PSYCHOLOGY 302 – Life-Span Development

Section: 002  
When: Thursdays, 7 - 9:40 p.m.  
Where: Stevenson Hall, Room 3008  
Duration: 8/24/17 - 12/14/17  
Units: 3 semester units

Instructor: Dr. David F. Sowerby  
Note:
1. The best way to reach me is during class or visit me in person during my office hours. To make myself available outside of class hours, I have scheduled office hours on several days. If it is urgent and you need to reach me outside of class, please send me a voice-mail message rather than an e-mail message, for the quickest response.  
2. If you miss a class, you will need to get notes from another student; do not ask the instructor to go over material already covered in class when you were absent.  
Voice Mail: (707) 588-0725 (I will return calls as soon as possible)  
E-Mail: sowerby@sonoma.edu  
Web Site: www.dfswsowerbyphdconsulting.com  
Office: Stevenson Hall, Room 3085  
Office Hours: Mondays, 1 – 3 p.m., 4:45 – 5:45 p.m.  
Tuesdays, 5:45 – 6:45 p.m.  
Thursdays, 5:45 – 6:45 p.m.  
Note: Office hours begin on 8/29/17 and end on 12/7/17.

Catalog Description: A multidisciplinary examination of the cognitive, social, cultural, emotional, and physical development of the human being. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE Area E (The Integrated Person). Breadth Area: Development. Upper division psychology GE courses (Psy 302, Psy 303, and Psy 326) may be double-counted as upper division GE units and as units for the psychology major.  
GE URL: http://www.sonoma.edu/ge_initiative

Course Objectives:
1. To gain a better understanding of how human beings develop from conception until death, with an emphasis on the psychological tasks of each stage  
2. To examine the complex variety of factors that influence human development  
3. To use the literature on human development, including theories and research, to understand and reflect on the experience and development of oneself and others  
4. To recognize and understand the complexity of cultural diversity, in light of the literature on human development

Format: Classes will include lectures, exercises, group discussions, and student presentations.

Required Text:  
Recommended Reading (these works are suggested for Papers # 1, 2):


See my website for more recommended reading for Papers #1, 2:  
www.dfsowerbyphdconsulting.com

Use our text to direct you to other original sources for Papers #1, 2

It is recommended that students select works from the above reading list or other places that are relevant to their own development (for Paper #1) and to the development of another person (for Paper #2). The use of pertinent literature is intended to help students apply theoretical material and research findings to their own lives and to the lives of others. This will give students insight into the factors that affect the development of people at different stages of the life cycle.

**Topics**

- The Life-Span Development Perspective
- Beginnings
- Infancy
- Early Childhood
- Middle and Late Childhood
- Adolescence
- Early Adulthood
- Middle Adulthood
- Late Adulthood
- Endings

**Evaluation:**

1. **Tests** - These tests will be in-class, and will include multiple-choice questions from the text. Students will be given page numbers to study from the text during classes.

   **Weight:** Each test is worth 20% of the final grade

   - **Test #1:** Chapters 1 - 6
   - **Test #2:** Chapters 7 - 10
Test #3: Chapters 11 - 16
Test #4: Chapters 17 - 20

2. Attendance and Participation - Students are required to attend class, participate during group discussions and exercises, submit two papers, and give two presentations. You will be tested on lecture material and additional pages from the text (given during classes), so it is essential that you attend class regularly. The degree to which you are involved in class discussions will influence how much knowledge you gain from the course.

Students must give and get credit for both presentations in order to get attendance credit. The grade for attendance and participation will be based on the percentage of classes attended; each class you will be asked to sign an attendance sheet (as proof of attendance). There are 16 classes for this course. (Example: 13/16 classes attended = 8.1/10 participation score).

Note: If a student attends classes before being officially registered in the course and he/she signs in, then this student will receive attendance credit for these classes. However, if a student does not attend classes before being officially registered, then he/she will not receive attendance credit for these classes.
Weight: 10% of the final grade

Papers
Paper #1: In this paper you will examine your own development by answering the following questions:
A) Who are the most important people, and what are the most significant events and influences (e.g., cultural, religious, racial, ethnic, gender) in your life to date?
B) What are the current issues/challenges you face in your development/life?
The idea is to use the literature to help you understand your development. Keep in mind that you might not fit neatly into a particular theory, so address this if necessary. Write clearly and coherently, paying close attention to grammar and syntax.

This paper will only be accepted if it meets the following criteria:
Length (minimum and maximum): The answers to questions A and B above must be two full pages each (typed, double-spaced) for a total of four full pages (not including the Reference List).
Font Size: 12
Margins: 1 inch
Writing Style: Essay style. Use the questions for A and B above as subtitles for your paper, and organize your paper so it is easy to follow.
Citation(s): There must be at least one citation (paraphrased; no quotes) per page (for a minimum of four citations) from original source material in your paper in American Psychological Association (APA) Style, that is: (author, year). At least one source must be given, but more sources can be cited if you wish.
Reference List: There must be a Reference List of original sources (do not cite a textbook) in APA Style (see the reading lists on this syllabus for examples of APA style). Sources listed in the Reference List must be cited within your paper.
**Weight:** Students will receive 5% for this paper, if the above criteria are met. If the above criteria are not met, students will be asked to resubmit the paper until they are met. If a paper does not meet the criteria mentioned above, the student will receive 0/5 until the criteria are met.

