Sonoma State University  
Department of Psychology  
PSY 302 – 003: Lifespan Development  

Fall 2017  

Instructor Contact Information  
Name: Dr. Jessica Hobson  
Office Location: Stevenson Hall 3057  
Telephone Number: 707-843-1576  
Email: jessica.hobson@sonoma.edu  
Office Hours: Fridays 3:45 p.m. – 4:45 p.m. and by appointment  

Teaching Assistants  
For 2:00 p.m. – 2:30 p.m. Discussions, please go to the assigned location for your group.  

<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>Topics</th>
<th>Office Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan Lahey</td>
<td>Early Adulthood, Middle Adulthood, Later Adulthood, Elderhood</td>
<td>STEV 3026</td>
</tr>
<tr>
<td>Tertia Powell</td>
<td>Middle Childhood, Early Adolescence, Later Adolescence</td>
<td>STEV 3040</td>
</tr>
<tr>
<td>Sofia Leiva</td>
<td>Prenatal, Infancy, Toddlerhood, Early School Age</td>
<td>STEV 3040</td>
</tr>
</tbody>
</table>

General Course Information  
Fridays: 1:00 p.m. – 3:40 p.m.  
Classroom: Stevenson 3040  

This course satisfies Upper Division GE, The Integrated Person.  
Integrated person courses are designed to study both processes affecting the individual – such as psychological, social, or physiological changes throughout the human life cycle – and the interactions between the individual and society. Focus is on the integration of disciplinary knowledge and personal experience with an appreciation of the duties and rights of a citizen with a rich public and personal life.
GE Learning Goals and Objectives. Students will:

1. Develop knowledge of themselves as psychological, social and physiological beings as they experience life.
2. Understand the dynamic interactions and reciprocal relationships between individuals and social systems.
3. Use pertinent disciplinary knowledge to understand how their actions affect the world.
4. Learn the importance of active engagement in their communities for the betterment of personal and public life.

Mission, goals and objectives for General Education are available for your review:

http://www.sonoma.edu/senate/committees/ge/mgos.html

Teaching Goals for GE Classes. Teach students to:

1. Think independently, ethically, critically and creatively.
2. Communicate clearly to many audiences.
3. Gain an understanding of connections between the past and the present, and to look to the future.
4. Appreciate intellectual, scientific, and artistic accomplishment.
5. Further develop reading, writing, research, and critical thinking skills.

Course Description
This course offers a broad overview of the field of Developmental Psychology, a scientific approach to studying change across the lifespan. Specific domains of human development -- social, cognitive, cultural, emotional, and physical development -- will be covered chronologically, from conception through death. This course will cover eleven life stages: Prenatal Development, Infancy, Toddlerhood, Early School Age, Middle Childhood, Early Adolescence, Later Adolescence (Emerging Adulthood), Early Adulthood, Middle Adulthood, Later Adulthood, and Elderhood (Older Adulthood).

Content Goals
One major goal of this course is to show how theories can assist in the understanding of human development. Theories covered will include: Evolution, Psychosexual Theory, Cognitive Developmental Theories, Theories of Learning, Cultural Theory, Social Role Theory, Systems Theory, and Psychosocial Theory. This course will adopt a particular emphasis on Psychosocial Theory, applied across the lifespan.

A second major goal of the class is to assist students in understanding and applying developmental theory and research to individual case examples and topics of societal importance. In this course, students will demonstrate an ability to communicate a thorough understanding of one specific life stage through: i) a written case analysis of a character depicted in film and ii) leading a small group discussion on an applied topic covered in the textbook.
Moodle Course

Moodle is SSU's Learning Management System (LMS). Moodle is the place where you will find the course syllabus, read posted announcements in the News Forum, post questions about the course to Any Questions, participate in online class discussions with classmates, submit your assignments online, take your learning quizzes, and view the materials for this course. To access the Moodle course use your SSU Seawolf ID and password to log into SSU's Online Services portal (https://login.sonoma.edu). Click on the Moodle link. When you get to the Moodle site home, click on the “My Courses” menu located on the top navigation. Click on the link for this course PSY-302-003 (classes are listed by course name and number). Note: The login link is also conveniently located at the top of the Sonoma State University homepage (http://www.sonoma.edu) and many other university pages.

