPIC
1	3/29	Introduction/Syllabus
2	3/31	Understanding life-span human development
3	4/5	Theories of human development
4	4/7	Genetic influences on development
5	4/12	Genetic influences on development
6	4/14	Prenatal development and birth
7	4/19	Prenatal development and birth
8	4/21	Physical development
9		
9	4/26	Physical development
10	4/28	<u>Exam I</u>
11	5/3	Perceptual development
12	5/5	Perceptual development
13	5/10	Cognition and language
14	5/12	Cognition and language
15	5/17	Learning and info. processing
16	5/19	<u>Exam II</u>
17	5/24	Learning and info. processing
18	5/26	Attachment and social relationships
<i>Life Events Project Pts I & II: Developmental Timeline & Developmental Analyses Due</i>		
19	5/31	Attachment and social relationships
20	6/2	Death and Dying
21	6/9 Thursday	<u>Exam III</u> 1:30 p.m.

Life-Span Developmental Events Project

The purpose of this assignment is to encourage you to think about how developmental processes have affected, and will affect, your development. For this assignment, you will review your life, considering the events that you have been through and speculating about the events you may face in the future. There are two parts to this assignment, each will be graded separately. Since you will be recounting personal experiences for this assignment, confidentiality will be maintained.

Part I: Developmental Timeline

The purpose of this exercise is to provide you with the opportunity to review important aspects of the course and apply them to your own life. Older adults, as they near the end of the lifespan, often complete this type of review. Draw a line on a piece of paper (or many pieces of paper) with the beginning of the line representing your birth and the other end representing your death. Write in the important events that have already occurred in your life (label them and put your age), mark the present time on the timeline, and then write in the events that you will believe will be important to you as you live the rest of your life (label them and put your anticipated age). Make sure that you think about normative life events (events that normally occur for everyone) as well as idiosyncratic life events. Also, consider life events in the different developmental domains covered in the class (i.e., physical/biological, cognitive, socio-emotional). You are encouraged to contact parents, other family members, and friends to get information for your timeline.

Do not skip any period of the life span, especially early, middle, and late adulthood. You need to really think about what you may do and what you may be facing during these years of your life.

These timelines should be **detailed** and done with care and thoughtfulness. Part I of this assignment does not need to be typed, but it must be printed neatly so that it can be read easily. Assignments that can not be read can not be graded and will receive no credit.

Part II: Analysis of developmental turning points

The purpose of this exercise is to encourage you to analyze the effects of **two** important events on your development. Think carefully about your past development and identify two life-altering events that have occurred. These will probably be turning points in your life, that is, events that have marked changes in the route you have taken in life. Indicate what has changed in your life and how your life moved in a different direction because of the events. These events may have been good or bad or both (or neither). Explain how the event impacted your physical, cognitive, and socio-emotional development. If you have not experienced such a turning point, write about an important event in your life and describe why it was important. Explain how the event impacted your physical, cognitive and socio-emotional development. Even though every event may not have affected all three domains of development (physical, cognitive, socio-emotional), make sure to indicate the ways in which the events might have affected each domain. If your events did not affect one or more of the developmental domains, please state this clearly.