

**PSYC 3333**  
**Lifespan Developmental Psychology**  
**Fall, 2003**  
**Janice H. Kennedy, Ph.D.**  
**Carroll Building Room 2262**  
**3:30 – 4:45 TT**

**OFFICE:** Carroll Building, Room 1060A  
**OFFICE HOURS:** 1:00-2:00 MWF  
 2:30-3:00 TT  
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**TEXT:** Berger, K. S. (2004). *The developing person through the life span*. (6th ed.) New York: Worth.

**COURSE DESCRIPTION:** This course provides a comprehensive overview of normal human development throughout the life span. It encompasses all of the topics of interest in psychology—both normal and abnormal behavior—within the growth of a single individual. Similarities among people in their development are examined, as well as differences due to various individual experiences.

In this course you will learn about:

- the roles that genetics and experience play in development
- how psychologists think about development and how they go about finding answers to various questions concerned with cognitive, emotional and social growth
- the major theories describing human development and the language those theorists use
- growth processes from infancy to old age
- application of developmental theory and research to your own development
- developing your own theory of how to foster optimal development in children and adolescents

This class fulfills the Group 1 requirement in the Psychology major.

**CLASSROOM ACTIVITY:** The methods utilized in the class will be varied. For example, we will use *lectures* for clarification of text material or introducing new material. We will use *large- and small-group discussion* and *demonstrations* for practice in identifying and applying principles or theories. Occasionally, we will have *guest speakers* who have a unique perspective on some developmental milestone.

**TESTS:** Four tests will be given (see attached schedule for dates) over the course of the semester. Tests will consist primarily of multiple-choice, short-answer and essay-type questions. Tests may include assigned materials not explicitly covered in class, as well as lecture material not covered in the text. Makeup exams are given only for the direst of circumstances and are administered on the last day of classes (see schedule for date).

Exams will be given during the first 60 minutes on the scheduled date. After 60 minutes, we will go over the objective portions of the test so that you can have immediate feedback on how well you did. No one will be admitted to a test session after the first student to complete the test has left the room. I will keep a running account of your grade in the course, if you like, on my door, by a code name, so you will always know where you stand in the course.

**GRADES:** All four tests are worth 100 points and weighted equally in determining your grade.

**PROJECT:** In order to apply what you are learning about developmental psychology, you will have an independent project in the course. You will have two choices: The first involves an extensive interview (perhaps several sessions over the course of the semester) with an older member of your family (at least 70 years of age) with regard to the individual's biosocial, cognitive, and psychosocial development. You will be provided questions to address in the interview, but you are encouraged to individualize your interview with your own questions as well. The second option involves writing a thoughtful paper in which you apply the developmental concepts learned in this course to your own life. This project is worth 100 points and **20%** of your grade. Due dates are included on the attached schedule. Late papers are accepted, but a penalty of one letter grade per day is incurred. Additional information about the projects will be provided during the first week of class.

**CLASS ATTENDANCE AND PARTICIPATION:** You are expected to be present and on time for each class meeting. Of course, you are responsible for material covered and announcements made during your absence from class. Your thoughtful participation in class discussions will make the course more meaningful to you and make it a more interesting course for you and your peers.

**IN SUMMARY:** Activities in the class are weighted as follows:

<u>Activity</u>	<u>Percentage of Grade</u>	<u>Your Grade</u>
Test 1	20	_____
Test 2	20	_____
Test 3	20	_____
Test 4	20	_____
Project	20	_____

GRADES: The final course grade will be determined as follows:

<u>Grade</u>	<u>Percent</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

ADMINISTRIVIA: I am very interested in your learning a lot from this course and hope that you enjoy it as well. I will be happy to discuss questions related to the course during my office hours. If you are not free during my office hours, we can schedule a meeting at a mutually convenient time. Generally, when my office door is open, I am happy to see you. However, when my door is closed, it is a signal that I prefer not to be disturbed or am not in. **I would especially appreciate not being interrupted during the half-hour before a class when I am reviewing my notes and getting ready for class.**

Cases of academic dishonesty are dealt with according to policies outlined in the Student Handbook. You should note that the minimum penalty requires a grade of zero for the assigned task and academic probation for one semester for a first offense. Academic dishonesty involves representing any work turned in (whether tests, papers, etc.) completed in any part by others as your own.

