

Portland Community College, Sylvania Campus
PO Box 19000
Portland, Oregon 97280-0990
PSY 215: Human Development
Department of Psychology
CRN 22091, 4 units
Spring 2022

Instructor: Emerson Wolfe

Instructor's office hours: via Zoom by appointment

E-Mail: emerson.wolfe@pcc.edu

Classroom: Online

Class Meetings: Online; no Zoom meetings

Textbooks:

Required reading open resource and free for students:

Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective*.
San Francisco: Creative Commons.

Textbook link: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Not required to purchase, but used for some of the lecture material:

Feldman, R.S. (2019). *Life span development: A topical approach (3rd ed.)*. Boston: Pearson.

Description:

Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommended: PSY 201A or 202A. Audit available.

Outcomes:

1. Utilize knowledge of variables that influence development throughout the lifespan and apply this knowledge to become more effective parents, professionals, and citizens of the global community.
2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.
3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.
4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.
5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.

Complete CCOG information: <https://www.pcc.edu/ccog/?fa=ccog&subject=PSY&course=215>

Schedule:

*Due dates for assignments and discussions are Sundays by 11:59 pm

Week 1

Chapter 1: Introduction to Lifespan Development

Discussion: Introductions

Week 2

Chapter 2: Heredity, Prenatal Development, and Birth

First Self-Reflection on Chapter 1

Week 3

Chapter 3: Infancy and Toddlerhood

Assignment: Learned Culture

Week 4

Chapter 4: Early Childhood

Second Self-Reflection on Chapter 2 or 3

Week 5

Chapter 5: Middle and Late Childhood

Midterm Exam

Week 6

Chapter 6: Adolescence

Third Self-Reflection on Chapter 4 or 5

Week 7

Chapter 7: Emerging and Early Adulthood

APA Writing Style Review

Discussion: Paper Topic

Week 8

Chapter 8: Middle Adulthood

Fourth Self-Reflection on Chapter 6 or 7

Week 9

Chapter 9: Late Adulthood

Research Paper Due

Week 10

Culture and Intersecting Identities

Chapter 10: Death and Dying

Fifth Self-Reflection on Chapter 8 or 9

Final Exam Week

Final Exam; taken through D2L and not in class

Flexibility Statement: The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, personal, weather or class situations.

Grading Criteria:

REQUIREMENT	POINTS
Assignments/Discussions	50
Self-Reflections	50
Research Paper	80
Midterm	50
Final	50
Total	280

PCC Grading Guidelines:

<http://www.pcc.edu/resources/academic/standards-practices/AcademicStandardsandPractices-GradingGuidelines.html>

Attendance and Participation (50 Points Total):

Assignments and discussions will occur every other week and will be worth 10 points each. Make sure to answer all the questions in the prompt and make connections to the readings for full points.

Self-Reflection (5@10 Points Each):

Your self-reflections should be about 1-2 pages in length. You will choose one topic to discuss from the readings and connect this topic to a personal experience in your own life. An example paper, prompt and rubric will be provided during the first week of classes.

Research Paper (80 Points):

Prompts and rubrics will be provided. The Research Paper will involve your choice of a literature review, an interview or a naturalistic observation of adolescents or adults to identify patterns of growth and development that you then connect to current research. The Research Paper will be 5-8 pages. You will be expected to use APA style citations and references for your papers. You can review APA style at: <https://owl.english.purdue.edu/owl/resource/560/01/>. 10% is marked off of your grade for every 24 hours late.

Midterm (50 Points) and Final (50 Points):

You will be able to use your reading notes, lecture notes and online textbook to take your exams, and you will complete these tests through D2L in an environment that best suits your needs. If you would like to use the Testing Center, please let me know so I can inform them that you are allowed to use your notes and textbook. Reminder: Academic integrity is vital to your ongoing

success and taking the exam with another student present or using the internet is not allowed. If I suspect this has occurred, you may be required to retake the exam in my office with me present.

Critical Thinking Requirements

Social science courses should help students develop their critical thinking skills in four areas: social context, methods of inquiry, information literacy, and diversity:

Social Context - students should consider the larger social context as relevant to the topic at hand. This aspect of critical thinking emphasizes student ability to connect individual experience to the bigger picture in society in terms of recognizing the interconnections among individuals and social institutions such as politics, law, economics, media, religion, family or education.

Methods of Inquiry - students should use discipline-specific methods of inquiry (e.g., graphical models, field research, experiments, analysis of primary or secondary sources, textual analysis) to apply knowledge and skills to examine issues/real-world problems or to write a thesis. This aspect of critical thinking may involve students collecting and/or analyzing data, using ethical reasoning, or developing a research paper or theoretical essay.

Information Literacy - students should use critical thinking skills to evaluate information as well as the source of that information against the standards of each discipline and as appropriate for a particular assignment. The type of information and appropriateness of the source of that information will vary depending on discipline and assignment, and may include research articles or data, books, podcasts, or films. The information literacy dimension evaluates student ability to use information effectively.

Diversity – students should consider the diversity of human experience and thought. Diversity - broadly defined - may include a variety of theoretical frameworks, social/cultural dynamics, aspects of resource allocation and power structures, globalization, ethical issues, or evolutionary processes.

Instructional ADA Statement:

Students who have a documented disability and require a classroom adjustment or accommodation should contact Disability Services (www.pcc.edu/resources/disability) and provide the Approved Academic Accommodations letter to the Instructor.

Code of Student Conduct:

www.pcc.edu/about/policy/student-rights/student-rights.pdf#code-of-student-conduct

Title IX/Non-Discrimination Statement:

Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971)-722-5840 or equity.inclusion@pcc.edu.

Demonstrating the College's support for and commitment to our DACA, DREAMers, and undocumented students is of paramount importance at this time. To reiterate, our Sanctuary status means: protection of student information, according to FERPA; a commitment to not allow our Public Safety personnel to be used for immigration enforcement purposes; not to allow

Immigration and Customs Enforcement (ICE) on our campuses or properties—unless they carry a subpoena or arrest warrant.

Academic Integrity Statement:

Students are required to complete this course in accordance with the Student Rights and Responsibilities Handbook. Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to receiving a failing grade. See the Academic Integrity Policy for further details (www.pcc.edu/about/policy/student-rights/student-rights.pdf#academic-integrity).

Student Rights and Responsibilities

Students are required to comply with the policies contained in the Student Rights and Responsibilities Handbook [<http://www.pcc.edu/about/policy/student-rights/>]. The Handbook includes the Code of Student Conduct and the Academic Integrity Policy.

Recording Policy:

Students who wish to make an auditory or visual recording of any portion of the class must get permission from the instructor ahead of time. Any such recording is for personal use only. It may not be shared, copied, uploaded to the Internet, and/or distributed without written permission from the instructor as well as any student who appears or is heard in the recording.

Controversial Topics:

College students are expected to engage with difficult and challenging topics. Frank, sometimes explicit discussions of controversial topics (e.g., aggression/violence, politics, religion, sexuality, etc.) will occur in this class. Occasionally some students have strong and hard-to-manage reactions to these topics and discussions. If this happens to you, let me know right away in order to work out how best to continue effectively in the course.