Visit the Learning with Moodle page (http://www.sonoma.edu/it/students/moodle.html) to review frequently asked questions about using Moodle and also to view a list of technical recommendations.

Moodle Help and Student Computing Resources

Moodle and General IT Help Desk

Contact the IT Help Desk (http://www.sonoma.edu/it/helpdesk/) if you need assistance with Moodle or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

Plugins

The Download Plugins page (http://www.sonoma.edu/about/plugins.html) lists plugins that may be needed to access some content on or linked from SSU websites and Moodle. (If applicable, list any other plugins that may be needed to access/use publisher materials).

General Student Computing

Review the Student Computing service page located at http://www.sonoma.edu/it/students. There you will find computer use guidelines and a list of available computer labs.

Service Learning

Community service and academic study are linked through a service-learning component to the course. Service-learning is described by the SSU academic senate as: "a pedagogy that utilizes community service projects within the context of an academic course." This course will be designated as 'Service Learning' on your University Transcript. Please visit this website for more information on Service Learning:

http://www.sonoma.edu/cce/faculty/what_is_service_learning.html
Required Text

Textbook


This textbook is available through: Cengage Learning, through the SSU Bookstore, and through numerous online retailers. Prices will depend on a number of factors: e.g. (i) used / new, (ii) rental / purchase, (iii) e-text / loose-leaf / hardcover. You will need to have access to this textbook throughout the semester. I will place one copy of the textbook on reserve in the library, but this book may be unavailable when you want to access it due to high demand.

You might wish to consider sharing a textbook within your small group.

Classroom Structure and Etiquette

In general (with occasional modifications), we will follow this structure for classes:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Learning Session 1</td>
</tr>
<tr>
<td>2:00 p.m. – 2:30 p.m.</td>
<td>Small Group Activity/Discussion</td>
</tr>
<tr>
<td>2:30 p.m. – 2:40 p.m.</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:40 p.m. – 3:40 p.m.</td>
<td>Learning Session 2</td>
</tr>
</tbody>
</table>

Each class will contain a combination of lecture, small and large group discussion activities, group preparation for Service Learning, guest speakers, and video examples. Lecture note outlines from Powerpoint slides will be uploaded onto Moodle after each class. You are expected to take notes during class.

Personal mobile phones and electronic devices (including laptops) are not permitted during class — as they are distracting to your instructor and classmates, and multitasking negatively affects your own learning. If there are exceptional circumstances that require you to take notes on your laptop, please discuss this with me in advance. If I give you special permission to use your laptop, you may be assigned a seat in the classroom. This authorization will be revoked if you engage in off-task behavior during class with your device.

Workload

For all California State University degree programs and courses bearing academic credit, for each Unit of credit, there is an expected three to four hours of work per week. This is a 3-Unit course, and this means you should plan to spend at least 9 hours per week on this course in order to earn an average grade. In addition to attending class each week (3 hours), you should plan to spend a further 6 hours per week on assigned homework (reading, chapter reflections, meeting with your small group, service learning, and writing) for this course. Please let me know if you are having difficulty with your time management and study skills, particularly if this is due to extenuating circumstances.
In order to facilitate an optimal learning environment, it is my responsibility to:

- Give clear guidelines for all assignments and grading. Guidelines will be reviewed in class, and posted on Moodle.
- Grade all assignments and make your scores available on Moodle (generally) within one week of the due date.
- Be in attendance every day that class is scheduled, unless I am ill or there is an emergency.
- Begin and end class on time.
- Be prepared for each class.
- Respect and treat all students fairly.
- Meet with you to discuss course material, during office hours or by appointment.
- Welcome your diverse viewpoints and opinions.
- Respond to your emails within 24-hours (apart from weekends, where you should allow 48-hours).
- Encourage attendance and active participation in class.
- Encourage independent learning outside of scheduled class time.
- Help you develop skills in critical thinking, verbal discussion, presenting, and writing effectively.

