



PSY 322.01E LIFESPAN DEVELOPMENT

COURSE SYLLABUS: SPRING 2019

MWF 1:00-1:50 PM, Henderson 207

INSTRUCTOR INFORMATION

Instructor: Dr. Hsun-Yu Chan

Office Location: Henderson 201-B

Office Hours: W & F 2-5 PM; by appointment at <https://hsun-yuchan.youcanbook.me/>

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University Email Address: Hsun-Yu.Chan@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours on weekdays

Note. Emails without proper salutations will NOT be responded.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Rathus, S. A. (2018). *HDEV* (5th ed.). Boston, MA: Cengage. ISBN: 9781337116886
(Included in *Cengage Unlimited*)

Additional handouts are distributed through D2L

Software Required:

- Word processing software (e.g., Microsoft Office Word, OpenOffice.org, Pages)
- Internet Browser (e.g., Microsoft Edge, Internet Explorer, Mozilla FireFox, Google Chrome, Safari, Opera)

Optional Texts and/or Materials:

Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*.
New York, NY: Teachers College Press.

Levinson, D. J. (1979). *The seasons of a man's life*. New York, NY: Ballantine Books.

The syllabus/schedule are subject to change.

Course Description

The course follows the lifespan development of the individual, emphasizing the theoretical and experimental approaches to the study of cognitive, personality, social, perceptual, and physical components of development from conception to death.

Student Learning Outcomes

1. Understand age-appropriate developmental characteristics and milestones across lifespan (includes physical, cognitive, emotional, and social development).
2. Apply information regarding the theories of human development to inform future career.
3. Appreciate the diversity of human development in today's multicultural society.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

- Using the learning management system (Pearson LearningStudio)
- Using word processing software (e.g., Microsoft Word)

Instructional Methods

The course is conducted through lectures. There are small-group discussions during class and students are expected to fully engage in these discussions. Occasionally, assigned readings will be distributed on D2L and students are expected to complete the readings before completing the related assignments. There might be a field trip to the Northeast Texas Children's Museum.

Student Responsibilities or Tips for Success in the Course

In general, students are expected to invest six to nine hours per week into preparing for this course. To successfully complete the course, students should read the textbook before class, attend the class, and fully engage in in-class activities. Reviewing the course material thoroughly is essential for preparing for the exams and assignments. Students are encouraged to work on the Literature/Film Analysis paper early to complete a high quality report. Submitting the assignments and term paper on time through D2L is critical. Students are welcome to contact the instructor when needed.

GRADING

Course grades will be determined by performance in the three exams and one Literature/Film Analysis paper. See the Assessments section for more information.

Evaluation:

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Exams	(3x)	300 points
Literature/Film Analysis paper	(1x)	100 points
Total points possible		400 points

There are in-class quizzes throughout the semester. The points you earn are counted as extra credits. These extra credits will be added to your final total points before the letter grade is calculated. Research participation through the online Experiment Management System (EMS) is required and extra credits will be awarded according to your participation (see below and Students' Guide to Research Participation and Student Memo handouts for details).

Final grades in this course will be based on the following scale:

A: 90% and above	(360 points and above)
B: 80%-89%	(320-359.9 points)
C: 70%-79%	(280-319.9 points)
D: 60%-69%	(240-279.9 points)
F: 0%-59%	(0-239.9 points)

Attendance is required. Students with five or more unexcused absences fail this class (i.e., receiving an "F" as the final letter grade), regardless of the points and credits earned from other venues. Attendance is indicated by the students' signature sign-in sheet or completed in-class quizzes only. For excused absences, valid documentation should be submitted to D2L (e.g., clinic/doctor's note, notes from coach for student athletes) before or within seven days after the absence.

Assessments

The course grade is calculated by your performance in the following exams and assignments:

- I. **Exams** (total: 300 points): Exams will constitute a portion of the grade. There will be two non-cumulative mid-term exams and one cumulative final exam, worth 100 points each. Exams will vary in terms of format, but are likely to include both multiple-choice and short-answer/essay questions.
- II. **Literature/Film Analysis paper** (100 point): You will choose one published literature work (autobiography, biography, fiction, or non-fiction) or a film which describes topics of human development in childhood or adolescence. Based on the content or plot, write a five-page paper on what developmental theories and empirical research covered in this class and/or in the textbook are applicable to understand the work of your choice.

