COURSE / CRN: DEP 2004 / 20422

COURSE TITLE: Psychology of Human Development

COURSE DESCRIPTION: An introduction to the study of the changes taking place in human behavior over the life span—from conception to death. Areas to be emphasized are personality and cognitive, physical, social, and moral development.

TERM: SPRING 2011

INSTRUCTOR: Deborah Wennerstrom, Psy.D.

CONTACT INFORMATION: 352-689-6235 (Office) 352-243-9228 (Home) wennersd@lscc.edu or dwennerstrom@cfl.rr.com

All students are required to use LakerMail for official college email communications. See the college webpage for instructions on activating LakerMail.

OFFICE HOURS: As Needed

CREDIT: Three (3) Semester hours

PREREQUISITES: PSY 2012

CO-REQUISITES: None

STUDENT LEARNING OUTCOMES & COMPETENCIES: The student will demonstrate the following competencies:

- Ability to research related topics via the internet
- Describe and evaluate all research techniques applicable to the study of development and define all pertinent terms
- Be able to compare, contrast, and integrate the various theories of human development; have basic knowledge of the mechanisms of genetics, inherited traits and disorders; understand and be able to discuss and apply the media socialization process including influence.
- Understand how sex-role behavior develops
- Describe the stages of prenatal development
- Describe the healthy neonate and understand the use of the Apgar Scale and the purpose of measuring infant reflexes
- Describe physical development from infancy through late adulthood including growth needs
- Describe the perceptual abilities from birth through late adulthood
- Understand the stages of language development and the factors that facilitate such development
- Describe the types of early childhood education and the problems within our educational system; describe the process of attachment and the emotional development of children; prosocial and aggressive behavior and the hereditary...
and environmental influences on each
-Describe various aspects of parenting
-Describe the current theories concerning child abuse and possible methods of prevention
-Describe the process of puberty, adolescent identity formation and egocentrism
-Describe the problems of adolescent substance abuse, sexuality, runaways, delinquency and suicide
-Describe the components of intimacy, love and marriage as well as alternatives to marriage such as cohabitation and single by choice; the end of marriage by divorce or death
-Describe career choice, stages and problems of today's workers
-Describe the symptoms of senility and Alzheimer's
-Describe the process of retirement and its impact
-Describe Kubler-Ross' stages of death and dying; discuss the issue of euthanasia versus hospice and the right to die

READING MATERIAL:

TECHNOLOGY & ONLINE COMPUTER ACCESS
REQUIREMENTS:
To be able to complete assignments and research topics

COURSE OBJECTIVES:
1. Acquaint the student with aspects of development over the lifespan.
2. Investigate the course and influence of physical, emotional, cognitive and moral development.
3. Study and evaluate socialization processes and the structure of cultural influences on the family.

ACADEMIC INTEGRITY:
The successful functioning of the academic community demands honesty, which is the basis of respect for both ideas and persons. In the academic community, there is an ongoing assumption of academic integrity at all levels. There is the expectation that work will be independently thoughtful and responsible as to its sources of information and inspiration. Honesty is an appropriate consideration in other ways as well, including but not limited to the responsible use of library resources, responsible conduct in examinations, and the responsible use of the Internet. (See college catalog for complete statement.)

IMPORTANT INFORMATION FOR STUDENTS WITH DISABILITIES:
Any student with a documented disability who requires assistance or academic accommodations should contact the Office for Students with Disabilities immediately to discuss eligibility. The Office for Students with Disabilities (OSD) is located on the Leesburg Campus, but arrangements can be made to meet with a student on any campus. An appointment can be made by calling 352-365-3574 and specific information about the OSD and potential services can be found at www.lgcc.edu, then go to “Quick Links” and click on Disability Services.
PRIVACY POLICY (FERPA): The Family Educational Rights and Privacy (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of a student’s education records. In order for your information to be released, a form must be signed and in your records located in the Admissions/Registrar’s Office.

ATTENDANCE / WITHDRAWAL POLICIES: Attendance is critical. You are responsible to attend all classes. If for some reason you are unable to attend class it is your responsibility to notify the instructor. Keep up to date in your reading at all times. Chapter assignments are to be read prior to class.

Withdrawal date is March 25, 2011. The responsibility is on the student to withdraw from class. If a student does not withdraw by the above noted date, a grade of “F” will be assigned.

METHODS OF EVALUATION: - There will be 6 exams and a comprehensive final. You are responsible for knowing the material in the book along with classroom material which may be covered in the exams. Tests will be comprised of multiple-choice, true/false, and essay questions.
- All assignments must be typewritten. Assignments may be given at the discretion of the instructor.
- There will be one group presentation. Topics and groups will be discussed the first day of class.
- Each student will complete a lifeline assignment which will be discussed the first day of class.
- Course schedule may be revised as needed.
- Final grades are based on tests, attendance and assignments. The assignments of points may change at the discretion of the instructor. Assignments not completed can affect the final grade.
- Newspaper, magazine and/or internet articles pertaining to the study of human development for extra credit.