In order to facilitate an optimal learning environment, it is your responsibility to:

- Arrive on time, and stay for the entire class.
- Complete weekly reading and reflection assignments before coming to class.
- Stay alert. Attend and participate actively in class.
- Contribute to our learning community through collaboration and discussion.
- Complete assignments on time.
✓ Refrain from distracting behavior in class (e.g. texting, social media, whispering, sleeping, online shopping, organizing your schedule, doing homework for other classes, or being disrespectful to classmates or instructor).

✓ Take part in Service Learning and Reflection.

✓ Check Moodle every week for course material, updates, and class announcements.

✓ Contact the instructor or your TA as soon as possible if you are having any difficulty with course material or requirements.

✓ Respect the diverse experiences and viewpoints, of your classmates and the instructor.

✓ Actively listen to your classmates when they are speaking, and allow others the chance to share.

Course Requirements and Grading

Assignments and Point Value

Case Study: 100 points \(\{CS = 100\}\)
Group Activities: 100 points \(\{GF1, GF2 = 30; DL = 40; LSP = 30\}\)
Service Learning: 80 points \(\{SL = 80\}\)
Learning Quizzes: 75 points \(\{Qu1 = 25; Qu2 = 25; Qu3 = 25\}\)
Chapter Reflections: 75 points \(\{R1 – R15, 5 each\}\)
Class Participation: 70 points \(\{P1 – P14, 5 each\}\)

TOTAL 500 points

Final Class Grades are calculated on the basis of percentage of possible points earned. At the end of the semester, the points you earned will correspond with a letter grade, as listed below.

Grade Distribution on the basis of Points Earned (out of 500):

Total Points Earned  Class Grade  Interpretation

465 - 500    A   Outstanding: Superior Performance
450 - 464    A-    
435 - 449    B+    
415 - 434    B    Commentable: Exceeds Expectations
400 - 414    B-    
385 - 399    C+    
365 - 384    C    Satisfactory: Fulfills Requirements
350 - 364    C-    
335 - 349    D+    
300 – 334    D    Needs Improvement: Below Expectations
Less than 300 points    F    Failure
Course Grades
Grades are a reflection of your effort, skills, and learning in this class (including personal circumstances, or hardship), not who you are as a person. Your final grade in this course provides an index of the timely submission and quality of your written work, leadership and teamwork on group activities, preparation and active contribution to the classroom learning environment, participation in service learning, and level of effort and consistency on course assignments.

Policies
Grading Disputes
If you feel the need to dispute your score on any assignment, you must submit a written explanation of your concerns – clearly documenting the discrepancy between the grade you received and the scoring expectations – within one week of the points being assigned and posted on Moodle. After receiving a written explanation of your dispute, I will conduct a review of your assignment and the basis for points scored. Finally, I will contact you to schedule an appointment to provide feedback on the outcome of this review. Disputes regarding scores will not be considered if they occur more than one week after the posted grade. Please do not attempt to negotiate over grades at the end of the semester. I take my responsibility to treat all students fairly very seriously, and changing your points / grade would compromise my integrity as your Instructor.

Extensions and Make-Up Work
An important part of evaluating your performance in this course is based on active class participation and timely submission of assignments. This policy has been developed in order to ensure fairness to all of the students in this class (see University Policy).

Assignment due dates will not be extended unless there are exceptional, legitimate, and verifiable circumstances necessitating a delay. It is the responsibility of any student making a request to provide clear, verifiable evidence of: (i) serious illness or injury requiring medical attention, (ii) family emergency/bereavement, or (iii) participation in an officially-approved University Activity. This policy will be strictly followed, in fairness to all students.

Medical Excuse Notes are not advised for non-serious illness / injury, see Student Health Center guidelines. As per University policy, even if your absences are for valid reasons, absences from class may have an effect on your course grade. If you have missed a class, for any reason, you are strongly advised to meet with a classmate to obtain lecture notes. It is your responsibility to find out what you have missed when you are absent. Being absent does not excuse you from anything that was discussed or due in or before class. Class participation points are not possible to make-up, under any circumstances. I assume that if you miss a class, there is justification for you doing so. In these cases, please put the missed time into out-of-class assignments to re-balance your points for the grade you wish to earn, and consider the extra-credit ‘bring a guest’ option available to all students.