Students are free to choose one of the two due dates to submit the paper, based on the topic of the paper. If the paper focuses on stages between prenatal stage to childhood, the paper is due at 11:00 AM on March 11, 2019. If the paper focuses on adolescence and adulthood, the paper is due at 11:00 AM on May 3, 2019. See more details of the logistics and grading rubrics attached in the syllabus.

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- III. **Media's View of Human Development** (*extra credit*; max. 25 points each): Two examples from mass media outlets (e.g., articles, news, essay, video clips, etc.) and academic journals will be distributed through D2L. After class discussion, write a short essay (2 pages maximum) to constructively critique the example. The essay is worth 25 extra points. In the essay, students are required to:
- Summarize the news and/or article(s): half page.
 - Summarize a theory or research finding(s) that were introduced in class and articulate in what way(s) this theory is relevant to the assigned article(s): one page.
 - Elaborate how the article(s) inform future professional or parenting practice: half page.
- IV. **Research Participation** (required; extra credits): A goal of this class is to help you familiarize yourself with research methods. One way to obtain this goal is to have you participate in research studies. Participating in research studies contributes to students and faculty at A&M-Commerce, your understanding of how research is conducted, and human knowledge in general. All students in this class are required to participate in the psychology department's participant pool or complete alternative assignments (see me for more information on alternative assignments). Students must complete a total of 6 credits, and 2 or more of them have to be earned from participating in face-to-face experiments. However, if you complete your first 2 face-to-face credits without any "no-shows" you will only need to complete 4 credits in total, with 2 or more credits earned from face-to-face experiments. When you first sign into the experiment management system (EMS) you will be asked to take a prescreen. The prescreen takes about 20 minutes to complete. If you complete the prescreen before January 25, 2019 you will receive 0.5 extra credit to your final score. If you fail to complete this portion of the class your grade will be lowered by one letter grade. In effect, if you have an 'A' in the class but fail to complete the research participation (either through participating in research studies, alternative assignments, or a mixture of both) your final grade in the class will be a 'B.' More information about participating in research, such as how to log in to the EMS, is given at separate handouts on D2L.

No make-up exam is allowed unless prearranged 48 hours prior to the actual exam date and time, except extreme circumstances. All assignments must be typed using a 12-point Times New Roman font, double-spaced, with one-inch margin on letter-size paper. Each assignment is due before class. Only electronic copy submitted to D2L is accepted. Ten points will be deducted from each late assignment if submitted within 24 hours after the deadline, and no assignment is accepted afterward, unless prearranged 48 hours before the deadline.

COURSE OUTLINE / CALENDAR

Date	Topic	Reading
<i>Overview</i>		
1/14	History, Theories, and Methods	Ch. 1
1/16	History, Theories, and Methods	Ch. 1
1/18	History, Theories, and Methods	Ch. 1
1/21	Heredity & prenatal development	Ch. 2
1/23	Heredity & prenatal development	Ch. 2
1/25	Birth & the newborn baby	Ch. 3
1/28	Birth & the newborn baby	Ch. 3
1/30	Infancy: Physical development	Ch. 4
2/1	Infancy: Physical development	Ch. 4
2/4	Infancy: Cognitive development	Ch. 5
2/6	Infancy: Cognitive development	Ch. 5
2/8	Infancy: Emotional development	Ch. 6
2/11	Infancy: Emotional development	Ch. 6
2/13	Infancy: Social development	Ch. 6
2/15	Infancy: Social development	Ch. 6
2/18	Exam 1 (Ch. 1 – Ch. 6)	
<i>Childhood</i>		
2/20	Early childhood: Physical & cognitive development	Ch. 7
2/22	Early childhood: Physical & cognitive development	Ch. 7
2/25	Early childhood: Physical & cognitive development DUE: Media's View Analysis #1 at 11:00 AM on D2L	Ch. 7
2/27	Early childhood: Emotional & social development	Ch. 8
3/1	Early childhood: Emotional & social development	Ch. 8
3/4	Early childhood: Emotional & social development	Ch. 8
3/6	Middle childhood: Physical & cognitive development	Ch. 9
3/8	Middle childhood: Emotional & social development	Ch. 10
3/11	Middle childhood: Emotional & social development DUE: Literature/Film Analysis (1st wave) at 11:00 AM on D2L	Ch. 10
3/13	Exam 2 (Ch. 7 – Ch. 10)	
3/18- 3/23	SPRING BREAK; NO CLASS!	
<i>Adolescence</i>		
3/25	Adolescence: Physical development	Ch. 11 (pp. 218-228)
3/27	Adolescence: Physical development	Ch. 11 (pp. 218-228)
3/29	NO CLASS (Instructor at CSCC conference)	
4/1	Adolescence: Cognitive development	Ch. 11 (pp. 229-239)
4/3	Adolescence: Cognitive development	Ch. 11 (pp. 229-239)
4/5	Adolescence: Emotional & social development	Ch. 12
4/8	NO CLASS (Instructor at AERA conference)	