**Class Activities and Reading Assignments**

<b>Date</b>		<b>Assignment</b>
8/20	Introduction to Course	Ch. 1
8/22	Introduction (continued)	Ch. 1
8/27	Theories of Development	Ch. 2
8/29	Theories of Development	Ch. 2
9/3	42-Up	
9/5	42-Up	
9/10	Prenatal Development and Birth	Ch. 4
9/12	Prenatal Development and Birth	Ch. 4
9/17	Prenatal Development and Birth	Ch. 4
9/19	<b>Test 1</b>	
9/24	The First Two Years: Cognitive Development	Ch. 6
9/26	The First Two Years: Cognitive Development	Ch. 6
10/1	The First Two Years: Psychosocial Development <b>Project Selected</b>	Ch. 7
10/2	<b>(Wednesday) Last Day to Withdraw without Penalty</b>	
10/3	The First Two Years: Psychosocial Development	Ch. 7
10/8	The Play Years: Cognitive Development	Ch. 9
10/10	The Play Years: Cognitive Development	Ch. 9
10/15	The Play Years: Psychosocial Development	Ch. 10
10/17	The Play Years: Psychosocial Development	Ch. 10

**10/22 Test 2**

10/24	The School Years: Cognitive Development <b>Part A of Paper Due (Interview or Outline)</b>	Ch. 12
10/29	The School Years: Cognitive Development	Ch. 12
10/31	The School Years: Psychosocial Development	Ch. 13
11/5	The School Years: Psychosocial Development	Ch. 13
11/7	Adolescence: Cognitive Development	Ch. 15
11/12	Adolescence: Cognitive Development	Ch. 15
11/14	Adolescence: Psychosocial Development	Ch. 16
11/19	<b>Test 3</b>	
11/21	Early Adulthood: Cognitive Development	Ch. 18
11/26	Early Adulthood: Psychosocial Development	Ch. 19
11/28	Thanksgiving Break	
12/3	Middle Adulthood <b>Final Paper Due</b>	Ch. 21
12/3	Middle Adulthood	Chs. 22
12/5	Late Adulthood	Ch. 24
12/6	<b>Makeup exam day (2:00 p.m.)</b>	
12/10	Final Exam ( <b>Test 4</b> ) (3:00 B 5:00)	

**Tips on how to do well in this course:**

1. **Be on time** for class. Important announcements are generally made at the beginning of class. Moreover, it is often difficult to know what is going on if you miss the first few minutes of class. Coming in late is disruptive to me and to your classmates.

2. **Read** each chapter (at least skim it) before relevant lectures. This will make the lectures more meaningful and will allow you to know whether the topic is addressed in the text. I assume when I lecture that you have read the assigned readings.

3. In lectures, try to **get actively involved**. Don't simply copy down what I write on the board; try to put the information into your own words.

4. The same day as the lecture, **go over your notes**. Either rewrite them, type them, or simply read them again. This will allow you to make sure that they are legible and make sense while the information is still fresh.

5. Before a scheduled exam, **start reading the chapters in detail** at least several days before the test. **Reading the chapters in the text once will not be sufficient**. The tests are very specific. You will cover a lot of information, and I obviously cannot ask you to tell me everything you have learned. So I will ask you very specific questions about certain sections that you have studied.

6. The tests generally are made up of about 50% information from lectures and 50% from your text. Therefore it is imperative that you **study both text and notes**.

7. Since tests depend heavily upon notes, you must **come to class every day** if you expect to do well on tests.

8. Get actively involved in class discussions. Developmental psychologists certainly don't have all the answers to questions about development, so input from parents and others who deal with children (as well as former children) help to make the class more interesting, especially if you have read relevant sections of the text, and will make the learning more valuable to you.

9. Allow enough time for you to produce a thoughtful, literate paper. One draft will not do it. Allow enough time to write a draft, let it sit for a day or two, and then revise the paper as needed. Many "A" papers become "B" papers because of misspelled words, awkward sentence construction, or careless mistakes. Correct these simple problems to make it an "outstanding" paper.