If you need to request an extension to a deadline, and you have well-documented, verifiable evidence of a legitimate reason for this request, please submit your request in writing with
documentation to your TA (print, and bring to class) for my review. It is your responsibility to make any request in advance of the due date, as soon as you anticipate a problem. Please be advised that any extensions granted create equity issues for your classmates. For this reason, late assignments will not be accepted unless there are legitimate, unavoidable circumstances. Even in these exceptional cases, points may be deducted for late assignments.

Assignments

Class Participation 70 points

Class participation will be graded on 14 occasions (P1 – P14), as noted in the Outline of Topics by Date. Class participation grades will be based on your presence and active participation throughout the morning. This includes your participation during lecture and small discussion groups. Class participation activities will be awarded a maximum of 5 points per class, scored on the following basis:

5 This student arrived on time, and remained present for the entire class. This student participated actively in whole-class and small group tasks, and contributed in a positive way to the learning environment.

4 This student attended class and participated throughout most of the class session. However, the student (i) may have arrived late or left early, or been out of the room during part of the lecture; (ii) been distracted through some part of the class (e.g. texting); (iii) used laptop/device without authorization; or (iv) been observed not participating during group activities.

1 – 3 This student missed a significant portion of class, or actively disrupted the classroom setting (e.g. inactivity or disengagement in group activity, online shopping / social media / texting).

0 This student was absent from class.

Class Participation: 70 points \(P1 – P14, 5 \text{ each}\)

Chapter Reflections 75 points

You will need to access Moodle each week in order to complete a short essay reading reflection on each assigned chapter. Your responses to each reflection question should be two paragraphs in length (a paragraph is 5 – 7 sentences). You are expected to demonstrate to me (or the TA grading your reflection) that you have read the assigned chapter by referring directly to specific chapter content.

The purpose of the chapter reflection assignment is to: a) encourage you to complete assigned reading material before coming to class; b) enable you to assess your own understanding of the reading material, and make connections with your personal experiences; c) prepare you to take part actively during class; and d) provide me with feedback regarding your understanding of the material and thoughts / questions arising which may be helpful to expand upon in class lecture.
Chapter Reflection Scoring Rubric

5 **Exceeds Expectations.** This response: i) contains two well-written paragraphs; ii) provides a comprehensive, thoughtful response to the reflection question; and iii) demonstrates that the student has read and reflected upon the assigned chapter. Material and examples from the assigned reading are incorporated into the response.

4 **Meets Expectations.** This response addresses the reflection question but is brief, vague, or lacks clarity.

3 **Below Expectations.** This response is partial/incomplete, poorly written, or suggests the student has not read the assigned chapter.

1 / 2 **Unacceptable.** This response does not address the question or is not in the student’s own words (e.g. contains plagiarism from the textbook).

0 **No response.**

Responses are due before class on the dates noted in the course outline and on Moodle. Late submissions will not be permitted without documented evidence of extenuating circumstances.

Please note that brief examples from the chapter reflections may be shared anonymously as part of class lecture. I will be discreet regarding any sensitive material, but if you have shared private information and you have a concern about this, please state: ‘confidential’ in your reflection.

Chapter Reflections: 70 points \( \{R1 – R14, 5 \text{ each}\} \)

**Learning Quizzes 75 points**

During the semester, you will be required to take three learning quizzes online (via Moodle). Each quiz will consist of 25 multiple-choice items (worth 1-point each). You will have one hour in which to complete the 25 items.

The first learning quiz (Q1) will be available to take at the time of your convenience, between 3:40 p.m. on September 29th and 1:00 p.m. on October 6th when class begins. Q1 will cover textbook chapters 1 - 5, and associated lecture/class material.

The second learning quiz (Q2) will be available to take at the time of your convenience, between 3:40 p.m. on November 3rd and 1:00 p.m. on November 17th when class begins. Q2 will cover textbook chapters 6 - 10, and associated lecture/class material.