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4/10	Adolescence: Emotional & social development	Ch. 12
4/12	Adolescence: Emotional & social development DUE: Media's View Analysis #2 at 11:00 AM on D2L	Ch. 12
4/15	Adulthood: Physical development	Ch. 13, 15, 17
4/17	Adulthood: Physical development	Ch. 13, 15, 17
4/19	Adulthood: Cognitive development	Ch. 13, 15, 17
4/22	Adulthood: Cognitive development	Ch. 13, 15, 17
4/24	Adulthood: Cognitive development	Ch. 13, 15, 17
4/26	Adulthood: Emotional development	Ch. 14, 16, 18
4/29	Adulthood: Emotional development	Ch. 14, 16, 18
5/1	Adulthood: Social development	Ch. 14, 16, 18
5/3	Death & dying; DUE: Literature/Film Analysis (2nd wave) at 11:00 AM on D2L	Ch. 19
	Exam 3 (per University schedule; cumulative)	

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Literature/Film Analysis Guide

The purpose of this project is to help you identify critical developmental milestones at a specific stage of human development, and review relevant theories that delineate critical factors contributing to such development. You will choose a published literary work (fiction, non-fiction) or a film that focuses on a stage (e.g., infancy, childhood) or an aspect of human development (e.g., emotional development, social development), and critically analyze the plot and/or the protagonist(s) through the lens of developmental psychology.

Your analysis can include, but is not limited to, the developmental milestones individuals have achieved and salient factors contributing to the development. Articulate your perspectives and arguments in a five-page report with references (not counted within the page limit). Below are some guidelines that help you get started:

- What literature/film should I choose? A good choice will be a work that has inspired you. It should also have a rich content that provides you enough material to a critical analysis.
- What should I write in the paper? The goal of the paper is to let the readers learn about your choice of the literary work/film, what theories are relevant to understand the plot and/or the protagonist(s), how you critically apply the theories to support your arguments, and the implications to your future professional or parenting practice.

The paper is worth a total of 100 points and will be graded according to the following rubrics:

Component of Paper	Length	Points
Description and synthesis of the literary work/film. Focus on the relevant part that you will base your discussion on.	1 page	20
Connection to theories/research findings that explain the plot and/or the protagonist(s)	2.5 pages	50
Application and implication to your future professional practice	1.5 pages	20
Mechanics (length, margins, spelling, and grammar; following APA style)	N/A	5
Inclusion of a list of references (in APA style)	(no limit)	5
<i>Total</i>	5 pages	100

Do not hesitate to ask if you have any questions!

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

Students are encouraged to attend the office hour (W & F 2:00-5:00 PM, or by appointment made on <https://hsun-yuchan.youcanbook.me/>). Email is the best way to contact the instructor, and on weekdays please allow 24 hours for a response. If you do not receive a response in 24 hours, please resend the message. **Emails without proper salutations will NOT be responded.**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance is required (see TAMUC Attendance section and page 10 of this syllabus for details). Each assignment is due before class and only electronic copy submitted to D2L is accepted. Ten points will be deducted from each late assignment if submitted within 24 hours after the deadline, and no assignment is accepted afterward, unless prearranged 48 hours before the deadline. No make-up exam is allowed unless prearranged 48 hours prior to the actual exam date and time. There are quizzes in class; the points earned from the quizzes are extra credits and will be added to your final grade.

This class provides a **child-friendly environment**. Students are welcome to bring their child/family under the age of 18 to class when other arrangements are not available.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.