Moberly Area Community College
Common Syllabus

PSY205 Human Lifespan Development

Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: PSY205 Human Lifespan Development 3-0-3
This course is designed to present the study of human development throughout the life span. Study includes the four domains of development: physical, cognitive, and psychosocial. Major theories, the influence of genetics, and prenatal development will be examined. The framework of the course is chronological, dividing the life span into seven parts: infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood and the end of life. (FA, SP)

Prerequisite: PSY101 General Psychology

Text: The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title: Development Across the Lifespan
Author: Feldman
Edition: 9th Edition
Publisher: Pearson

Other Required Materials: List any additional materials or resources you want your students to acquire.

Purpose of Course: This course is designed to give students an overview of the important research conclusions and theories pertaining to human development. It will guide students through the course of development from the point of conception to the time of death. It will engage students in thinking about development as it pertains to their career objectives as well as to their personal lives. It will serve as a foundational course for nursing students and others where an understanding of development is important. Through writing assignments and class discussions, students will be challenged to think critically about developmental issues.

Course Objectives: The over-arching course objective is to provide the student with an overview of human development from conception to death. The following more specific objectives will guide our study.

1. Acquire a basic understanding of the stages of human development.
2. Know and understand basic developmental tasks at each stage of development.
3. Comprehend the specific difficulties and tasks that come with each stage of development.
4. Understand methods of doing research in the area of human development.
5. Become familiar with various theories of development.
6. The student will understand and identify the range of normal development for various ages.
7. The student will be able to identify risks that have a negative impact on prenatal development.
8. The student will be able to communicate current thinking about developmental issues in both written and verbal formats.
9. The student will be able to demonstrate college level research and writing skills via an APA style research paper.
10. The student will be able to display knowledge pertaining to physical, cognitive, personality, emotional, and social development across the lifespan.

Course Content:

A. Orientation and Background of the lifespan perspective
B. Research Design
C. Theories of Development
D. Heredity and Environment
E. Childbirth
F. The Newborn
G. The Study of Children in Historical Perspective
H. Childhood Physical Development
I. Childhood Cognitive Development
J. Childhood Personality & Emotional Development
K. Childhood Social Development
L. Perspectives on Adolescent Development
M. Adolescent Physical Development and Sexual Maturation (Issues During Physical Development)
N. Adolescent Cognitive Development
O. Adolescent Personality & Emotional Development
P. Adolescent Social Development
Q. Perspectives on Adult Development (Important Issues and Theoretical Concerns)
R. Adult Physical Development
S. Adult Cognitive Development
T. Adult Personality & Emotional Development
U. Adult Social Development
V. Death, Dying and Grief

Assessment of Student Learning: Describe how you plan to grade and what the requirements will be for various letter grades. Also describe the point values or percentages that assignments will be worth.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignment(s)/Project(s):** Describe the assignments and projects that are expected of the students.

**Schedule of Student Assignments/Activities:** Instructors will identify a student assignment/activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

**Statement to Connect Course with General Education Outcomes:** In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.
**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course
Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
• Completion of quizzes or exams during class meetings and online
• Submission of assignments during class meetings and online
• Participation in discussions during class meetings and online

Online Course
Active participation in an online course includes the following:
• Completion of quizzes or exams
• Submission of assignments
• Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, I.090 & M.095)

Tardiness: Per instructor’s policy

Make-up and late work: Per instructor’s policy

Extra-Credit Work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CheryllLybarger@macc.edu.