ASSESSMENT & GRADING:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>6 TESTS</td>
<td>100 POINTS EACH (600)</td>
<td>950-845=A</td>
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<tr>
<td>FINAL</td>
<td>200 POINTS</td>
<td>844-750=B</td>
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<tr>
<td>PRESENTATION</td>
<td>75 POINTS</td>
<td>749-665=C</td>
</tr>
<tr>
<td>LIFELINE</td>
<td>75 POINTS</td>
<td>664-588=D</td>
</tr>
<tr>
<td>ARTICLES</td>
<td>5 POINTS EACH</td>
<td>587-below=F</td>
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## COURSE CONTENT / CALENDAR:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>1/6/11</td>
<td>Review syllabus, assignments:</td>
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<tr>
<td></td>
<td></td>
<td>In The Womb, Multiples/Ch. 1-2</td>
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<tr>
<td>2</td>
<td>1/13/11</td>
<td>EXAM 1/CH 1-2</td>
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<tr>
<td>3</td>
<td>1/20/11</td>
<td>CH 3-4/1&lt;sup&gt;st&lt;/sup&gt; PRESENTATION</td>
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<tr>
<td>4</td>
<td>1/27/11</td>
<td>EXAM 2/3-4</td>
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<tr>
<td>5</td>
<td>2/3/11</td>
<td>CH 5-7/2&lt;sup&gt;nd&lt;/sup&gt; PRESENTATION</td>
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<tr>
<td>6</td>
<td>2/10/11</td>
<td>Exam 3/CH 5-7</td>
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<tr>
<td>7</td>
<td>2/17/11</td>
<td>CH 8-9/3rd PRESENTATION</td>
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<tr>
<td>8</td>
<td>2/24/11</td>
<td>EXAM 4/CH 8-9</td>
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<tr>
<td>9</td>
<td>3/3/11</td>
<td>CH 10-12/4&lt;sup&gt;th&lt;/sup&gt; PRESENTATION</td>
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<tr>
<td>10</td>
<td>3/10/11</td>
<td>SPRING BREAK</td>
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<tr>
<td>11</td>
<td>3/17/11</td>
<td>EXAM 5/CH 10-12</td>
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<tr>
<td>12</td>
<td>3/24/11</td>
<td>CH 13-15/5&lt;sup&gt;th&lt;/sup&gt; presentation</td>
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<tr>
<td>13</td>
<td>3/31/11</td>
<td>EXAM 6/Ch 13-15/Lifeline Due</td>
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<tr>
<td>14</td>
<td>4/7/11</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; &amp; 6&lt;sup&gt;th&lt;/sup&gt; PRESENTATIONS</td>
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<tr>
<td>15</td>
<td>4/14/11</td>
<td>The Incredible Human Body</td>
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<tr>
<td>16</td>
<td>4/21/11</td>
<td>FINAL REVIEW/Evaluations</td>
</tr>
<tr>
<td>17</td>
<td>4/28/11</td>
<td>COMPREHENSIVE FINAL</td>
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## CLASSROOM RULES & POLICIES:

- Beeper and cell phones should be placed on silent mode or left outside the classroom.
- Regular attendance and participation is expected. Less than full participation and incomplete assignments may diminish grades.
- All assignments must be typed and follow MLA guidelines for report writing.
- Plagiarism of any nature is a form of academic dishonesty and will result in a grade of “0” for that assignment or exam.
SYLLABUS DISCLAIMER: Information contained in this syllabus is, to the best knowledge of this instructor, considered correct and complete when distributed to the student. The instructor reserves the right, acting within policies and procedures of Lake-Sumter Community College, to make necessary changes in course content or instructional techniques without prior notice or obligation to the student.

VIOLENCE STATEMENT: Lake-Sumter Community College has a policy of zero tolerance for violence as stated in College Board Rule 2.17. Appropriate disciplinary action will be taken in accordance with Board Rule 2.17.
Psychology of Human Development
Group Presentation Assignment
75 points

1. Each group will be evenly divided depending on the number of students in the class.
2. Each group will select an area of development the first night of class and work together equally on the assignment as the final grade will be equally shared among the presenters.
3. The presentation will include a minimum 3 pages of typed summary that will be handed in at the end of the presentation. Use your creativity on presenting your material through the use of visual aids and information you gather outside the classroom and textbook, i.e. internet, library, interviews.
4. Each presentation will be a minimum of 10 minutes. Presenters will respond to questions afterwards.
5. Prior to the presentation, have an outline (written summary with references) to give to the instructor.
6. Material from the presentations may be included on the final exam.
7. MAJOR FOCUS OF THE PRESENTATION IS TO BE ON THE INTERVIEW (S). IT IS ABOUT APPLYING WHAT YOU ARE LEARNING TO REAL LIFE INDIVIDUALS IN THEIR DEVELOPMENTAL STAGE OF LIFE.

Content for Group Presentations

Each group will interview someone or a group of individuals at the phase of development they have selected. You will cover the pertinent information noted below. Material will be presented based on your collection of the information and can include your own personal experiences.

- Include theorist(s) associated with the phase of development, looking at the pros and cons of each
- Sex role behaviors for each stage of development
- Major issues during that phase(s) of development
- What are the cognitive, emotional, physical, and moral developments of each phase
- Explore the socialization process and cultural influences that impact the phase of development
- Describe the transitional issues from one phase of development to the next; what defines the crossing over into the next developmental stage
- Who are the significant individuals that can impact the developmental phase
- Has this phase of development been impacted based on today's standards versus 10, 15, 20 years ago (i.e. the role of technology)
- What if any changes do you see in future generations.
HUMAN DEVELOPMENT
LIFELINE ASSIGNMENT

1. You will develop a genogram of your family of origin and your extended family, going back as far as you want to go. (see attached example of genogram)

2. Based off the genogram, you will create a lifeline of your life to include the positive and negative events that have impacted your life today.

3. Begin the lifeline based on the stages of development as noted in your text. From the various developmental stages include significant incidents from the following areas: cognitive, physical, emotional, social and cultural factors that impacted your life at that time.

4. Find at least three of the most significant events that have impacted your life, making you the person you are today. Include the stage of development and age.

5. For each of these events in time describe in detail, the above noted 5 areas of development and how they have impacted your life, and if you could, would you have wanted a different outcome and how could that have occurred.

6. Describe how you view your future development according to the stages you will encounter in the future. By looking at past experiences can you shape how you want things in your life to occur? What part does nature versus nurture play in your life experiences now and in the past?