The third learning quiz (Q3) will be available to take at the time of your convenience, between 3:40 p.m. on December 8th and 1:00 p.m. on December 15th when we will hold our Case Study discussions in the Final Exam slot. Q3 will cover textbook chapters 11 - 15, and associated lecture/class material.
You are given my permission to access your notes and textbook while taking the quiz. However, you are required to complete your learning quiz independently. Do not consult with classmates, either to give or receive help on the quiz. Please be advised that items occur in random sequence, and once you move forward in the quiz, you will not be able to return to your previous responses. Do not leave items blank.

Learning Quizzes: 75 points (Qu1 = 25; Qu2 = 25; Qu3 = 25)

Service Learning 80 points
Our community partner this semester is Meadow View Elementary School. On Friday, October 27th a group of 66 2nd – 3rd grade children will arrive at SSU to participate in Book Buddies.

The children will arrive on campus at 11:30 a.m. to eat a packed lunch and arrive at Cooperage at 12:00 p.m. to listen to a storyteller. Any students who can volunteer to guide the children around campus (11:30 a.m. – noon) or be present for the storyteller (noon – 12:45 p.m.) will be able to earn 5 points of extra credit.

All students are required to meet at 12:45 p.m. in the Cooperage. Once you arrive, please join your small group and pair off with a child. After introductions, you will select a book to read together (1:00 p.m. – 1:20 p.m.). After reading a book together, you will support the child to write his/her own book (1:20 p.m. – 1:40 p.m.). Finally, you will share the jointly created books in your small group (1:40 p.m. – 2:00 p.m.).

There will be clean up and debriefing from 2:00 p.m. – 2:30 p.m., and class will begin again at 2:40 p.m.

You will receive a score based on feedback from your group members on your active help and participation (10 points), TA/my observations of your group working together with the children on the project (10 points), and your written three-paragraph reflection response, due Friday November 3rd by 1:00 p.m. on Moodle (60-points). Further details will be provided during the semester.

Life Stage Groups
You will be randomly assigned in Moodle to one of the 11 Life Stages covered in this course (Prenatal – conception to birth, Infancy – first 24 months, Toddlerhood – ages 2 – 4, Early School Age – ages 4 – 6, Middle Childhood – ages 6 – 12, Early Adolescence – ages 12 – 18, Later Adolescence – ages 18 – 24, Early Adulthood – ages 24 – 34, Middle Adulthood – ages 34 – 60, Later Adulthood – ages 60 – 75, Elderhood – 75 until death). Each group will have 11 or 12 students. This is the small group you will meet with during all break out sessions and work with on all group assignments.
Group Facilitator 30 points (GF1 and GF2)

For two class dates, you (individually) will be in the role of Group Facilitator. You will sign up for the two dates at the beginning of the semester. Being a group facilitator includes several responsibilities: (i) taking attendance, (ii) noting any issues with participation (e.g. distracting/disruptive behavior in discussion group or in class), (iii) completing group quick write assignments / forms, and (iv) providing large group feedback on behalf of your small group when returning from discussions. You will receive 15-points for each of the two dates you complete this assignment, provided you have completed all responsibilities and forms accurately. Please note that you are responsible for providing accurate feedback on your group members, and false information will be considered academic dishonesty.

Discussion Leader 40 points (DL)

For one class session, your entire Life Stage Group will take on the role of Discussion Leaders on the Applied Topic associated in the chapter corresponding to your Life Stage. Please review your textbook and the course outline by date to see your topic. You are expected to have thoroughly read the associated applied topic of societal significance in your textbook (noted in the outline of assigned reading) and to have taken detailed notes on the topic (note what you learned about the topic, what you want to share with your classmates, and what you want to discuss in more detail). You are expected to have engaged in planning with other members of your Life Stage Group outside of class, and to have developed ideas for facilitating small group discussion of the topic. You should do some additional research on the topic (e.g. media/news reports, supplemental articles I give to you), and be prepared to share your personal reaction to the textbook material (e.g. your own responses to the ‘further reflection’ questions). You are expected to complete a discussion agenda, using the form provided on Moodle, and give this planning document typed to your TA at the end of the class in which you were a Discussion Leader.