**Due:** The due date will be arranged during your first meeting with your TA.

This paper will help you understand the various influences on your development, and will assist you in identifying present issues/challenges and psychological tasks you now face. This assignment will improve your research and writing skills, and help you use the research literature to put your life in perspective.

**Paper #2:** In this paper, you will examine another person’s development. You will either conduct an interview with someone or do an observational study of an infant or child. The interview may be tape-recorded, provided the participant has granted permission to do so. Keep the person’s identity anonymous by using a fictitious name, unless the person wants his/her identity to be revealed in your paper. **The format and requirements are the same as those for Paper #1** (e.g., answer questions A and B).

**Weight:** Students will receive 5% for this paper, if the above criteria are met. If the above criteria are not met, students will be asked to resubmit the paper until they are met. If a paper does not meet the criteria mentioned above, the student will receive 0/5 until the criteria are met.

**Due:** The due date will be arranged during your first meeting with your TA.

This paper will help you understand the various influences on another person’s development, and will assist you in identifying present issues/challenges and psychological tasks that this person faces now. This assignment will help you improve your research, writing, interviewing and/or observations skills, and help you use the research literature to put your life in perspective.

**Presentations:** You will present your papers to your fellow students who are assigned to your TA group. After you present your material, address questions and comments from your group and TA. The goal is to discuss your findings with others in a supportive atmosphere. Try to be clear and comprehensive during your presentation. **Each presentation will be graded on a credit/no credit basis. Each student must do both presentations on the assigned dates and receive credit for these in order to receive attendance credit.** To receive credit, the presentation must meet the length requirements announced in class. If you do not receive credit for one or both of your presentations, your attendance grade will be 0/10, even if you have attended classes and signed in. **This assignment is considered part of the students’ participation.**

**Weight:** CR/NCR

**Due:** The same days that you submit your papers.

**Length:** The length of your presentation will be specified in class, and this will depend on the number of students in the course.

**Note:** There will be no make-up tests or presentations, and late papers will not be accepted. Exceptions to these would occur only if formal documentation (e.g., doctor’s note) is submitted to the instructor (if you are absent from of a class, test, or presentation, or if you submit a paper late); otherwise, you will receive an absence, zero, or NCR. Resubmitted
papers should be turned in within 2 days after they are returned to the student, and must be received by 12/7/17 or else they will receive a zero.

Summary of Grading System:
20% - Test #1
20% - Test #2
20% - Test #3
20% - Test #4
10% - Attendance and Participation
5% - Paper #1 (4 pages) - your own development
CR/NCR - Presentation #1 - your own development
5% - Paper #2 (4 pages) - interview/observation
CR/NCR - Presentation #2 - interview/observation

Grading:
A = 91.1 – 100%
A- = 90 – 91%
B+ = 89 – 89.9%
B = 81.1 – 88.9%
B- = 80 – 81%
C+ = 79 – 79.9%
C = 71.1 – 78.9%
C- = 70 – 71%
D+ = 69 – 69.9%
D = 61.1 – 68.9%
D- = 60 – 61%
F = 0 – 59.9%

Dates, Topics, Tests, Activities:
8/24 - Introduction & overview, TA assignments, book presentation dates, present development, ideal career
8/31 - Danesh’s model, chapter 1, traits
9/7 - chapters 2, 3, 4; presentation #1
9/14 - chapters 5, 6; presentation #1
9/21 - Test #1; presentation #1
9/28 - chapters 7, 8; presentation #1
10/5 - chapters 9, 10; presentation #1
10/12 - Test #2; presentation #1
10/19 - chapters 11, 12; presentation #2
10/26 - chapters 13, 14; presentation #2
11/2 - chapters 15, 16; presentation #2
11/9 - Test #3; presentation #2
11/16 - chapters 17, 18; presentation #2
11/23 - Thanksgiving – no class
11/30 - chapters 19, 20; presentation #2
12/7 - Test #4
12/14 - (8 – 9:50 p.m.) planning your life, chakras

**Special Needs:**
If you are having trouble in the course or if you have special academic needs, please see me immediately, so I can assist you. I will do my best to facilitate your learning and work with you to create an enjoyable educational experience. If you are a student with special learning needs and you think that you may require accommodations, your first step is to register with the campus office of Disabled Student Services (DSS), Salazar 1049 (phone number: 664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

**University Policies URL** (Disability, Plagiarism, etc.):
http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml