

SYLLABUS
Trinity Western University
Lifespan Development
PSYC 215-IS
Summer 2017

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Course Description

This course provides students with an introduction to the theories, concepts, research methods and findings relevant to the study of human development throughout the lifespan. Major developmental theories and issues are presented. Emphasis is placed on the integration of lifespan principles and concepts into individual social contexts. The effects of heredity and environment and ethical issues surrounding development are also explored.

Prerequisites

Psychology 105/106

Learning Objectives:

- Demonstrate an understanding of the importance of the study of human development;
- Identify and describe the major theories of human development;
- Identify research methods used to study human development;
- To survey biological, cognitive and socio-emotional aspects of development across the lifespan;
- Demonstrate an understanding of the basic principles and concepts relevant to stages of lifespan development;
- To reflect on the factors that have influenced your own development;
- Describe and explore basic issues relevant to development throughout the lifespan;
- To equip you with the intellectual skills required to meet the demands of continued study in this field of inquiry.

Text:

Boyd, D., Johnson, P & Bee, H. (2015) *Lifespan Development, 5th Canadian Edition*. Pearson Education: Toronto.

Course Evaluation*

Forum Posting 25%

Paper 40%

Exam 35%

Forum Posting

Each unit in this course contains an online discussion forum. The purpose of the forum is for students to share ideas and learn from each other. Usually, the forum requires that you do some homework assignment and then write the results of your assignment in the forum online. To receive full marks for each forum you must post your response to the assignment and you must also address comments made by at least two of your classmates by the deadline specified each week. The forum

participation grade will be partially derived from your entry and partially derived from the nature and extent of your discussion with other students regarding course related issues.

Paper

You are required to write a research paper on a topic related to developmental psychology. This paper should be 15 pages in length, typed, double-space using a standard 12 point font (e.g., Times or Arial) with 1" margins. You need to incorporate a minimum of four academic sources and follow APA style for references. Feel free to consult with your instructor if you want help developing a suitable topic.

Exam

A comprehensive exam will be administered online. Further details about how to log-in etc. will be provided.

COURSE POLICIES

1. Writing

All coursework is expected to be college level writing and follow APA 6th edition format (incl. typed, double-spaced, 1" margins, 12-point standard font and correct APA format for citing references in the body of the paper and in the Reference list).

2. Deadlines

All deadlines are firm. Assignments must be submitted in time to avoid penalty. Late assignments will be marked down 3%/day late. After 7 days, assignments will not be accepted and a grade of 0 will be assigned.

3. Psychology Department Grading Scale

Please note that the psychology department utilizes the following grading scale that may be different from other courses:

A+ 94-100	A 90-93	A- 86-89	
B+ 82-85	B 78-81	B- 74-77	
C+ 70-73	C 66-69	C- 62-65	
D+ 58-61	D 54-57	D- 50-53	F 0-49

4. Communication

Because this is an online course, it is imperative that communication via email is consistently available. Please ensure that you use the TWU email account assigned to you for the duration of this course or that you have provided the instructor with a reliable alternative that you regularly check. If you are having any technical issues with your email or the online course please contact esupport@twu.ca or call 604-882-HELP. Students are responsible for knowing about course-related that is emailed and/or posted to the Course Announcement link on the course site.

5. Academic Integrity

Academic dishonesty includes cheating on exams, tests, lab results, etc., submitting the same or substantially the same essay for credit in more than one course without faculty permission, and plagiarism. TWU has a strict policy on plagiarism (see academic calendar 2013-2014). Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

It is expected that all student work is original and that every effort is made to avoid plagiarism. For more information see TWU's policies at <http://twu.ca/governance/policies/policy-on-academic-dishonesty.html>. In cases of academic dishonesty, the University policy outlined in the Academic Calendar will be enforced.

6. Students with Disabilities

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at

<http://www.twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>

TENTATIVE COURSE SCHEDULE (subject to revision)

Week of	Topic	Reading/Due Dates
May 8	Module 1: Introduction & Foundations	Ch. 1 & 2
May 15	Module 2: Biological Beginnings	Ch. 3
May 22	Module 3: Infancy	Ch. 4 - 6
May 29	Module 4: Early Childhood	Ch. 7,8
June 5	Module 5: Middle Childhood	Ch. 9,10
June 12	Module 6: Adolescence (Physical & Cognitive Development)	Ch. 11
June 19	Module 7: Adolescence (Social & Personality Development)	Ch. 12
June 26	Module 8: Early Adulthood	Ch. 13 & 14
July 3	Module 9: Middle Adulthood	Ch. 15 & 16
July 10	Module 10: Late Adulthood	Ch. 17 & 18
July 17	Module 11: Death, Loss & Grief	Ch. 19
July 24	Final Exam	Paper Due July 30