During the discussion session, from 2:00 p.m. – 2:30 p.m. your Life Stage Group will divide up into two classrooms, as indicated on the first page of your syllabus. With half of your group members, you (as a group) will give a brief (5 minute) overview of the applied topic, and then each member of your group will join a different Life Stage Group to lead a small group discussion (15 minutes) on the applied topic.

This role is worth 40-points, and you will be graded by the Teaching Assistant for your group overview of the applied topic (10 points), the Small Group(s) you led for being prepared, facilitating discussion, and contributing to their learning (15-points), and you will receive a score based on your discussion agenda, rated by the Instructor (15-points).

Life Stage Presentations: 30 Points (LSP)

During our Final Exam time slot (Friday, December 15th from 2:00 p.m. – 3:50 p.m.), each group will have 5-minutes to give an informal overview of the Life Stage, using illustrations from individual case study papers. Each group will receive up to 10 points for their summary (rated by Instructor), 10 points for contribution to learning (rated by classmates), and each student will receive 10 points for contribution to the discussion (rated by group members).
Case Study 100 Points
You will select a character from a film to illustrate your selected Life Stage. In a written five-page paper, you will apply the Psychosocial Approach in a critical analysis of your selected film character. You are expected to demonstrate an understanding of each of the Developmental Tasks and the Psychosocial Crisis (including reference to the Central Process, Prime Adaptive Ego Quality, and Core Pathology associated with the Life Stage). Please use the recommended films, or an alternative that you identify.

Your Case Study written paper will contain a brief synopsis of the film and introduction to the character you have selected (1 page), an overview of your Life Stage including specific examples of Developmental Tasks and the Psychosocial Crisis as depicted for this character (3 pages), and a one-page critical analysis of how well your selected character provides evidence for (or against) material from this course. For example, you might notice how the character: i) is working on a developmental task from a previous or future life stage, ii) is struggling with the core pathology for his/her life stage and discuss implications for his/her future, iii) is affected by unusual circumstances or historical context; iv) provides support for psychosocial theory; or v) might be better understood through the lens of another theoretical approach.

Your 5-page case study papers must be saved in .PDF format, and submitted to Turnitin via Moodle by no later than Friday, December 15th at 2:00 in the afternoon.

Exemplary 100 points: Surpasses assignment guidelines, and is written clearly in an engaging style.

Proficient 90 points: Meets assignment guidelines, with minor errors in organization/focus, style, or mechanics of writing.

Developing 80 points: Meets assignment guidelines, with errors in organization/focus, style, or mechanics of writing.

Below Expectations 70 points: Meets assignment guidelines, with significant errors in organization/focus, style, or mechanics of writing.

Marginal 60 points: Does not follow assignment guidelines in at least one area.

Unacceptable 50 points: Does not follow assignment guidelines in at least two areas. Significant difficulty with organization/focus or mechanics of writing interferes with intelligibility.

Extra Credit: Bring-a-Guest 10 Points
All students in this course have the same opportunity to earn 10 points of extra-credit this semester. This option is recommended for student athletes or any other student who anticipates missing multiple classes due to extenuating circumstances. You are invited to bring a visitor to class who is in the age range of the life stage being covered on that date, from 3:25 p.m. – 3:40 p.m. You must introduce your guest and explain how the guest fits the chapter description of the life stage. Your guest (or the parents of the guest) will need to answer questions from the students, and/or participate in an interactive activity with me.
Plans for each visitor generally need to be personalized (and parking vouchers are available), so you will need to speak with me about this option well in advance of taking up this extra-credit option.

**Course Outline by Date**

The schedule below is tentative and subject to change. Any changes will be announced in class and on Moodle.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday, August 25th</strong></td>
<td><strong>P1</strong> Introductions / Syllabus</td>
</tr>
<tr>
<td><strong>Friday, September 1st</strong></td>
<td><strong>P2 R1</strong> Development Through Life Reading: Chapter 1</td>
</tr>
<tr>
<td><strong>Friday, September 8th</strong></td>
<td><strong>P3 R2</strong> Theories of Development Reading: Chapter 2</td>
</tr>
<tr>
<td><strong>Friday, September 15th</strong></td>
<td><strong>P4 R3</strong> Psychosocial Theory Reading: Chapter 3 Film: <em>Everyone Rides the Carousel</em></td>
</tr>
<tr>
<td><strong>Friday, September 22nd</strong></td>
<td><strong>P5 R4</strong> Prenatal Development Reading: Chapter 4 Applied Topic: Abortion (pages 120 – 125)</td>
</tr>
<tr>
<td><strong>Friday, September 29th</strong></td>
<td><strong>P6 R5</strong> Infancy Reading: Chapter 5 Applied Topic: The Role of Parents (pages 172 – 179)</td>
</tr>
<tr>
<td><strong>Friday, October 6th</strong></td>
<td><strong>P7 R6</strong> Toddlerhood Reading: Chapter 6 Applied Topic: Child Care (pages 220 – 224)</td>
</tr>
<tr>
<td></td>
<td>Learning Quiz 1 Due 8:00 a.m.</td>
</tr>
<tr>
<td><strong>Friday, October 13th</strong></td>
<td><strong>P8 R7</strong> Early School Age Reading: Chapter 7 Applied Topic: School Readiness (pages 264 – 268)</td>
</tr>
<tr>
<td><strong>Friday, October 20th</strong></td>
<td><strong>P9 R8</strong> Middle Childhood Reading: Chapter 8 Applied Topic: Violence in the Lives of Children (pages 311 – 312)</td>
</tr>
<tr>
<td><strong>Friday, October 27th</strong></td>
<td><strong>P10 R9</strong> Early Adolescence Reading: Chapter 9 Applied Topic: Adolescent Alcohol &amp; Drug Use (pages 366 – 368) BOOK BUDDIES 12:45p.m. – 2:30p.m. SERVICE LEARNING</td>
</tr>
<tr>
<td>Date Points</td>
<td>Topic and Assigned Reading</td>
</tr>
<tr>
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</tbody>
</table>
| **Friday November 3**<sup>rd</sup>  
P11  
R10  
SL Reflection DUE | Later Adolescence  
Reading: Chapter 10  
*Applied Topic: Dropping Out of College (pages 409 – 412)* |
| **Friday November 17**<sup>th</sup>  
P12  
R11  
R12  
Q2 | Early Adulthood  
Reading: Chapter 11  
*Applied Topic: Divorce (pages 461 – 465)*  
Middle Adulthood  
Reading: Chapter 12  
*Applied Topic: Discrimination in the Workplace (pages 505 – 508)*  
Learning Quiz 2 Due 1:00 p.m. |
| **Friday December 1**<sup>st</sup>  
P13  
R13 | Later Adulthood  
Reading: Chapter 13  
*Applied Topic: Retirement (pages 544 – 547)* |
| **Friday December 8**<sup>th</sup>  
P14  
R14  
R15 | Elderhood  
Reading: Chapter 14  
*Applied Topic: Meeting the Needs of the Frail Elderly (pages 580 – 584)*  
Understanding Death, Dying, & Bereavement  
Reading: Chapter 15 |
| **Friday December 15**<sup>th</sup>  
CS  
Q3  
LSP | Final Exam:  
Case Study due 2:00 p.m.  
Learning Quiz 3 Due 2:00 p.m.  
Life Stage Group Presentations 2:00 p.m. – 3:50 p.m. |
University Policies
You need to be aware of several important University policies. These include: the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. The policies are all available at the following web address: http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on how to add class is available at http://www.sonoma.edu/registration/addclasses.html. The Registration Information page (http://www.sonoma.edu/registration/regannouce.html) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students
If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm.

Emergency Evacuation
If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a classmate to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity
Students should know that the University’s Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University.

University Resources
SSU Writing Center
The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website (http://www.sonoma.edu/programs/writingcenter/default.html) for more information on how to schedule time with a tutor.
Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well being. The CAPS web pages (http://www.sonoma.edu/counselingctr) provide information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

Learning Skills Services and Multilingual Learners Program.

These programs provide a wide variety of excellent academic, tutoring, and personal services for first-generation and low-income college students. Targeted services are available for multilingual students. Please check the Learning Center for eligibility criteria and specific details at:
http://www.sonoma.edu/lss/